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## Challenges for Not Attaining the Millennium Development Goals (MDGs) Through Physical and Health Education and Strategies for Improvement

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### **Abstract:**

*The study examined the perception of Physical and Health education teachers on the existing challenges and identifying the strategies for ameliorating them. The study adopted a survey research design, and through purposive sampling, two hundred and eighty (280) physical and health education teachers were selected from five education zones out of the six existing education zones. Structured questionnaire on the 4-point rating scale was used for the study. The instrument was face validated and the mean reliability of the instrument was 0.83 using Cronbach alpha. The findings of the study revealed that the existing challenges include inadequate physical and health education teachers, lack of training materials, equipment, facilities and funding. Some identified strategies for alleviating the challenges, include training of Physical and Health education teachers, provision of material, equipment and supplies, facilities and funding. Necessary recommendations were made.*

**Keywords:** Development goals, physical and health education, strategies for improvement

### **1. Introduction**

The globally emerging goals in the context of social, economic and political reforms have led to nations redefining their priorities in order to enhance productivity and hence complete effectively and maximally from the emerging global family (Okwy 2010). One of the goals that have become prominent in the global reform context is the Millennium Development Goals (MDGs). The Millennium Development Goals according to Soniya (2003) are the summation of the decisions reached by the United Nations in the year 2000 to alleviate the problems of mankind. They are a set of goals, targets and performance indicators relating to poverty reduction, including income and non-income measures of well-being (Ochu, 2006). The MDGs are eight in number, ranging from eradication of extreme poverty and hunger, achievement of universal primary education, promotion of gender equality and women empowerment, reduction of child's mortality by two third, improving maternal health and ensuring environmental sustainability. These are hoped to be achieved by the year 2015.

From the definition and objectives of the goals documented, Effiong (2008) believed that MDGs are all about national economic development and individual empowerment (self reliance). Empowerment according to is a purposive and systematic preparation of learners in the process of education to make them masters in their chosen area of learning and in their company skill that go with or result from learning. One of the things that could be done to bring about national development/ empowerment is investment in physical education and sports. This view is corroborated by Udeh (2014), who asserted that any nation whose physical education and sport development is weak cannot attain economic development nor become self-reliant. It is physical and health education advancement that will ensure that the human and material resources with which the country is endowed with are properly harnessed and exploited thereby creating wealth for the citizenry thereby promoting the standard of living.

Indeed, no nation can rise above the quantity and quality of its physical and Health education programmes. The nation and indeed physical educators should know that the realization of MDGs through physical and health education is both human and material resources intensive especially now that there is an ongoing review of the policy on education to render it complaint with the on-going reforms in Physical and Health education initiated by MDGs and other global-issues. Some of these reforms in Physical and Health education include:

- Introduction of physical and health education into Senior Secondary School
- Introduction of computer studies at all levels for the teaching of physical and health education
- Strengthening of the content of Food and nutrition, swimming and physical activities to meet the demand of the emerging issues.
- Introduction of the physical education and sports skills to meet the set targets of post basic education.

All these changes are attempted to realize the objectives of Millennium Development Goal. The actualization of the MDGs cannot go without adequate human and material resources put in place.

Human resources are one of the resources that have to be mobilized and deployed by an organization to attain its goals. They are significant because these are the only resources that can manipulate all the resources to make them productive (Adenyi 2007). The concept of material resources according to Adenyi (2007) means equipment and materials which are utilized in any setting to help achieve objectives. These resources range from equipment, facilities and supplies consumables and other basic aids. No matter how well and good a curriculum may be planned, no matter the degree of interest lack of adequate material resources to work can militate against its successful implementation (Okwy2010).

The problem that necessitated this work were studies made by researchers Effiong (2008) and Ochu (2006) who through their findings scaled that lack of resources for effective teaching and learning of physical and health education in Nigeria schools has contributed to the poor state of sports development in the country. More so, Adesoji (2006) that a more frightening situation against physical education programmes at different state suffers serious debilitation which led to non-realization of national goals which include:

- Most Physical and health education classroom and laboratories are ill-equipped
- Teaching facilities are almost inadequate
- General lesson delivery is chalk and talk due to lack of materials
- Most texts books used in the school do not carry current information
- Information and communication technology are not available in schools
- Instructors of physical and health education subject are not properly equipped with modern scientific knowledge and skills.
- Consumables are not replaced.
- Basic amenities like water supply, electricity are lacking in schools.

