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Impact of Teacher's Qualification, Facilities/Equipment in Facilitating the Teaching and Learning of Hke, A Case Study Of Government Secondary School, Okpoma, Yala LGA.

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Abstract

This study investigated "Impact of teacher's qualification, facilities/equipment in facilitating the teaching and learning of HKE, a case study of government secondary school, Okpoma, Yala LGA''. To achieve the purpose of this study, two research purposes were formulated based on the variables for the study, two research questions were raised and converted to two null hypotheses. The hypotheses were stated as follows; there is no significant relationship between teacher's qualification, facilities/equipment and effective teaching of human kinetics and health education. A survey research design was adopted for the study and the samples of two hundred (200), comprises of staff, junior and senior secondary students were chosen for the study using a simple random sampling technique. The instrument used for data collection was a structured questionnaire that was patterned after a four-point rating scale of Strongly Agree (SA), Agree (A) Strongly Disagree (SD) Disagree (D). Data was however gathered from the respondents and used for analysis. The data obtained for this study were analyzed hypothesis – by – hypothesis using Pearson Product Moment Correlation Analysis statistics. The results revealed that there is a significant relationship between teachers' qualification,

	facilities/equipment and effective teaching and learning of human kinetics and health education in Government secondary school, Okpoma, Yala Local Government Area, Cross River State. It was recommended that government and other non-governmental bodies should provide trained administrators, infrastructural facilities and equipment, instructional materials to secondary schools' students to enhance effective teaching and learning of the subject matter.

Introduction

Education plays a vital role in the promotion of respect for human right and democratic values, creating the condition for legality, mutual understanding and cooperation among people. Education enables individuals and societies to make all round participation in the development process by acquainting them with knowledge, ability, skills and attitudes. Also, the main aim of education is to strengthen the individuals and societies problem solving capacity, the ability to create new ideas and culture starting from us in basic to in all level. Education does not operate in isolation, and rather it must be integrated with research, practice and development that contribute towards an all-round development of the society (MOE: 2014).

Teaching methods differs from subject to subject. Since human kinetics and health education (physical and health education) is a subject, it is very crucial to have someone who is equipped with all the knowledge and skill to teach this subject both practically and theoretically as well as the teaching learning process of the subject is often seen differ from any way of assessing evaluating other subjects. (MOE: 2014) It is not an easy task for Colleges and Universities to produce quality Human Kinetics and Health Education teachers. Planning indoor facilities for functional operation is important. This shows not only outdoor facilities for Human Kinetics and Health Education; indoor facilities are also necessary. External procedures that affect the management of the class require the cooperative effort of the teachers and administrators of schools. This rapport largely determines whether or not the program will be conducive to good teaching learning process which many have failed because the proper administrative framework was never fully established. In addition to this, they also believe that, good leadership is vital to any Human Kinetics and Health Education program to be successful. All the above point indicates that the role of Principals, Proprietors/Proprietress of high school is one of the factors for successful implementation of Human Kinetics and Health Education instructional processes (Praetorius, et al 2018).

Human Kinetics and Health Education (PHE) is an education given through physical activities to develop all aspects of personality. Through Human Kinetics and Health Education program, students can develop not only their physical (body) but also the mental and social aspects of the students can be developed (Reche, et al 2012). That means Human Kinetics and Health

Education is concerned with the development of an individual's potential with physical, social, emotional and intellectual changes that occur as the result of movement experience. Then, it is an important aspect of the total education process. In many nations throughout the world most public schools, colleges and universities recognized the importance of Human Kinetics and Health Education by making it part of the required curriculum (Reinig, et al 2014).

Moreover, Human Kinetics and Health Education is important for all ages, both the young and the old, and abilities of people in the form of physical activity to live a quality of life. Shumet (2020), suggests that traditionally, Human Kinetics and Health Education and sport program focused on providing services to school aged populations in the school setting. Today, Human Kinetics and Health Education and sports has expanded to include persons of all aged and abilities. Involvement in carefully designed programs can enhance the health and quality of life for participants. Human Kinetics and Health Education programs focus on promotion of lifespan involvement in physical activity.

