

PERCEIVED COMPETENCES OF PHYSICAL AND HEALTH EDUCATION TEACHERS IN TERTIARY INSTITUTIONS IN ANAMBRA STATE: CHALLENGES AND PROSPECTS.

Uwa, Anthonia Chinyere Ph.D.
&
Nwachukwu Chika Getrude Ph.D

Abstract

This paper, as a descriptive study, examined the perceived competences of physical and health education teachers on the knowledge of the fundamental contents fostering students learning through multiple instructional methodologies and fostering professionalism in school and community settings in tertiary institutions in Anambra State. Thirty five participants were purposively used for the study. The instrument used for data collection was researchers' self-developed competence areas for physical and health education teachers' questionnaire which was in two parts. Part 1 collected information on the personal data of the respondents. Part 2 was further sub-divided into three sections for the collection of information based on the variables used for the study. The descriptive and inferential statistics of mean, standard deviation and Z –test, respectively, were used in analyzing and testing the research questions and hypotheses formulated at 0.05 level of significance. The null hypotheses formulated for the study were all accepted. The study showed that physical and health education teachers in the tertiary institutions used for the study possessed adequate and inadequate competences based on the areas used for the study. Challenges and prospects facing Physical and Health Education and recommendations were also highlighted for the growth and development of the teachers and the subjects in the tertiary institutions in the state and Nigeria in general.

Keywords: *Perceived Competences, Physical Education, Health Education Teachers, Challenges, Prospects.*

Introduction

From year to year issues surrounding results and performances of students of physical and health education have become a steady debate in tertiary institutions. The issues arise more when the results are disappointing. Arguments coming from physical and health education experts and practitioners blame the low performance and achievement on lack of trained competent teachers, low financial support from the government and low discipline to learning. Based on these factors, the main deliberations on this paper are on the competence of teachers in physical and health education. Mgbor (2002) described competence as the skill, knowledge, abilities and behaviours

demonstrated by a person, which shows that the individual has been trained and is capable of certain responsibilities. It is a matter of concern for physical and health education teachers in tertiary institutions in Anambra State. For this to be effective a teacher has to do several activities using appropriate methods and techniques inside and outside the classroom. Effectiveness or ineffectiveness of teaching physical and health education is closely linked to teachers' competences in knowing the content, performance and professionalism in school and community settings. In knowing the fundamental contents, Umedum (2009) emphasized that physical and health education teachers should be competent in the following areas; anatomy and physiology, foundation of health and

physical education, contemporary topics in health education, contemporary topics in physical education and adaptive physical education. In addition, Mgbor (2002) stressed that competences for professionally trained physical and health education teachers should include programme administration in health and physical education, measurement fundamentals, and their applications. Pedagogical constructs which have to do with teaching styles, teaching strategies, management techniques and curricular competence, health promotion and fitness management.

On the competences in fostering students learning through multiple methodologies, Ross and Burrows (2003) noted that physical and health education teachers should be capable of managing the instructional environment, long and short range planning of instruction, ensuring safety and risk management. Education Forum (2008) re-emphasized that health and physical education teachers should possess the abilities in selecting, analyzing and implementing a variety of instructional strategies, and modifying instructional materials as well as assessing, evaluating and providing feedback to the students.

On the issue of competences that foster professionalism in school and community setting, Akintunde (2001) outlined that physical and health education teachers should have the following competences in order to teach the subjects effectively: professional development through professional organization, journals, conferences, researches and inservice training; integrity and ethical behaviours; establishing and maintaining

collaborative relationships with colleagues of the elementary, secondary and higher education, and communicating effectively with parents or guardians, other agencies and the community at large.

Richards (2006) argue that learners now had to participate in classroom activities that are based on cooperative rather than individualistic approach to learning. Teachers now have to assume the role of facilitators and monitors. Brown (2007) talking about teachers' roles and styles, acknowledged that teachers have to play many roles as authority figures, leader, knower, director, manager, counselor, guide and even such roles as friends, confidant and parents. Harmer (2007) states that most people can look back at their own school days and identify teachers they thought were good but, generally they found it hard to say why certain teachers struck them as special. Perhaps it was because of their personality or they had interesting things to say. It is difficult to give description of good teachers because different teachers are often successful in different ways, especially in physical and health education.

