

## **AWARENESS OF EMPLOYABILITY OF PHYSICAL EDUCATION TEACHERS AND ITS IMPACT ON REGISTRATION FOR PHYSICAL EDUCATION IN SENIOR SECONDARY SCHOOL CERTIFICATE EXAMINATION IN NIGERIA**

**I.I Budah<sup>1</sup>, S. M. Bichi<sup>2</sup>, M. U. Sani<sup>3</sup> & A. I Danlami<sup>4</sup>**

<sup>1</sup>Department of Physical and Health Education,  
Shehu Shagari College of Education  
Sokoto, Nigeria

<sup>2,3 & 4</sup>Department of Human Kinetics and Health Education,  
Ahmadu Bello University, Zaria

### **Abstract**

This study assessed the awareness of employability of physical education teachers and its impact on Registration for Physical Education in Senior Secondary School Certificate Examination in Nigeria. The study was guided by one objective with its corresponding research question and null hypothesis. The research design for the study was Ex-post-facto survey research design. The population of this study consists of all Senior Secondary School Students with a total population of six million two hundred and fifty- thousand five hundred and eighteen (6,250,518) students. Three hundred and eighty-four (384) was selected as sample size for the study. A self-structured questionnaire was used for data collection. A 4-point modified Likert-scale was used for the scoring of responses that were provided by respondents. The instrument was validated by five (5) professionals from Ahmadu Bello University, Zaria, who vetted the instrument. A pilot test was conducted in four (4) secondary schools across the six (6) geo-political Zones for the purpose of establishing the reliability of the instrument. The data collected during the pilot study was analyzed using Cronbach's Alpha statistics of which the value found was 0.815. Descriptive statistics of frequencies and percentages were used to analyze the demographic characteristics of the respondents. Mean (X) and standard deviation (SD) were used to analyze responses to the research questions, while inferential statistics of Chi-square ( $X^2$ ) was used to test the formulated null hypotheses at 0.05 level of significance. Finding from the study was that awareness of employability of physical education teachers and its impact on Registration for Physical Education in Senior Secondary School Certificate Examination in Nigeria.(P= 0000). Therefore, the null hypothesis formulated was rejected. Based on the findings of the study, the researchers recommend that the government and educational institutions should provide comprehensive career guidance and counselling to students, highlighting the diverse employment opportunities available to Physical Education specialists, thereby enhancing their career prospects.

**Key Words:** Awareness, Physical Education, employability, Senior Secondary School Certificate Examination, Registration

### **Introduction**

Physical Education is an aspect of education which contributes to the accomplishment of the educational objectives. These objectives include; the development of neuromuscular skills, organic fitness, sportsmanship, fair play and cognitive skills. Akindutire and Olanipekun (2014) viewed physical education as an integral aspect of the process of education which aimed at achieving the goals of education through the medium of physical activity experiences. Ojo (2015) stated that physical education was seen as an instructional programme built around basic motor activities

which help achieve the goal of physical, emotional and mental well-being for every pupil, student and student-teachers. Anam and Ahueansebhor (2017) opined that physical education is concerned basically, in developing the learners' basic skills, techniques, abilities and competencies that can produce an effective human being who will be able to withstand the change of time, be productive and promote uniqueness in pursuit of unity of human race.

Physical education plays a vital role in the academic curriculum as it helps students to maintain a healthy lifestyle and achieve their full potential in other areas of study. Regular physical activity has been shown to improve academic performance, reduce stress, and boost self-esteem (Teuber, Leyhr & Sudeck, 2024). Physical education classes provide students with the opportunity to engage in regular physical activities that can help to develop their motor skills, coordination, and cardiovascular fitness. This is of great benefit for children as they are in the developmental stage of life and regular physical activity can help to ensure they develop properly (Teuber *et al.*, 2024). Additionally, physical education classes can teach children the importance of physical exercise and the benefits it has on their overall health and well-being. Physical education classes can also provide students with the opportunity to develop their social skills by interacting with their peers in a physical setting.