Students learn the skills, understandings, and attitudes that will enable them to participate in various physical activities throughout their lives. Human Kinetics and Health Education programs focus on helping students attain competency in the fundamental motor skills (e.g. throwing, catching…) and movement concepts (e.g. balance) that form the foundation for later development of specialized games, sports and fitness activities (Ogbene, 2013).
As students' progress through school, skill and fitness development is accompanied by an increased knowledge and understanding of physical activities. In relation to this, Bucher (2019), described Human Kinetics Education as an integral part of the total education process and has its aim; the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities, which have been selected with a view to realizing their outcomes.
Education as a whole, contributes to the development, advancement, and perpetuation of the nation's culture. The desirable aspects of society are preserved and maintained through transmission of this value to youth. Education gives individuals the knowledge and the skills to function effectively, act responsibly, and contribute to society (Okonkwo, 2020). Through education, individuals have the opportunity to acquire critical thinking skills and to contribute to purposeful societal change. Educational institutions play a primary role in developing society's human resource. Schools, colleges and Universities are clearly the most powerful and effective institutions that society has to impart the intellectual skills, knowledge, understanding, and appreciation needed by its citizens to make wise decisions and good judgments, and to logically analyze problems and work towards their resolution (Ogundele, 2021). Directly or indirectly, educational institutions are the chief agents of society's progress. Education must prepare individuals to meet the challenges of society. Therefore, our educational system should concern itself with the wellbeing of students in their preparation of a productive and meaningful life in which their individual potential is realized and in which freedom will be assured (Bucher, 2019).

Since Education contributes to the development, advancement, and perpetuation of the nation's culture. The desirable aspects of society are preserved and maintained through transmission of this value to youth. Education gives individuals the knowledge and the skills to function effectively, act responsibly, and contribute to society (Okoro, et al 2016). Through education, individuals have the opportunity to acquire critical thinking skills and to contribute to purposeful societal change. Educational institutions play a primary role in developing society's human resource. Schools, colleges and Universities are clearly the most powerful and effective institutions that society has to impart the intellectual skills, knowledge, understanding, and appreciation needed by its citizens to make wise decisions and good judgments, and to logically analyze problems and work towards their resolution. Directly or indirectly, educational institutions are the chief agents of society's progress. Education must prepare individuals to meet the challenges of society. Therefore, our educational system should concern itself with the wellbeing of students in their preparation of a productive and meaningful life in which their individual potential is realized and in which freedom will be assured (Bucher, 2019).

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Since Human Kinetics and Health Education is a part of education in higher institutions, its importance is discussed as follows by different scholars. Knapp (2015), states that the Human Kinetics and Health Education is two- headed coin, one side represents development and maintenance of physical characteristics including strength, endurance, good posture, flexibility, balance and neuromuscular skills. The other side represents what is happening to the total person as he/she develops these physical attributes and that is growth in regard to interests, social and emotional qualities, and general feelings of self-realization. In relation to the above points, Bucher (1972) as cited by Abinet (2014), also points out that Human Kinetics and Health Education should be concerned with improving one's fitness and health.

Students who indicate that they want to learn new skills and many sport activities at these ages should also indicate that Human Kinetics and Health Education should be more than just developing the body and fitness. And, it should also develop the mind and prepare the students to for their future work. To strengthen the scholar's idea, the main importance /role of Human Kinetics and Health Education in secondary school like Government secondary school, Okpoma, is to help the individuals or students to acquire the knowledge, attitudes, skills leading to exercise including recreation through physical activity and to ensure that these become an integrate part of one's life pattern. The importance/role of Human Kinetics and Health Education in higher institutions help us to produce a good citizen and shaping the youth physically and mentally as well.

Ademuwagun (2020) stated that for effective teaching of human kinetics education programme there must be sufficient indoor and outdoor facilities and equipment needs. Bucher and Koenig (2015) recommended that school and community facilities should be planned and used to supplement and complement one another in meeting the needs of students and community.

