Isagoge, v. 1, n. 2, p. 63-76, junho, 2021, ISSN 2763-7123
Rio de Janeiro, Brasil

INFLUENCE OF SCHOOL LOCATION IN THE IMPLEMENTATION OF SECONDARY SCHOOLS PHYSICAL EDUCATION CURRICULUM IN NIGERIA

INFLUÊNCIA DA LOCALIZAÇÃO DA ESCOLA NA IMPLEMENTAÇÃO DO CURRÍCULO DE EDUCAÇÃO FÍSICA NAS ESCOLAS SECUNDÁRIAS DA NIGÉRIA

Benjamin Tunji Olaosebikan
Department of Physical and Health Education, Faculty of Education
University of Maiduguri, Borno State, Nigeria

Abdulkadir Oba Ibrahim
Federal Government Girls' College, Zaria, Kaduna State, Nigeria

Abdullah Abdulsalam
Department of Physical and Health Education,
University of Maiduguri, Borno State, Nigeria
just2abdul@gmail.com

Received: 09/06/21 **Accepted: 12/06/21** **Published: 03/07/21**

Abstract: This assessed influence of school location implementation of secondary schools Physical Education curriculum in Nigeria. To achieve this purpose, purposive sampling technique was used to select the samples from the Six Geo- political zones of the country. The population for the study was all secondary schools of Fifty Four thousand Five hundred and twenty- one (54,521) with sample size of Six hundred and Fifty six (656). The data collected were statistically analysed using descriptive statistics of mean (x) and standard deviation (sd) to test and analysed bio- data variables and to answer research questions: while inferential statistics of One Sample t- testwas used to test all the hypothesis. The major findings from the study revealed that school location influence implementation of secondary schools Physical Education curriculum in Nigeria. The study recommended that school should be located or cited in an area where space is available as subject like Physical Education requires large space of land where students could put theory into practice.

Keywords: School location. Implementation. Secondary schools. Physical education curriculum.

Resumo: Esta avaliação avaliou a influência da implementação do currículo de Educação Física nas escolas secundárias da Nigéria. Para atingir este objetivo, foi utilizada uma técnica de amostragem propositada para selecionar as amostras das Seis Geo-zonas políticas do país. A população para o estudo era de todas as escolas secundárias de Cinquenta e Quatro Mil Quinhentos e vinte e um (54.521) com uma amostra de Seiscentos e Cinquenta e Seis (656). Os dados recolhidos foram analisados estatisticamente utilizando estatísticas descritivas de média (x) e desvio padrão (sd) para testar e analisar variáveis de dados biológicos e para responder a questões de investigação: enquanto a estatística inferencial de Uma Amostra t- teste foi utilizada para testar todas as hipóteses. Os principais resultados do estudo revelaram que a localização da escola influencia a implementação do currículo de Educação Física nas escolas secundárias da Nigéria. O estudo recomendou que a escola deveria ser localizada ou citada numa área onde o espaço está disponível como disciplina como a Educação Física requer um grande espaço de terreno onde os estudantes poderiam pôr em prática a teoria.

Palavras-chave: Localização da escola. Implementação. Escolas secundárias. Currículo de Educação Física.

Introduction

The school site/location is definedas the position of school within the chosen area of study. This may be urban or rural. The urban school location/site refers to schools situated within the local government headquarters with necessary basic amenities like tarred roads, electricity and pipe borne water while the rural location/site refers to schools far away from the local government headquarters and lacking basic amenities like tarred roads, electricity and pipe borne water (Ibok, 2015). School needs a quiet environment, accessibility to safe distance from the main highways, the school should not be too far because of infrastructural connections like light, water, etc.

For over four decades' series of studies have suggested the importance of school as social environment of learning. Some of these studies examined the location planning and their attendant consequences on achievement of students in various states of the Federation. The studies were intended to assist education authorities of various states to decide where a particular type of school should be located; the size of a school in each location; whether a new school should be built or otherwise among others (Mbakwe, 1986). It was stated that the World Bank recommended that the following data were needed for rationalizing and drawing up of both the urban and rural school map. Schools which includes physical aspects, size, type of building, usage, capacity, teachers (numbers, qualification and age); students which include enrollment in school by age, individual data in age, sex, previous schools, home, location mode of transport, time taken in home/ school journey, parental background; Rural and Urban Area Data which include land use administrative map on a large scale as possible, planning reports, settlement patterns and the likes are required (Owoeye and Yara, 2011).