In secondary schools in Nigeria, Physical education was attached with health education in Primary and Junior Secondary Schools. Physical and health education are essential components of a well-rounded education system. They help children develop physically, mentally, and emotionally, leading to improved academic performance and social skills. This subject plays a crucial role in Nigeria, promoting overall well-being and healthy lifestyles (Nicholas, 2024). Physical and health education policies in Nigeria are designed to ensure the holistic development of individuals by promoting physical activity and healthy lifestyle choices.

Currently, the National Policy on Education and the National School Health Policy provide guidelines for the implementation of physical and health education programs in schools across Nigeria (Nicholas, 2024). The National Policy on Education mandates that physical and health education be included in the curriculum of all primary and secondary schools in the country. Additionally, the National School Health Policy focuses on promoting the health and well-being of students through the provision of comprehensive health education programs. The main objective of this policy is to: promote physical activity and healthy lifestyle choices among students; improve overall health and well-being of students; reduce the prevalence of lifestyle-related diseases such as obesity and diabetes; enhance the cognitive and academic performance of students and develop a culture of health and wellness within schools and communities.

Parents and students may lack the knowledge of the existence of Physical Education as an examinable subject and the employability of its graduates constitute a big problem in this study as the researcher casted doubt as to whether the Nigerian populace are aware of the various employment opportunities available for prospective Physical Education teachers aside classroom teaching. Another problem is parental influence. This has to do with the attitude of parents choosing career prospects for their children and wards compelling them to study professional courses such as; Community Medicine, Nursing Science and other Allied health courses, Engineering, Banking and Finance and Accounting. Unfortunately, they show consideration to the interest and cognitive abilities of their children. This leads to (in most cases) waste of time and resources.

Today, physical education does not have the same prominence it once had and, in fact, the subject is not taught in most primary and secondary schools in Nigeria. Where it is taught, it was either made optional or combined with other science-based subjects such as basic science (Former Integrated Science); computer studies and Intro-tech at the basic level of the 9-3-4 system of education. Enrolment of students into the subject at secondary school is optional. As an examinable subject in West African Senior Secondary School Certificate Examination (WASSCE), Physical Education is facing serious setbacks. This was obtainable from the previous record of students' enrollment in 2008 where nine thousand two hundred and sixteen (9,216) candidates sat for the examination as against nine thousand seven hundred and eighty (9,780) recorded in 2007. The number keeps declining leading to what the researcher feels to call under-registration. Ten years later in 2018, the enrollment was still static at seven thousand two hundred and ninety-one (7,291). In the year 2020 the total candidates of 7,396 was recorded (WAEC, 2022). This implied that on the average, no more than 8,421 sit for the examination yearly in the last two (2) decades compared with other subjects offered. The pain of this stagnation in students' enrolment into physical education as an examinable subject must be determined by the interaction of certain indices that pushed the researchers to undertake this study. Various studies were conducted in relation to teachers' employability in different disciplines but ignored physical education as a field of study in teachers training institutions which left a gap in understanding whether this may have any impact in the registration for Physical Education in Senior Secondary School Certificate Examination in Nigeria. This study therefore assessed the awareness of employability of physical education teachers and its impact on Registration for Physical Education in Senior Secondary School Certificate Examination in Nigeria.

### **Objective of the Study**

The objective of this study was to assess students' awareness of employability opportunities and employability prospects for Physical Education teachers in Senior Secondary School Certificate Examination in Nigeria.

### **Research Questions**

Based on the objective of this study, the following research question was raised:

To what extent could awareness of employability opportunities and employability prospects for Physical Education teachers in Senior Secondary School Certificate Examination in Nigeria.

### **Hypotheses**

The following sub-hypothesis was formulated to guide the study:

Awareness of employability prospects for Physical Education Teachers does not significantly determine students' decision to register for Physical Education in Senior Secondary School Certificate Examination in Nigeria.