Daughtrey and Woods (2011) advocated a reciprocal opportunity between schools and community for the use of facilities, and that if the joint use is carefully planned and carried out under strong supervision, both the school and community will benefit. Physical education is not being looked upon seriously in some schools because of lack of adequate facilities and equipment, which hampered the growth of these subjects in our secondary schools. Some secondary schools could not boast of a good football pitch or 400 metre track for athletics, no basketball or volley ball court and no equipment like football, boots, basketball etc. which is used to carry out activities during physical education practical class. Lack of these facilities and equipment will greatly handicap even the most proficient teacher of physical education (Akintunde, 2012).

Observation and research have revealed that many, if not all the junior secondary schools in Itu Local Government Area do not have adequate facilities and equipment which means lack of well-planed programme of physical and health activities that are capable of providing for all round development of an individual child as well as his or her interest and needs. Chu (2020), found that there was little or no provision made for the procurement of adequate facilities and equipment in many schools.

Unless facilities, equipment and supplies are given adequate consideration along with personal successful implementation, realization of objectives of physical education in our secondary schools, will be a mirage. The worst part of it is that most of the facilities and equipment available in schools are outdated when compared with existing ones in the advanced countries (Adedeji, 2012).

The basic consideration therefore in the development of any physical and health activities, is the availability of adequate facilities (indoor and outdoor) for use when the need arises.

Therefore, ideally there should be provision of sufficient indoor and outdoor facilities in both the local, state and federal level. Ekeji (2023) said that almost 96% of sports infrastructures in the country are provided by both the state and federal government but no sooner have these structures been in place, then they are left to decay and rot away.

However, it is very necessary to put the sports facilities in place before sports participation. Sports facilities are very essential in enhancing sporting activities among secondary school students. Loveneesh (2018) asserted that quality sports facilities are important to sports participation to help the athletes/player or students practice before they play and also to increase their level of physical activity. The sports facilities are designed to promote physical well-being, foster the spirit of sportsmanship and also allow the children to play safe. Robert (2018) stated that sports facilities are used in two major aspects, that it allows players to participate and stay healthy while doing so. Sports facilities are often used to prevent injury or treat injuries. Sports facilities is one of crucial things to consider because it provides a room for better performance in sports and also motivate the students in sports participation and other physical activities (Leo et al., 2016). Facilities and equipment are very significant in enhancing sporting activities among students of human kinetics and health education and encourage them toward sports participation. Adequate provision of good facilities and equipment will not only ensure happy environment but enhance good development of better performance in sports participation. The lack of basic sports facilities hinders sports participation in many schools. Robert (2012) in his study reported that 68% of the students were of the opinion that the availability of sports facilities was very important in deciding whether to continue attending the college sports or participate. Zhou (2020) studied the relationship between College Sports Facilities and Mass Sports. Zhou (2020) asserted that industrialization of college sports facilities is a crucial problem that should be solved in Post-Olympic Era and that college sports facilities should be open to the public to solve the following problems: to relieve the scarcity of sports facilities. Physical stimuli such as the sports arena or the facilities themselves can influence the sports performance and encourage the adolescents toward sports participation. According to Stephen et al (2015), availability of standard sports facilities is fundamental to sports development and achievement globally. In Nigeria, the responsibility lies with the three tiers of government (Federal, State & Local Governments) to provide facilities for sports administration, competitions, recreation and educational purpose. The provision and maintenance of good quality facilities and equipment by the secondary schools will promote health and safety in sports competitions and performance. Safety of the secondary school students in sports participation need to be always looked into in order to enhance better performance while taking part in competitive sports. Injuries may occur during sports participation as a result of non-use of safety equipment when participating. Blisters are common, particularly when you are using new shoes or a new racket, for example. Even if the equipment is not new, if it is used for a prolonged length of time an injury might occur (MontleyHealth, 2017).