Research Questions

The Research answered the following question;

Does the school location influence the implementation of Secondary schools Physical Education Curriculum in Nigeria?

Hypothesis

School location does not significantly influence in the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Methodology

Ex- post facto research design was used for this study. This is due to the fact information required for the study is available with the respondents. According to Kelinger (2007) ex- post facto research design is the best tool to be used in descriptive research involving current events, it further stated that ex- post facto is a design where a particular characteristic of a given group is being investigated with a view to identifying its antecedents. Thus, opinion of respondents on the assessment of factors influencing Implementation of Secondary Schools Physical Education Curriculum in Nigeria was determined.

The research population for this study consists of all Secondary schools in the six (6) Geo- Political zones of Nigeria. The population of all secondary schools, Public and Private in the six (6) Geo- political zone of Nigeria is 54,521 (Nigeria Digest of Education Statistics, FME, 2014-2016) report.AllthePhysical and Health Education teachers in the 6 Geo – political zones and head of Physical and Health Education subject teachers in the school formed the population used.

TABLE 1: TABLE SHOSWING THE SIX(6) GEO – POLITICAL ZONES WITH THE CORRESPONDING SCHOOLS

Table of all secondary schools in the six(6) geo-political zones innigeria.

1.	NORTHCENTRAL (7STATES)	PUBLIC SCHOOLS	PRIVATE SCHOOLS	TOTAL
	Benue state	1038	1005	2043
	FCT	179	91	270
	Kogi State	747	426	1173
	Kwara State	780	1389	2169
	Nasarawa State	664	497	1161
	Niger State	721	313	1034
	Plateau State	627	832	1459
2.	NORTH EAST (6 STATES)	PUBLIC SCHOOLS	PRIVATE SCHOOLS	TOTAL
	Adamawa State	722	199	921
	Bauchi State	783	921	1707
	Borno State	409	65	474
	Gombe State	399	522	921
	Taraba State	392	903	1295
	YobeState	169	71	240
3.	NORTH WEST (7 STATES)	PUBLIC SCHOOLS	PRIVATE SCHOOLS	TOTAL
	Jigawa State	583	160	743
	Kaduna state	740	911	1651
	Kano State	1505	1157	2662
	Katsina State	477	495	972
	Kebbi State	400	151	551
	Sokoto State	252	107	359
	Zamafara State	327	228	555
4.	SOUTH EAST (5 STATES)	PUBLIC SCHOOLS	PRIVATE SCHOOLS	TOTAL
	Abia State	397	675	1072
	Anambra State	514	1054	1568
	Ebonyi State	425	438	863
	Enugu State	566	2196	2762

	Imo State	550	63	613
5.	SOUTH WEST (6 STATES)	PUBLIC SCHOOLS	PRIVATE SCHOOLS	TOTAL
	Ekiti State	374	328	702
	Ogun State	581	1612	2193
	Ondo State	616	366	982
	Osun State	646	249	895
	Oyo State	1121	6700	7821
	Lagos State	669	4461	5130
6.	SOUTH SOUTH (5 STATES)	PUBLIC SCHOOLS	PRIVATE SCHOOLS	TOTAL
	AkwaIbom State	477	182	659
	Bayelsa State	316	144	460
	Cross River State	427	333	760
	Delta State	266	822	1088
	Rivers State	493	898	1391
	TOTAL	**21450**	**33071**	**54521**

Source Nigeria Digest of Education Statistics (2016).Federal Ministery of Education Abuja.

The sample size for this study was 656. According to Research Advisor (2006) for a population of 54,521, a sample size of 656 is said to be adequate. To achieve this sample size from the population of the study, a multi- stage sampling procedure was employed. This type of sampling technique requires the use of more than one technique in sampling.

Stage 1: Stratified sampling technique was used to group the states into their existing Six (6) Geo-political zones in Nigeria. The zones are- North East, North West, North Central, South East, South West and South South.

Stage 2: Simple random technique was used to select state from each of the six Geo-political zones. For this study, the process was done by requesting a research assistant to write the names of the states in each Geo- political zones and was put in their respective boxes. Another research assistant was used to pick two states from each of the boxes and in total, twelve (12) states were selected in all. Equal selection of states across all Geo- political zones is seen as fair and not bias as they are relatively the same in number.