### **Methodology**

The research design used in this study was ex-post-facto research design. The use of this design was required by the fact that the study is non-experimental and no variable was manipulated as recommended by Sharma (2015) who stated that Ex-post facto research design seeks to find out

factors that are related with certain occurrences, outcomes, conditions and types of behaviour by analysing past events or already existing conditions. This design was found suitable for this study since it attempts to assess the assess students' awareness of employability opportunities and employability prospects for Physical Education teachers in Senior Secondary School Certificate Examination in Nigeria

The population of this study consisted of Senior Secondary School Students, totaling six million two hundred and fifty- thousand five hundred and eighteen (6,250,518) students (National Bureau of Statistics, 2023). Three hundred and eighty four (384) students were used as sample size for this study. The sample of the study was guided by Adam (2020) who opined that for a population above two million, three hundred and eighty-four (384) is adequate based on the confidence level of 95% with a marginal error of 0.05. The researcher employed a multi-stage sampling procedure in drawing the sample for this study. Stratified sampling technique was used to establish the six (6) Geo-political zones as strata to give room for selecting the states used for the study. Simple random sampling technique was used to select three (3) states from each of the Geo-political zones making a total of eighteen (18) states. This was done using the lucky dip method by picking from 37 folded papers containing 36 states and FCT Abuja. See table 1. Purposive sampling technique was used to select two public Senior Secondary Schools in the metropolitan city of the state capital, giving rise to 36 schools. This was to ensure feasibility of the study.

**Table 1: Sample Size of Study**

S/n.	Geo-Political Zones	States	Secondary Schools	Students' Population	Sample
1.	North West	Kaduna	-Capital College Kaduna	93,785	17
			-Government College, Kaduna	95,781	18
		Kebbi	-Government College Birnin Kebbi, Nagari	59,835	11
			-Govt. Girls College Birnin Kebbi	55,221	10
		Jigawa	-Govt Sci. Secondary School Dutse	52,139	10
			-Govt.Girls Secondary School Dutse	58,138	11
2.	North East	Adamawa	-Government College, Yola	41,849	8
			-Fed. Govt. Girls College, Yola	34,543	6
		Bauchi	Govt. Day Secondary School Bauchi	52,323	10
			Govt.Girls Secondary School Bauchi	53,003	10
		Yobe	Govt Sci. Secondary School, Damaturu	24,143	5
			Govt. Girls Secondary School Damaturu	20,142	4
3.	North Central	Niger	Government College Minna	77,997	14
			Govt.Girls Secondary School Minna	97,676	17

		Government College Jos	20,002	4	
	Plateau	Govt. Girls Secondary School Jos	22,252	4	
		Government College Lafia	39,986	7	
	Nasarawa	Govt Secondary School Lafia	34,125	6	
<b>4.</b>	<b>South West</b>	Osun	Government College Osogbo	26,401	5
			Govt Secondary School Osogbo	43,001	8
		Ogun	Government College Abeokuta	97,482	17
			Govt. Secondary School Abeokuta	104,321	19
		Ekiti	Government College Ado-Ekiti	21,127	4
			Govt Secondary School Ado-Ekiti	24,876	5
<b>5.</b>	<b>South South</b>	Edo	Government College Benin	30,406	6
			Govt. Girls Secondary School Benin	23,213	4
		Delta	Government College Asaba	64,909	13
			Govt. Girls Secondary School Asaba	51,654	9
		Rivers	Government College Port-Harcourt	99,437	18
			Govt. Girls Secondary Port-Harcourt	75,432	13
<b>6.</b>	<b>South East</b>	Imo	Government College Port-Owerri	187,391	34
			Govt. Girls Secondary Owerri	193,262	36
		Abia	Government College Port- Umuahia	29,060	5
			Govt. Girls Secondary Umuahia	21,765	4
		Enugu	Government College Enugu	33,268	6
			Govt. Girls Secondary Port-Enugu	31,897	6
<b>TOTAL</b>		<b>18 States</b>		<b>2,091,842</b>	<b>384</b>