Although the qualities of a human kinetics and health education teacher need to be considered in relation to the qualities of the persons in the organization he or she is attempting to lead, never the less there are certain leadership characteristics that are necessary for a successful teacher or administrator. Identifying these qualities is essential to help determine whether one should go into this important field. The identification also helps evaluate the type of administration that exists in one's owned organization, whether one is an administrator or not (Akintunde, 2011). The qualifications of physical education teacher are many. Some of them are conceptual skills, integrity, ability to instill good human relations, ability to make decisions, health and fitness for the job, willingness to accept responsibility of work, command of administrative skills and intellectual capacity etc.

Ntui (2012) states the following professional qualities of a physical and health education teacher thus; they must maintain good personality and dressing must be vocal enough, ability to demonstrate, resourceful, knowledgeable, firm but fair, loveable, democratic, healthy, experienced and educated.

According to Honbly (2019) Qualification is a training at which a candidate must reach certain standards for a profession. A Professional teaching qualification is often graded according to the academic ability of the candidates during examination.

Contribution to the levels of preparation, Ukah (2018) Pointed out that so far professional preparation in physical education in Nigeria is carried out at four levels, viz;

1. Grade two teacher training colleges.
2. Collages of Education.
3. Universities and Institute of Education.
4. The Nigerian Sport Institute.

However, Akintunde (2017) on Qualification for teaching stressed on the national Policy of education which state thus: (NPE 1988 edition) section 6 subsection 556 states: the minimum qualification for entry into teaching profession shall be the Nigeria Certificate in Education (NCE) sections subsection 64 (a) & (b) state: (a) teaching is a legally recognized profession in Nigeria, in this regard, government has set up the teacher registration council to control and regulate the practice of the profession (b) those already engage in teaching but not professional qualified shall be given a period of time within which to qualify for registration or leave the profession.

It is unfortunate that for over two decades that we have starting implementing this policy we are yet to enforce clauses that could have improve our teachers' qualifications. Many private schools still prefer employing teachers that are not qualify and teachers are deprived the opportunity to improve their production qualify. They are overloaded and ironically paid less when compared with their counterparts in the public schools. It is obvious that an unqualified teacher may not have any choice than to accept what is available. It is therefore expected that

a qualified teacher in private school will "out public school immediately he gets the opportunity.

Professionalism in the field of teaching because professional characteristics are also lacking. Rodgers (2016) asserts that teaching profession is made up of many categories of people with various objectives in joining the profession. These he added are those who cannot be achieved elsewhere, but because they have the minimum academic qualification to join the profession from necessary rather than for choice.

Akintunde (2017) states, that a profession is an occupation that requires extensive education or specialized training. A profession follows an activity for financial gain rather than amateur. A Profession can only be recognized if has functioning and effective association, a forum for members to meet and deliberate on the welfare and improvement of the profession. The associations that are close in rank to professional organization in relation to physical education in Nigeria are viz:

Nigeria Association for Physical and Health Education, Recreation, Sports and Dance (NAPHER-SD)
Nigeria Association of Sport Science and Medicine (NASSM)
Sports Psychology Association (SPAN)
Nigeria School Health Association (NSHA)
Ntui (2017) stated the following professional qualification of a teacher thus must maintain good personality and dressing, be vocal enough, ability to demonstrate resourcefulness, cheerfulness, knowledgeable, firm but fair loveable and democratic, healthy, experienced and educated.

Farrant (2016) stated that a teacher cannot enlighten his pupils if he himself is ignorant. He can't lift them higher than himself. It is important therefore, that a good deal of emphasis should be given training to make the student well- informed teacher. A professional teacher is a director of sequentially organized formal training in and outside the four walls of the classrooms. He should also be aware that learning occurs mostly in peaceful and calm atmosphere. When this is lacking the class and its environment becomes noisy.