There is therefore the need to ascertain through physical and Health education teacher's perception how far the above are challenges to our systematic shift from old to new properties to attain global issues. There is also the need for possible strategies to link objectives of MDGs as they relate to physical and health education.

### 1.1. Hypotheses

Three null-hypotheses were tested at 0.05 level of significance.

- Ho<sub>1</sub>: There is no significant difference between the mean ratings of male and then female physical and health education teachers on human resources as challenges to attaining Millennium Development Goals.
- Ho<sub>2</sub>: There is no significant difference between the mean ratings of male and the female physical and health education teachers on material resources as challenge to attaining Millennium Development Goals.
- Ho<sub>3</sub>: There is no significant difference between the mean ratings of male and female physical and health education teachers on strategies for attaining Millennium Development Goals.

### 1.2. Research Method

The study was a descriptive survey. The design was adopted because it provided the researcher the opportunity of sampling opinion from a significant representative number of respondents in the area of the study.

### 1.3. Area of the Study

This study was carried out in the five education zones out of the six education zones in Anambra State of Nigeria. The zones used for the study are Awka, Nnewi, Ogidi, Onitsha and Aguata zones.

### 1.4. Population of the Study

The population comprised of all the physical and health education teachers in the education zones used for the study.

### 1.5. Sampling and Technique

The sample of two hundred and eighty (280) respondents was used for the study. Stratified sampling was used to select five zones out of six existing zones. This was based on already existing zone. This random sampling technique was used to pick physical and health education teacher. History of physical of education, health education, adapted physical education, nutrition in sports, curriculum in physical and health education and Physical activities.

### 1.6. Instruments for Data Collection

The instrument for data collection was a questionnaire on physical and health education teacher's perception on challenges to attaining Millennium Development Goals. The respondents were expected to indicate their extent of the agreement that the listed items pose challenges to attaining MDGs. It also elicited information on strategies for attaining the MDGs. The weightings of the responses Strongly Agree-4, Agree-3, Disagree-2, and Strongly Disagree -1.

### 1.7. Validation of the Instrument

Three physical educators and two lecturers in measurement and evaluation from Nnamdi Azikiwe University of established face and content validity of the instrument considering the research questions and the structure of the items. Their suggestions guided in the production of the final draft.

### 1.8. Reliability of the Instrument

The researchers administered the questionnaires to thirty physical and health education teachers in Aguata education zone. Their mean ratings to the items were collated and analyzed using Cronbach Alpha which gave values of 0.83.

### 1.9. Method of Data Collection

The researcher with the help of five research assistants from each zone distributed copies of questionnaire to physical and health education teachers found in the schools visited. In each of the schools the respondents were allowed some time to fill the questionnaires and were later retrieved for statistical analysis. Three hundred (300) questionnaires were distributed and two hundred and eighty (280) were retrieved for analysis.

### 1.10. Method of Data Analysis

Mean scores were used in answering the research questions. Mean score of 2.50 and above indicated that physical and health education teachers agreed that listed items on human and material resources are challenges to attaining millennium Development Goals with regard to physical and health education. On the other hand any mean score below 2.50 indicates negative response. The null-hypotheses were tested using students t-test analysis. The results of the study were presented. The null-hypotheses were presented in tables 2,3 and 4.

S/ N	Challenges in Human Resources	Male mean	Female mean
1	Lack of physical and health education teachers in school	3.03	3.03
2	Lack of laboratory Assistants technicians in schools	3.11	3.25
3	Physical and health education teachers poor management of equipment and facilities in schools	3.09	3.11
4	Physical and health education teachers poor application of relevant teaching skills	3.41	3.41
5	Ineffective physical and health education teacher-preparedness in teaching programme	2.91	3.50
6	Lack of teachers' professional development	.33	2.20
7	Some physical and health education teachers lack subject matter content knowledge	3.34	2.63
8	Physical and health education teachers poor literacy in information and communication technology (ICT)	3.59	2.90
9	Physical and health education teachers non-use of research findings in physical and health education for effective teaching	2.86	3.60
10	Inadequate computer literate instruction	3.30	3.20
11	Physical and health education teachers poor knowledge in improvisation of practical materials	2.20	2.18

Table 1

### 1.11. Grand Mean

Table 1 indicate that physical and health education teachers rated 12 low, indicating that they do not agree that there are challenges to attaining MDGs irrespective of gender.