The instrument used for data collection was a self-developed questionnaire. This questionnaire contains two (2) sections A & B with a total of fifteen statements (15) statements. Section 'A' solicited for information on demographic information of the respondents, Section 'B' sought for information on awareness of employability of Physical Education specialists. To score the responses of the respondents, five (4) point modified Likert's rating scale was used on each statement. The ratings are Strongly Agreed (SA) = (4) points, Agreed (A) =3points, Disagreed (D) =2points, and Strongly Disagreed (SD) =1point. Hence for the analysis of the research questions, the decision mean of 2.5 was to be used in taking decisions. To determine the face and content validity of the instrument, a copy of the questionnaire was given to four (4) experts in the Department of Human Kinetics and Health Education, Ahmadu Bello University, Zaria who vetted the questionnaire. Their comments and suggestions were incorporated after which a final copy of the questionnaire was produced for pilot study. A pilot study was conducted using four (4) secondary schools from the non-selected states in the six geo-political zones. Forty (40) copies of

the questionnaire were administered to these four (4) randomly selected schools each having 10 questionnaires each. The data obtained from the pilot study was analyzed using Cronbach Alpha test. The result of the pilot study indicated a reliability coefficient of 0.815 which renders the instrument reliable. This is because the reliability coefficient lies between 0 and 1, and that the closer the reliability coefficient is to zero, the less reliable it is, while the closer the reliability coefficient is to 1, the more reliable it is. In collecting data for the main study, a total of three hundred and Eighty-four (384) copies of the questionnaire were administered to SSS I, II & III students in the thirty-six (36) secondary schools selected. The researchers and six (6) research assistants who were instructed on how to fill in the instrument administered the questionnaire to the respondents. This exercise lasted for two weeks. The data collected was analyzed using the Statistical Package for Social Science (SPSS) version 23. Descriptive statistics of frequencies and percentages was used to analyze the demographic characteristics of the respondents. Mean and standard deviation was used to analyze the responses to the research questions, while Chi-Square Statistics was used to test the hypothesis at 0.05 level of significance.

### Result

A total of three hundred and Eighty-four (384) copies of the questionnaire were administered to SSS I, II & III students in the secondary schools selected but three hundred and eighty-two (382) were retrieved upon which the data analysis was conducted.

**Table 2: Analysis of the student’s Demographic characteristics**

Variable	Variable options	Frequency	Percent
Gender	Male	270	70.7
	Female	112	29.3
	<b>Total</b>	<b>382</b>	<b>100.0</b>
Age	16-18years	183	47.9
	19-21years	142	37.2
	22 years and above	57	14.9
	<b>Total</b>	<b>382</b>	<b>100.0</b>
Offering of Physical Education	No	265	69.3
	Yes	117	30.7
	<b>Total</b>	<b>382</b>	<b>100.0</b>

The demographic analysis presented in Table 2 provides insights into the characteristics of the surveyed student population. The gender distribution indicates a significant imbalance, with male respondents comprising 270 (70.7%) of the sample, compared to female respondents at 112(29.3%). In terms of age, the largest group of respondents falls within the 16-18 years category, representing 183 (47.9%) of the sample. The next largest group is aged 19-21 years, accounting for 142 (37.2%), while those aged 22 years and above make up only 57(14.9). Regarding the offering of Physical Education, the data reveals that a majority of respondents 265(69.3%) do not participate in such classes, while only 117 (30.7%) are involved. This high percentage of non-participation indicates barriers to accessing physical education or a lack of emphasis on such programs within the institution.

**Research Question Two:** Will students’ awareness of employability prospects for Physical Education teacher’s impact in the registration of students into Senior Secondary School Certificate Examination in Nigeria?

**Table 3:** Mean Scores of Respondents on the impact of students’ awareness of employability prospects for Physical Education teachers on the registration of students into Senior Secondary School Certificate Examination in Nigeria.

S/no	Items	Mean	Std. Dev.
1.	Students in secondary schools are not aware that physical education specialists can be employed as Sport Coaches.	4.24	0.782
2.	Students in secondary schools are not aware that physical education specialists can be employed as a Sport Writer.	4.27	1.024
3.	Students in secondary schools are not aware that physical education specialists can be employed as Sport Psychologists.	4.14	1.086
4.	Students in secondary schools are not aware that physical education specialists can earn salaries as Sport Managers.	4.36	0.792
5.	Students in secondary schools are not aware that physical education specialists can earn salaries as Sport Marketers	4.14	0.866
6.	Students in secondary schools are not aware that physical education specialists can be employed as Physiotherapists	4.34	0.756
7.	Students in secondary schools are not aware that physical education specialists can be employed as Sport Commentators	4.24	0.782
8.	Students in secondary schools are not aware that physical education specialists can be a Sport Administrators	4.27	1.024
9.	Students in secondary schools are not aware that physical education specialists can be employed into teaching profession	4.14	1.086
10.	Students in secondary schools are not aware that physical education specialists can employed into any other related areas	4.33	0.959
<b>Aggregate mean</b>		<b>4.25</b>	<b>0.910</b>