The teacher of today as cited by Malik (2009) is not a mere purveyor of lessons in a classroom. He is instead an individual who is, of course, not only interested in a student to acquire knowledge and skills but also equally involved in his total development. An ideal physical and health education teacher is expected to possess some attributes like proficiency and competency in the subject, moral health, physical and mental fitness, professional training and total devotion to the

profession so as to be an example and model to the students. Bartels (2005) is of the view that teachers' education does not work by transferring appropriate knowledge to students-teachers or by imposing a proper model of teaching but by interacting with the knowledge of each student to form new individual knowledge structures. According to Amaele (2011) education is the total development of the child through established acceptable methods and techniques based on his abilities and interest to make up the socio-economic and political needs of the society and equip the individual to take his rightful place and become a useful citizen. This collaborates with Ugwu's (2015) perception of education as the standard and quality of educational system and the capacity to innovate, determine the place of growth and development of a nation.

Purpose of the Study

The main purpose of the study was to investigate the perceived competences of physical and health education teachers in tertiary institutions in Anambra State, challenges and prospects. Specifically, the study aimed at:

1. identifying the physical and health education teachers competences on the fundamental concepts in the subjects due to gender and nature of the school;
2. ascertaining the physical and health education teachers' competences in fostering students' learning through multiple instructional methodologies due to gender and nature of the school;
3. determining the physical and health education teacher competences that foster professionalism in school and community settings due to gender

and nature of the school.

Research Questions

The study was guided by three research questions

1. What are the physical and health education teachers' competences on the fundamental concepts in the subjects due to gender and nature of the school?
2. What are the physical and health education teachers' competences in fostering students learning through multiple instructional methodologies due to gender and nature of the school?
3. What are the physical and health education teachers' competences that foster professionalism in school and community settings due to gender and nature of the school?

Hypotheses

The following hypotheses guided the study

1. Physical and health education teachers' competences on the fundamental concepts in the subjects do not differ significantly due to gender and nature of the school.
2. Physical and health education teachers' competences in fostering students learning through multiple instructional methodologies do not differ significantly due to gender and nature of the school.
3. Physical and health education teachers' competences that foster professionalism in school and community setting do not differ significantly due to gender and nature of the school.

Methods

The survey research design was used for the study. It was carried out in four (4) tertiary institutions in Anambra State namely, Nwafor Orizu College of Education, Nsugbe, Federal College of Education (Technical) Umunze, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus and Nnamdi Azikiwe University, Awka. Purposive sampling technique was used in selecting these institutions because those are the only four where physical and health education is offered as a course. In addition, the entire teachers totaling thirty-five (35) served as the target population and sample for the study. These teachers comprised 21 males and 14 females. Furthermore, university teachers were 14 while College of Education teachers were 21.

A structured questionnaire titled competent areas for physical and health education teachers (CAPHET) designed by the researchers served as instrument for data collection. It was structured in four (4) points rating scale response options of strongly adequate competences 4 points; adequate competences 3 points; inadequate competences 2 points and strongly inadequate competences 1 point. It has two parts namely 1 and 2. 1 dealt on the demographic data while part 2 was on the variables for the study. Part 2 had three sections A, B and C. A was on the knowledge of the contents in physical and health education, B was on the performances in physical and health education while C was on professionalism in school and community settings. There were 19 items in all. The instrument was validated by two experts from physical

and health education Department, Nwafor Orizu College of Education, Nsugbe. It was tested for reliability using Cronbach Alpha for section A, B and C instruments which stood at 0.75, 0.78 and 0.84 respectively. Data were collected using researchers' direct approach to the respondents. The research questions were answered using weighted mean while the null hypotheses were tested using z-test analysis at 0.05 level of significance. The criterion mean scores for the items stood at 2.50. The acceptance mean score for the items was 2.50 and above while the reject mean score for the items was below 2.50.

Results

Table 1A: Respondents Perceptions Regarding Physical and Health Education Teachers Competences on the Fundamental Concepts of the Subjects due to Gender.