Stage 3: Cluster sampling technique was used to group the schools into ownership of Public and Private. The researcher grouped the schools into strata of either Public or Private.

Stage 4: Proportionate sampling procedure was employed and this ensured adequate representation of each group in all the states selected (17,702) for the study at 3.7%proportionate for which represents 2,017 of the population.

Stage 5: Purposive sampling procedure was used to pick the number of schools that formed the sample for the study because of the fact that many secondary schools in Nigeria do not implement curriculum as required. The instrument for each strater was distributed to schools in the state capitals on an instrument per school basis. The head of subject of Physical Education responded to the items on the instrument on behalf of the school. This was because as researcher's observed that most school lack adequate number of teachers who are professionals in the field of Physical and Health Education. In some cases, Physical Education is handled by non-professionals and in most of the secondary schools' teachers of integrated science, Biology, Agricultural science are made to teach the subject because of lack of professionals.

Table 2: Procedure showing sample size selection at 3.7% proportionate from the school

Population.

SN	Geo-Political Zone	Selected States in the 6 Geo-Political Zones.	Number of Public & Private Schools	Public Schools Selected.	% Selected in Public Schools.	Private Schools Selected	% Selected in Private Schools.
1	NORTHWEST	Jigawa	743	583	583x3.7/100=22	160	160x3.7/100=6
		Kaduna	1651	740	740x3.7/100=27	911	911x3.7/100=34
2	NORTHEAST	Adamawa	921	722	722x3.7/100=27	199	199x3.7/100=7
		Bauchi	1704	783	783x3.7/100=29	921	921x3.7/100=34
3	NORTHCENTRAL	Benue	2043	1038	1038x3.7/10038	1005	1005x3.7/100=37
		Nassarawa	1161	664	664x3.7/100=25	497	497x3.7/100=18
4	SOUTHWEST	Lagos	5130	579	579x3.7/100=21	446	4461x3.7/100=165
		Ekiti	702	374	374x3.7/100=14	328	328x3.7/100=12

5	SOUTHEAST	Abia	1071	397	397x3.7/100=15	675	675x3.7/100=25
		Anambra	1568	514	514x3.7/100=19	1054	1054x3.7/100=39
6	SOUTHSOUTH	Bayelsa	460	316	316x3.7/100=12	144	144x3.7/100=5
		Akwalbom	659	477	477x3.7/100=18	182	182x3.7/100=7
	TOTAL		**17702**	**6865**	**267**	**10837**	**389**
	Total Sample				**267+389 = 656**		

Federal Ministry of Education, 2016

To achieve the purpose of this study, a research instrument tagged assessment of factors influencing implementation of secondary schools Physical Education curriculum in Nigeria which contained twelve (12) items, was closed ended and it was on Five- point likert scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Along with the Five –point likert scale, the items were coded as 5, 4, 3, 2, 1, it was divided into Two (2) broad Sections with section A on demographic data of the respondents, and section B on the assessment of factors influencing implementation of secondary schools Physical Education curriculum in Nigeria,

The draft instrument was submitted to the supervisors and three other experts from related department for face and content validity. They served as jurors with their suggestions and input considered. The final instrument that was corrected and approved was used for Pilot-study. In order to establish the reliability of the instrument already validated, a pilot study was conducted by using Heads of Physical Education subject teachers in fifty (50) secondary schools in the North west geo-political zone of Katsina State and South west of Oyo State that would not be part of the main study were used. The data obtained from the pilot study were statistically analyzed for the purpose of reliability. Cronbach alpha reliability coefficient and Spearman-Brown Split half reliability coefficient was used to test the questionnaire. This reliability coefficient was considered adequate for the internal consistencies of the instrument. The result of Spearman-Brown Split Half and Cronbach alpha reliability are 0.807 and .779 respectively. This was a confirmation of test of reliability which according to Spiegel (1992) thatan instrument is considered reliable if its reliability coefficient lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument,

and the closer the calculated reliability co-efficient is to 1, the more reliable is the instrument. This therefore confirmed the instrument used for this study were highly reliable.

Sequel to data collection, the researchers collected a letter of introduction from the Department of Human kinetics and Health Education in order to gain confidence and assistance of respondents. With the help of research assistants, administration of the instrument was done. This exercise of administering the instrument was culminated in retrieval of copies of the Instrument from the respondents which was statistically analyzed in accordance with the hypotheses postulated for the study.