Inyang-Abia (2018) agreed that poor results in school arise partly because the learners and teachers have not communicated adequately to the require objectives Physical education really calls for professionalism. It is not a subject that anybody can just start teaching as it is other readable subjects. Autherta (2011) suggested that the only way out of the mess is for the Nigerian Government to expand teaching facilities for the mass production of Bachelor Degree in (B.Ed) and Post Graduate Diploma in Education (PG.DE) graduate. He sees professionalism as the only way out.

Teaching and learning depend on the teachers. A teacher is seen as one who produces desire result in the course of his or her duty as a teacher. Teachers' qualification therefore has an important influence on academic performance. They play critical role in the educational achievement. The teacher is untimely responsible for translating policy into action and principles based on practice during interaction with students (Afe, 2017).

According to Harmer (2017), a "teacher is one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom) and one who foster learners autonomy (where students don't only learn on their own, but also take responsibility for that learning) through the use of group work and fair work and by acting more and a resource than a transmitter of knowledge". Teachers build a stock file of knowledge, methods and practices that they may draw from anytime. The success of Nigerian educational system depends upon teachers. Baja (2015) contends that educational system of a nation cannot be above the quality of its teacher. It implies that teachers' qualification is very important in educational system. As teachers' performance influence the academic performance of students positively or negatively, it is expected that teachers should be qualified academically and professionally. Academically qualified teachers refer to those who have academic training as a result of enrolment into educational institution and obtained qualifications such as HND, B.Sc, B.A, M.A and so on, while professional qualified teachers are those who got professional training that gave them professional knowledge, skills, techniques, aptitudes as different from the general education (Kalu, 2012). They hold degrees like B.Ed, B.Sc.Ed, BA.Ed, M.Ed and so on. Teachings of academically qualified teachers and professionally qualified teachers have significant influence on academic performance. The professional trained teachers who have professional skills and knowledge are likely to be very skillful in teaching. The issue of professionalism in teaching has been on course for quite some decades ago. Scholars supported the necessity of skilled teachers for effective learning outcomes. Fajoyomi (2017) contends that the success or failure of any educational programme rests mainly on the adequate availability of qualified (professional) competent and dedicated teachers. Seweje and Jegede (2015) also note that the ability of a teacher to teach is not only derived from one's academic background but also it is based upon outstanding pedagogical skill acquired. Professional skills acquired by teachers are what make them to be more effective in the organization and presentation of their lessons in the class. Based on this, Ajayi (2019) summarizes the professional skills of professional teachers as follows:

i. Mastery of the subject-matter.
ii. Sense of organization.
iii. Ability to clarify ideas.
iv. Ability to motivate students.
v. Good imagination.
vi. Ability to involve the students in meaningful activities throughout the period of teaching.
vii. Management of the details of learning.

viii. Frequent monitoring of students' progress through tests; formal and informal, written and oral.

The ability of professional teachers to acquire and apply the above skills in teaching profession will help to achieve the most desired goals in teaching and performance of students.

Globally, Elsbree (2015) indicated that teacher qualification in United States of America (USA) indicates main purpose of providing best education that facilitates the possibility and needs of children and youths in general. Teaching certification in USA is an attempt to guarantee that teachers who teach in public secondary schools are qualified to perform their responsibilities that lead to the improvement of students' academic performance (Cremin & Lawrence, 2013). Goldhaber and Brewer (2017) added that having qualified teachers can be one of the factors that can enhance the students' achievement. They also added that teaching is a profession that requires specialized skills and certification as well as degrees that standardize the specialization of teachers. However, Walsh (2011) indicated that certificates as well as degrees and diplomas held by teachers can be one of the barriers of entering in the profession of teaching. Holt and Seastrom (2015) presented that qualified teachers may still have relevant trainings that help them to improve their qualifications.

In Africa, teacher qualification in west Africa countries including Nigeria, is taken as a profession needed in teaching profession which is also held to guide a professional teacher to grow knowledge and skills (Tylor & Robinson, 2019) also added that a well-developed knowledge and skills of teachers facilitates teaching profession an opportunity that makes a strong part in key decisions related to the quality of service provision which can be done by improving student' academic performance and also develop their own profession related to teaching system. In Nigeria, teacher qualification has a significant impact in determination of school outcomes (Adeyemi, 2020). However, Lydia and Migosi (2015) indicated that, qualified teachers are not able to develop the modern method of using Information Communication Technology (ICT) in their daily teaching activities due to lack of computer literacy. They also added that teaching experience is associated with the school outcomes of students in Nigeria, where there is a lower level of completion rate and students getting low grade.