		Respondents Mean Scores MF	
A	Knowledge of the Contents		
1	Foundations of Physical and Health Education	2.63	2.60
2	Anatomy and Physiology	2.53	2.61
3	Contemporary Topics in Health Education	3.00	2.91
4	Contemporary Topics in Physical Education	3.23	3.30
5	Adaptive Physical Education	2.51	2.53
6	Health Promotion and Fitness Management	2.64	2.70
7	Measurement Fundamentals and their Applications	2.45	2.32
8	Pedagogical Constructs and Curricular Components	2.32	2.43
9	Programme Administration in Physical and Health Education.	2.23	2.21
	Average	2.61	2.62

Table 1a revealed that physical and health education teachers both male and female were perceived to have adequate competences in items 1,2,3,4,5 and 6 while items 7,8 and 9 were where they had inadequate competences. Their

average weighted mean scores were 2.61 and 2.62 respectively. This implied that male and female teachers in the tertiary institutions had adequate competences on the fundamental concepts of the subjects.

Table 1B: Respondents' Perceptions Regarding Physical and Health Education Teachers' Competences on Fundamental Concepts on the Subject due to Nature of the School.

		Respondent Mean Scores	
		College of Education	University
A	Knowledge of the Contents		
1	Foundations of Physical and Health Education	2.67	2.65
2	Anatomy and Physiology	2.53	2.57
3	Contemporary Topics in Health Education	3.51	3.60
4	Contemporary Topics in Physical Education	3.25	3.15
5	Adaptive Physical Education	2.52	2.50
6	Health Promotion and Fitness Management	2.63	2.67
7	Measurement Fundamentals and their Applications	2.32	2.30
8	Pedagogical Constructs and Curricular Components	2.43	2.41
9	Programme Administration in Physical and Health Education.	2.37	2.39
	Average	2.69	2.69

Table 1b showed that College of Education teachers as well as University teachers in tertiary institutions in Anambra State were perceived to have adequate competences in items 1,2,3,4,5

and 6 while items 7,8 and 9 were where they had inadequate competences. Their average weighted mean scores stood at 2.69.

Table 2A: Respondents' Perceptions Regarding Physical and Health Education Teachers' Competences in Fostering Students Learning through Multiple Instructional Methodologies due to Gender

		Respondent Mean Scores	
		M	F
B	Performances Of Health And Physical Education Teachers		
10	Managing the Instructional Environment	2.57	2.53
11	Long and Short Range Planning of Instruction	2.60	2.63
12	Selecting, Analyzing and Implementing a Variety of Instructional Strategies	3.23	2.32
13	Selecting, analyzing and modifying instructional materials	3.45	2.43
14	Assessing, Evaluating and Providing Feedback to the Students	2.21	2.23
15	Ensuring Safety and Risk Management Skills During Instruction	2.53	2.57
	Average	2.43	2.45

Table 2a indicated that male as well as female physical and health education teachers were perceived to have adequate competences in items 10,11 and 15 while items 12,13 and 14 were where they had inadequate competences. Their average

weighted mean scores stood at 2.43 and 2.45 respectively which implied that competences in fostering students learning through multiple instructional methodologies were inadequate.

Table 2B: Respondents' Perceptions Regarding Physical and Health Education Teachers' Competences in Fostering Students Learning Through Multiple Institutional Methodologies due to Nature of the School

		Respondent Mean Score	
		College of Education	University
B	Performances of Health and Physical Education Teachers		
10	Managing the Instructional Environment	2.53	2.55
11	Long and Short Range Planning of Instruction	2.61	2.63
12	Selecting, Analyzing and Implementing a Variety of Instructional Strategies	3.25	2.15
13	Selecting, analyzing and modifying instructional materials	3.37	2.23
14	Assessing, Evaluating and Providing Feedback to the Students	2.32	2.31
15	Ensuring Safety and Risk Management Skills During Instruction	2.55	2.59
	Average	2.44	2.41

Table 2b showed that physical and health education teachers in Colleges of Education as well as universities used for the study were perceived to have adequate competence in items 10,11 and 15 while items 12, 13 and 14 were where

they had inadequate competences. Their average weighted mean scores were 2.44 and 2.41 which indicated that their competences in fostering students learning through multiple instructional methodologies were inadequate.