(Benchmark = 2.50)

Table 3 above shows the analysis of the mean scores of the respondents on the impact of students’ awareness of employability prospects for Physical Education teachers on the registration of students into Senior Secondary School Certificate Examination in Nigeria. The analysis reveals a mean aggregate of 4.25 which is greater than the benchmark of 2.50 ( $4.25 > 2.50$ ) the result of the analysis implies that the respondents were of the opinion that students’ awareness of employability prospects for Physical Education teachers has impact on the registration of students into Senior Secondary School Certificate Examination in Nigeria.

### Test of hypothesis

**H<sub>0</sub>** Awareness of employability prospects for Physical Education Teachers does not significantly impact on students' decision to register for Physical Education in Senior Secondary School Certificate Examination in Nigeria.

**Table 4: Chi-square analysis on the impact of** awareness of employability prospects for Physical Education Teachers on students' decision to register for Physical Education in Senior Secondary School Certificate Examination in Nigeria.

Variable	N	$\chi^2$ Cal	Df	P value	Decision
Awareness of Employability of Physical Education specialists	382	114.89	36	0.023	Rejected
<b>X<sup>2</sup> Crit (50.98)</b>		<b>P &lt; 0.05</b>			

Results on table 4 above shows that awareness of employability prospects for Physical Education Teachers does not significantly impact on students' decision to register for Physical Education in Senior Secondary School Certificate Examination in Nigeria. Reasons being that the P-value of 0.023 is lower than the 0.05 alpha level of significance while the chi square ( $\chi^2$ ) Cal. The value of 114.89 is greater than the chi square critical value of 50.98 ( $X^2$  Cal (114.89) >  $X^2$  Crit (50.98) at df 36. Therefore, the null hypothesis which states that Awareness of employability prospects for Physical Education Teachers does not significantly impact on students' decision to register for Physical Education in Senior Secondary School Certificate Examination in Nigeria is hereby rejected.

## Discussion

This study was carried to assess whether awareness of the employability of Physical Education specialist significantly determines under-registration for Physical Education as an examinable subject in Senior Secondary Certificate Examination (SSCE) in Nigeria. Finding from the study revealed that awareness of the employability of Physical Education specialists significantly determine under-registration for Physical Education as an examinable subject in Senior Secondary Certificate Examination (SSCE) in Nigeria. ( $\chi^2$  -critical = 114.89,  $p < 0.05$ , = 0.023). This finding is consistent with Orunaboka and Nwachukwu (2022) who reported that the lack of awareness about the diverse career opportunities stemming from Physical Education studies significantly impacts subject selection among secondary school students. Similarly, the studies by Osei and Ampofo (2022) and Nyarko and Boadi (2021) highlighted the importance of factors such as financial constraints, lack of educational resources, and low student awareness regarding the significance of examinations in determining the rates of student registration for these exams. These factors can be closely linked to the perceived value and employability of the subject, as students and parents may be more inclined to invest in subjects that are perceived to have better career prospects. Also, Okeke (2021) investigated the role of school counselors in subject selection and found that many were inadequately informed about PE's academic and career potential.

## Conclusion

Based on the findings from this study, it was concluded that Awareness of employability prospects for Physical Education Teachers does not significantly impact on students' decision to register for Physical Education in Senior Secondary School Certificate Examination in Nigeria. Thus leading to under-registration of the subject.

## Recommendations

Based on the findings of the study, the researcher recommended that the government and educational institutions should provide comprehensive career guidance and counselling to students, highlighting the diverse employment opportunities available to Physical Education specialists, thereby enhancing their career prospects and employability.

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