For the purpose of data analysis, descriptive statistics of Frquencies and percentages was used for the demographiccharacteristics of the respondents

- Means (x) and Standard Deviation was used for responses to the research questions and mean (x) aggregate was compared with a decision mean of 3.5
- While the Inferential Statistics of One – Sample t- Test was used for testing hypotheses to determine level of significant and the decision to reject or accept the hypotheses would be subjected to 0.05 alpha level of significance.

Results

Table 3: Demographic Characteristics of the Respondents

	Variable	Frequency	Percentage
Age Range	18 – 30 years	127	19.5
	31 – 40 years	306	47.0
	41 - 50 years	143	22.0
	50 years and above	75	11.5
	Total	651	100.0
Sex	Male	417	64.1
	Female	234	35.9
	Total	651	100.0
Marital Status	Single	113	32.7
	Married	409	62.8

	Divorced/ Separated	21	3.3
	Widowed	8	1.2
	Total	651	100.0
Qualification	Ph.D	13	2.0
	M.Sc/ M.Ed	51	7.8
	B.Sc/ B.Ed/ HND	415	63.7
	NCE	151	23.2
	SSCE	21	3.3
	Total	651	100.0
Years of Experience	0 – 5 years	142	21.8
	6 – 10 years	394	60.5
	11 years and above	115	17.7
	Total	651	100.0
Professional Qualification	With TRC	391	60.0
	WithoutTRC	260	40.0
	Total	651	100.0

Field Survey, 2019

Table 3 showed demographic characteristics of the respondents, with regards to age range. The table revealed that majority of the respondents 127 (19.5%) were between the age range of 18-30 years, 306 (47.0%) of the respondents fell between the age range of 31 – 40 years, 143 (22.0%) of the respondents fell between the age range of 41 – 50 years while 75 (11.5%) of the respondentswere between the age range of 50 years and above. The majority of respondents 417(64.1) were males and the remaining 234 (35.9%) were females' respondents. It also showed that the 113 (32.7%) of the respondents were single, 409 (62.8%) of the respondents were married, 21 (3.2%) of the respondents were divorced/separated while 8 (1.2%) of the respondents were widowed.

With regards to academic qualification, the table revealed that 113 (32.7%) of the respondents were Ph.D holder, 51 (7.8%) of the respondents were M.Sc/M.Ed holders, 415

(63.7%) of the respondents were B.Sc/B.Ed/HND holders, 151 (23.2%) of the respondents were NCE holder while 21 (3.2%) of the respondents were SSCE holder. It also revealed that 142 (21.8%) of the respondents had 0- 5 years of experience, 394 (60.5%) of respondents had 5 – 10 years of experience while 115 (17.7%) of respondents had 10 years and above. The professional qualification, 391(60%) of respondents had Teacher Registration Council Certificate (TRC), while 260(40%) of the respondents had none.

Research Question One:

Table 4: Mean Score of responses on how does school location influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria

/N	Items	Mean	S D.
	Schools in the urban areas are more equipped with modern facilities therefore influences the effectiveness of curriculum implementation.	3.7921	0 .5724
	Schools in rural areas are less equipped and therefore the influence of the implementation of Physical Education is less effective influences the effectiveness of curriculum implementation.	4.142	0 .6197
	Schools in rural areas are hardly supervised; therefore implementation of Physical Education curriculum is not done wellwhich influences the implementation of the curriculum.	3.605	0 .56552
	Physical Education teachers in rural areas find it difficult to attend workshops; as such it hampers implementation of Physical Education curriculum.	4.645	0 .49578
	Regular sensitization of Physical Education teachers in urban areas on seminars influences the implementation of Physical Education curriculum.	3.211	0 .5019
	Schools located in riverine areas with no space for	4.1	0

practical class hinders the implementation of Physical Education curriculum.	132	.62518
Aggregate mean	**3.8943**	

Constant mean= 3.5

Table 4 showed whether school location influence the implementation of Secondary Schools Physical Education Curriculum in Nigeria. The aggregate mean of 3.8943 was found to be higher than the decision mean of 3.5. To answer the research question, since the aggregate mean is higher than the constant mean, it can be concluded that school location has influence in the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

Table 5: One sample t-test analysis of the school location on the implementation of Secondary Schools Physical Education Curriculum in Nigeria

Variables	Mean	Std. Deviation	t-value	Df	P-value
Aggregate mean	3.8943	.5634	2.171	650	0.015
Constant mean	3.5	0.00			

t (379) = 1.972, P value < 0.05

From the result of analysis presented, it showed that the p-value 0.015 is less than 0.05 level of significance. The t-value value 2.171 is greater than the t-critical of 1.972 at degree of freedom 650 using two tailed significant level. Therefore, the null hypothesis which states that "School location does not significantly play any influence in the implementation of Secondary Schools Physical Education Curriculum in Nigeria" is hereby rejected.