Table 3A: Respondents' Perceptions Regarding Physical and Health Education Teachers' Competences that Foster Professionalism in School and Community Setting due to Gender

		Respondent Mean Scores	
		M	F
C	Professionalism in School and Community Setting		
16	Professionalism Development through professional organizations, journals, conferences , researches and in service training	2.35	2.40
17	Integrity and ethical behaviours (Professional conducts)	2.60	2.63
18	Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels.	2.37	2.23
19	Communicating effectively with parents or guardians, other agencies and the community at large.	2.13	2.10
	Average	2.36	2.34

Table 3a revealed that male and female Physical and Health Education teachers were perceived to have inadequate competences in items 16,18 and 19 as the weighted mean scores for these items were below 2.50. The respondents also perceived item 17 as where male and female physical and health education teachers had adequate competences. This implied that male as well as female Physical and Health Education teachers had inadequate competences that foster professionalism in school and community setting.

Table 3B: Respondents' Perceptions Regarding Physical and Health Education Teachers' Competences that Foster Professionalism in School and Community Setting due to Nature of the School

	Respondent Mean Scores	
	Colleges of Education	University
C Professionalism in School and Community Setting		
16 Professionalism Development through professional organizations, journals, conferences researches and in service training	2.41	2.45
17 Integrity and ethical behaviours (Professional conducts)	2.72	2.79
18 Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels.	2.35	2.25
19 Communicating effectively with parents or guardians, other agencies and the community at large.	2.45	2.30
Average	2.48	2.45

Table 3b showed that physical and health education teachers used for the study in colleges of education and universities were perceived to have inadequate competence in items 16,18 and 19 whereas item 17 was where they had

adequate competence. Their average weighted mean scores were 2.48 and 2.45 respectively which showed that their competences that foster professionalism in school and community setting were inadequate.

Table 4a: Z – test mean scores of male and female Physical and Health Education Teachers' Competences on the Fundamental Concepts in the Subject.

Respondents	N	\bar{X}	SD	Df	Z - cal	Z – crit	Decision
Male	21	2.61	0.08	33	?	2.02	Ho _{1a}
Female	14	2.62	0.08		Accepted		
	P <	0.05					

Table 4a revealed that the mean scores of the respondents on the Physical and Health Education teachers competences on the fundamental concepts in the subject did not differ significantly due to gender. The null hypothesis one (1) is accepted as the calculated z – value 0.27 is less than the critical z – value 2.02.

Table 4b: Z – test Mean Scores of Physical and Health Education Teachers' Competences on the Fundamental Concepts in the Subjects due to the Nature of the School.

Respondents	N	\bar{X}	SD	df	Z - cal	Z – crit	Decision
College of Education Teachers	21	2.69	0.12	33	0.00	?	Ho _{1b}
University Teachers	14	2.69	0.11				Accepted
	P <	0.05					

Table 4b showed that the mean scores of the respondents on the Physical and Health Education teachers' competences on the fundamental concepts in the

subjects due to the nature of the school did not differ significantly. This implied that the null hypothesis one (b) is accepted as the calculated Z – value 0 is less than the critical Z – value 2.02.

Table 5a: Z – test Mean Scores of Physical and Health Education Teachers' Competences in Fostering Students Learning Through Multiple Instructional Methodologies due to Gender.

Respondents	N	\bar{X}	SD	Df	Z - cal	Z – crit	Decision
Male	21	2.43	0.06	33	?	0.67	Ho _{2a}
Female	14	2.45	0.05				Accepted
	P <	0.05					

Table 5a revealed that the mean scores of the respondents on the Physical and Health Education teachers' competences in fostering students learning through multiple instructional methodologies due

to gender did not differ significantly. The null hypothesis 2a is accepted as the calculated Z – value 0.67 is less than the critical Z – value 2.02.

Table 5b: Z – test Mean score of Physical and Health Education Teachers' Competences in Fostering Students Learning through Multiple Instructional Methodologies due to Nature of the School.