Source of Variation	No of S/T Teachers	Mean	SD	DF	t-cal	t-critical
Male	80	3.20	1.34	278	1.15	1.96
Female	200	2.83	1.22			

Table 2: Test of Different between the Two Mean Rating of Male and Female Physical and Health Education Teachers on Human Resources

From table 2, the t-calculated of 1.15 is less than the t-critical of 1.96 hence null hypothesis is accepted that there is no significant difference between the mean ratings of male and female physical and health education teachers on challenges on human resources in attaining MDGs.

Source Of Variation	No of S T Teachers	Mean	SD	DF	t-cal	t-critical
Male	80	3.42	.93	278	1.69	1.96
Female	200	3.47	.88			

*Table 3: T-Test of Difference between the Two Mean Rating of Male and Female Physical and Health Education Teachers on Challenges in Material Resources*

In table 3, the t-calculated of 1.69 is less than t-critical of 1.96 hence the null hypothesis is accepted that there is no significant difference between the mean rating of male and female S/ F teachers on challenges in material resources for attaining MDGs.

Source Of Variation	No of S T Teachers	Mean	SD	DF	t-cal	t-critical
Male	80	3.62	0.80	278	1.50	1.96
Female	200	3.65	0.71			

*Table 4: - Test of Differences between the Two Mean Ratings of Male and Female Physical and Health Education Teachers on Strategies for Attaining Mdgs*

In table 4 the t-calculated of 1.50 is less than t-critical of 1.96 hence then ull hypothesis is accepted that there is no significance difference between the mean ratings of male and female Physical and Health Education teachers on strategies for achieving Millennium Development Goals.

### 3. Discussion of Findings

The findings of the study revealed that the physical and health education teachers irrespective of gender viewed human and material resources as some of the challenges militating against the attainment of MDGs. They also agreed that suggested strategies will help in attaining the Millennium Development Goals.

The view of physical and health education teachers on challenges of human resources agreed with the view of Ochu (2006) whose view was that human resources is essential as they are the only resources that can manipulate all the other resources to make them productive. The need for human resources in curriculum implementation cannot be over emphasized, a well trained and mobilized human resources is essential for effective attainment of any reform such as global emerging goal like MDGs. Though there was a diverse opinion among the respondents towards some challenges in human resources in the areas of teacher preparedness and ability to improvise but the t- test result did not show any significance difference in the mean rating by gender in human resources as a challenge in attaining the stated goals. The physical and health education teachers had unanimous view that non- availability or insufficient supply of material resources such as textbooks, equipment, facilities and computers and so could cause a big challenge to curriculum implementation of a good planned curriculum. The view is in consonance with the view of Adesoji (2006) who note that lack of adequate resource materials to work with can militate against the implementation of a good planned curriculum. The t-test results showed that there was no significant difference in the mean ratings of male and female physical and health education teachers on challenges in material resources. This confirms that their opinions were in one accord on the inadequacy of the materials. Serious and prompt attention is required to ameliorate these problems.

Both male and female physical and health education teachers accepted that strategies which include sponsoring of workshops and seminars as a good solution to problems posed by insufficient human and material resources. The t-test result confirmed that there was no significant difference between the mean ratings of male and female physical and health education on the said strategies. These views were in agreement with Udeh (2014) which suggested capacity buildings through in-service courses and seminars so as to expose the physical and health education teachers on the new restructured curriculum.

### 4. Implication of the Findings

One of the dangers of the challenges posed by insufficient and lack of human and material resources is that teaching and learning will go back to didactic approach which does not make for skill acquisition hence physical activities skills will never be utilized in teaching of physical and health education, neither will the skills be achieved without required learning resources.

### 5. Conclusion

In conclusion, the study has revealed that physical and health education teachers viewed for insufficient human and material resources as serious challenges to the attaining of Millennium Development Goals. These challenges could be prevented or solved if the strategies mentioned are addressed in the education sector.

## 6. Recommendation

There is need to redesign the physical and health education programmes in including pedagogical contents knowledge and skills acquisition.

- Government should provide more resources for learning physical and health education and also organize periodic check and supervision of the existing ones.
- Teachers should help in providing learning materials through improvisation.
- There is need to improve and motivate contents knowledge through teacher development programmes such as in-service, workshop and payment of hazard allowances.
- Physical and health education teachers should be exposed to in-service training on ICT.
- Government should provide schools with enough land for building gymnasium and playing field for practical and training facilities.
- There should be adequate supply of facilities equipment and supplies.

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