Discussion

The null hypothesis stated that school location does not significantly influence in the implementation of Secondary Schools Physical Education Curriculum in Nigeria. One sample t-test was used to test the hypothesis. The result of the test reveals that t = 2.171 at 0.004 level of significance with 379 as the degree of freedom. The null hypothesis was therefore rejected

that school location does significantly influence in the implementation of Secondary Schools Physical Education Curriculum in Nigeria. Yusuf and Adigun (2010), Osokoya and Akuche (2012) found that school location had significant influence on learning outcomes of secondary school students in Ekiti and Ibadan respectively. The studies also found that schools in the semi-urban areas lacked infrastructure, equipment, and pertinent school materials. A school that is free of various forms of pollutants promotes good health and also provide better environment for learning. RAJI, (2016), concluded that the extent to which junior mathematics curriculum was being implemented in the riverside communities was not good enough for effective learning outcome. It is also concluded that school leadership roles, good school location and provision of teaching and learning resources should be adequately provided to improve the level of implementation of mathematics curriculum in the area. Ogunleye (2002) maintains that school location has significant effect on students" academic performance, Akintunde (2004) indicates that urban students have better performance than their peri-urban counterparts in concept attainment. Kannapol and Deyoung (1999) indicates a contrary view stating that urban schools are not as they once were and rural schools had improved considerably in their attitude to science. Aina (1998) further explains that natural aesthetic values present in the rural areas such as trees, shrubs and flower beds in rural schools which beautify them create good learning atmosphere. In a recent study, Osokoya and Akuche (2012) who studied the effects of school location on students' learning outcomes in practical physics, found a significant main effect of school location on cognitive attainment in practical physics with learners in urban schools performing better than those in rural schools.

Recommendation

School should be located or cited in an area where space is available as subject like Physical Education requires large space of land where students could put into practice what learnt in the classroom and Teachers could demonstrate the content as expected to enhance the implementation of Secondary Schools Physical Education Curriculum in Nigeria.

References

Aina,S.A. 2006. Students Cognitive and Affective factors as Determinants ofAchievements in Senior Secondary Physics in Oyo and Ogun states. Thesis.University of Ibadan, Ibadan.

Akintunde,S. A. 2004. Effects of Structure and Unstructured Group Interaction patterns on Learning Outcomes of Primary School Pupils in Some EnvironmentalEducation Concepts in Ibadan. Thesis Teacher Education. University of Ibadan.

Kannapol, P. J. andDeyoung, A. T. 1999. The Rural School Problem in 1999. A ReviewandCritique of The Interline. Journal of Research in Rural Education.15,57-79.

Mbakwe, F.E. (1986). Location and Resource Factors in the Development of the Nigerian Army Schools 1980-1984. Unpublished Ph.D. Thesis, University of Ibadan.

Ogunleye, B. O. 2002. Evaluation of the Environmental Aspect of the Senior SecondarySchoolChemistry Curriculum in Ibadan Nigeria. Thesis. TeacherEducation,Education. University of Ibadan.

Osokoya, M. M. and Akuche, U. E. (2012). Effects of school location on students' learning outcomes in practical physics. IFE Psychologia, 20 (1).

Osokoya,M.MandOkpala, P. N. 1995. Science and Technology Education for all. InUNESCO,BREDA(Ed) report on the State of Education in Africa, Education Strategies, for the1990. Orientations and Achievements. UNESCO/BREDA Publications 95-99.

Owoeye,J. S and Yara, P. O (2011). School location and academic achievements of secondary schools in Ekiti State in Mbakwe, 1986.

RAJI, I. A. (2016). School factors and implementation of junior secondary school mathematics curriculum in the riverside communities of Ondo State, Nigeria. Ismail Adesina Raji.

Yusuf, M. A. and Adigun J. T. (2010). The Influence of School Sex, Location and Type on Students Academic Perfomance. Int J Edu Sci,, 2(2), 81-85.