Respondents	N	\bar{X}	SD	df	Z - cal	Z – crit	Decision
College of Education Teachers	21	2.44	0.05	33	0.16	2.02	Ho _{2b}
University Teachers	14	2.41	0.06				Accepted
	P <	0.05					

Table 5b indicated that the mean scores of the respondents on the Physical and Health Education teachers' competences in fostering students learning through multiple instructional methodologies due

to nature of the school did not differ significantly. The null hypothesis 2b is accepted as the calculated Z – value 1.16 is less than the critical Z – value 2.02.

Table 6a: Z – test Mean Scores of Physical and Health Education Teachers' Competences that Foster Professionalism in School and Community Setting due to Gender.

Respondents	N	\bar{X}	SD	Df	Z - cal	Z – crit	Decision
Male	21	2.36	0.07	33	0.43	2.02	Ho _{3a} Accepted
Female	14	2.34	0.06				
		P <	0.05				

Table 6a revealed that the mean scores of the respondents on the physical and health education teachers competences that foster professionalism in school and community settings did not differ

significantly due to gender. Thus the null hypothesis 3a is accepted as the calculated Z – value 0.43 is less than the critical Z – value 2.02.

Table 6b: Z – test Mean Scores of Physical and Health Education Teachers' Competences that Foster Professionalism in School and Community Setting due to Nature of the School.

Respondents	N	\bar{X}	SD	df	Z - cal	Z – crit	Decision
College of Education Teachers	21	2.48	0.08	33	0.47	2.02	Ho _{3b} Accepted
University Teachers	14	2.45	0.10				
		P <	0.05				

Table 6b revealed that the mean scores of the respondents on the physical and health education teachers' competences that foster professionalism in school and community settings did not differ significantly due to nature of the school. This implied that the null hypothesis 3b is accepted as the calculated Z – value 0.47 is less than the critical Z – value 2.02.

Discussion

The findings of the study provided insight into the perceived competences of physical and health education teachers in three areas namely knowledge of the fundamental concepts, fostering students learning through multiple instructional methodologies and fostering

professionalism in school and community settings. On the knowledge of the fundamental concepts, the results from the respondents both from the gender and nature of the school revealed that physical and health education teachers, in tertiary institutions in Anambra State, have adequate competences on items 1,2,3,4,5 and 6. Whereas items 7,8 and 9 were where the teachers had inadequate competences. Furthermore the mean scores of the respondents due to gender and nature of the school indicated that there are no significant differences on the level of competences physical and health education possess in the knowledge of the fundamental concepts of the subject.

The findings supported that of Umedum (2009) and Mgbor (2002) on items 1,2,3,4,5 and 6 but contradicted that of Mgbor (2002) on items 7,8 and 9. Despite the contradiction the general findings indicated that physical and health education teachers in tertiary institutions where the subjects are offered as courses, have adequate competences as the mean scores 2.61, 2.62, 2.69 and 2.69 for gender and nature of the school respectively were greater than the criterion mean scores of 2.50.

Based on the competences in fostering students learning through multiple instructional methodologies, the findings from respondents due to gender and nature of the school showed that physical and health education teachers in tertiary institutions possess adequate competences in items 10,11 and 15. These items are concerned with managing the instructional environment, long and short range planning of instruction and ensuring safety and risk management skills during instruction. The result of items 12,13 and 14 which are concerned with selecting, analyzing and implementing a variety of instructional strategies; selecting, analyzing and modifying instructional materials and assessing, evaluating and providing feedback to the students, indicated that physical and health education teachers had inadequate competences. The findings were in line with the assertion of Ross and Burrows (2003) on items 10, 11 and 15 but did not agree with Education forum (2008) in items 12, 13 and 14. These inadequate competences of physical and health education teachers in items 12, 13 and 14 could equally affect the general performance of students in the subject.

On the issue of competences that foster professionalism in school and community settings, the findings revealed that physical and health education teachers possess the adequate competences only in item 17 while items 16, 18 and 19 were where they had inadequate competences. In addition, there are no significant differences on the physical and health education teachers' competences that foster professionalism in school and community settings as the calculated Z – values of 0.43 and 0.47 due to gender and nature of the school were less than the critical Z – value of 2.02. The findings contradicted the view of Akintunde (2002) in items 16, 18 and 19 but only had the same view in item 17.

Possession of adequate and inadequate competences among the Physical and Health Education teachers in tertiary institutions in Anambra State can be as a result of some few challenges and prospects which need to be emphasized in this paper.

Challenges

There are a few challenges which hinder Physical and Health Education teachers from achieving their potentials for teaching the subjects in tertiary institutions. These include:

Separation of Physical and Health Education as Double Major: The separation of Physical and Health Education as double major subject by the National University Commission (NUC) has brought a lot of controversies to the extent that teachers are suffering from gathering the necessary capabilities in handling the subject.

Lack of Necessary Instructional Materials: There are dearth of necessary instructional materials

for teaching the subject such as textbooks and equipment among others. Some of the textbooks on the subject in the tertiary institution within the state are outdated and equipment are very costly that some schools cannot afford to buy them. Ogunmade (2006) had earlier observed that majority of Nigerian students lack textbooks and that most schools do not have libraries and where they do, they are outdated ones.

Poor Funding of the Department of Physical and Health Education: Some universities and college of education management find it difficult to approve the necessary budget for the department. Even the state and federal governments do not have any budget allocation for the department. making it difficult to run the department since the equipment is very expensive. This poor funding makes it difficult to run the department effectively because the equipment and facilities are usually very expensive to purchase.

Incessant Changes in the Curriculum: The incessant changes in the curriculum within the universities and colleges of education have created a lot of loop-holes for the teachers which have made them not to have proper grip of the courses offered in physical and health education.

Lack of Practical Oriented Nature of Physical and Health Education Subject: Most of the practical oriented courses in physical and health education are done theoretically and with poor teaching styles. For example, the application of first aid treatment for sports injuries is done without the possession of first aid boxes and its contents by the teacher.

Prospects

A Physical and Health Education teacher, if competent, is faced with a lot of prospects. These include among others

Job Security: A competent physical and health education teacher is sure of his or her pay at the end of every month. The individual will not have any conflict with the authority in securing his or her job.

Career Opportunities: A very competent physical and health education teachers can find work in many rewarding places like schools, hospitals, fitness clinics, physio-laboratories, health institutions and sports ministries throughout the country. This notion agrees with Ayodele (2014) that, if people are educated, the nation would not talk about technology transfer because everyone will be creative, bringing about inventions leading to development.

Priceless Health and Fitness Advantages: A physical and health education teacher that is competent is sure of his or her social, physical and mental well-being. The individual can equally adjust or adapt to any stressful conditions.

Formation of Adequate Mentoring Relationship: A very competent physical and health education teacher has great opportunities to design mentoring relationship programmes which can help to make the subject grow.

Trusted and Recognized within the School and Community: A physical and Health Education teacher that possesses adequate competences is trusted and

recognized within the school and community at large. Anytime there is a problem within the school or community the individual can be invited to proffer solutions.

Conclusion

Based on the findings of the study, one can conclude that male and female as well as colleges of education and university physical and health education teachers possess adequate competence in some and inadequate competences in the knowledge of the contents, fostering students learning through multiple instructional methodologies and fostering professionalism in school and community settings. These inadequate competences are caused by many challenges while the adequate competences are faced with many prospects. However, when the challenges are met, the physical and health education teachers will become more competent, thereby resulting to greater prospects which can help to make the subject grow within tertiary institutions in the states and Nigeria in general.

Recommendations

The researchers, therefore, recommend the following opportunities should be created for the teachers of physical and health education to have professional development by making proper use of Tertiary Institution Education Trust Fund;

physical and health education teachers in tertiary institutions should avail themselves of the opportunities to attend organized workshops/seminars in order to acquaint themselves with new trends within the subject;

practical-oriented nature of the subject should be re-emphasized in tertiary institutions;

school authorities, states and federal ministries of education should encourage the department of physical and health education in different tertiary institutions by giving necessary budgetary approval for the purchase of instructional materials for the subject;

professional members of physical and health education, recreation, sports and dance should take it as a matter of urgency to come together to resuscitate the professional body in order to make the subject lively again.

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