In Nigeria, the government revised education policy that guides teachers to develop their desire related to teaching activities and strengthening strategies that could enhance teacher performance so as to make an emphasis on the qualification of teachers (ESSP, 2012). According to Education Sector Strategic Plan (ESSP, 2013), the improvement of students' completion rate as well as students' grades and scores are based on quality and utility of education which might depend on the quality and competence of the teaching staff.

The teaching learning process of Human Kinetics and Health Education in secondary schools requires qualified teachers, various materials, facilities, gymnasia adequate number of subject

teachers' reference books and so on. This is specifically connected to the teacher's quality, having the subject knowledge and skill for impacting on the learner.

To produce quality Human Kinetics and Health Education teachers, Colleges and Universities should possess primarily adequate and standard facilities/equipment, playground for major courses like tracks and field for athletics, football field, volleyball court, basketball court, handball court, gymnasia, teaching materials like balls, apparatus equipment, adequate number of qualified Human Kinetics and Health Education teachers, computers with internet application, reference books and the like.

Human Kinetics and Health Education teachers and students need to have deep knowledge and skills on the subject matter. Moreover, students from Colleges and Universities are expected to teach Human Kinetics and Health Education in primary school levels and secondary schools. These mean those students in the primary and secondary schools need guidance and supervision. Therefore, attention should be given for the Colleges and Universities students who studied Human Kinetics and Health Education to implement and progress in the quality of teaching and learning process.

Human Kinetics and health Education is a crucial subject in secondary schools as it promotes a healthy and active lifestyle among students. However, the effectiveness and success of this subject rely heavily on the teacher's qualifications, as well as the availability and quality of facilities and equipment in schools. Unfortunately, in many schools, human kinetics and health education is often overlooked, resulting in poor teaching and learning experiences for students.

Inadequate facilities and equipment can demotivate students and limit their interest in the subject. Teacher who lack the necessary qualifications and training may struggle to create effective lesson plans and engaging learning experiences for their students. This can lead to poor academic performance and a lack of interest and enthusiasm among students towards human kinetics and health education.

Therefore, the impact of teacher's qualifications and facilities and equipment in facilitating the teaching and learning of human kinetics and health education in secondary schools is a significant problem that needs to be addressed urgently to ensure that students receive the necessary knowledge and skills for a healthy and active lifestyle.

Research questions

The following research questions are raised to guide the study:

1. To what extent do facilities/equipment relate with effective teaching and learning of human kinetics and health education in secondary schools?
2. To what extent do teacher's qualification relate with effective teaching and learning of human kinetics and health education to secondary school students?

Statement of hypotheses

For the purpose of this study, the following hypotheses were postulated to guide the research work.

1. There is no significant relationship between facilities/equipment and effective teaching of human kinetics and health education.
2. There is no significant relationship between teachers' qualification and effective teaching and learning of human kinetics and health education to secondary schools' students.

Methods and Materials

The descriptive survey design was used in this study. This is because the survey research allowed questionnaire to be used for data collection from the principals, teachers and students and to investigate the results of their performance. This research was conducted in Government Secondary School, Okpoma. Okpoma which is the Local Government headquarters is located at the central part of the Local Government, hence the selection of the school for the study and also due to the accessibility of road network. Purposive sampling method was used in selecting the school out of twelve (12) secondary schools situated in the local government headquarters. Two (2) public, one (1) missionary and nine (9) private secondary schools. With relation to the respondents, all the human kinetics and health education teachers four in numbers were included in the sample (total population), the principal and his vice, and a total of 1500 students in the school form the population for the study. The researcher determined the number of respondents by using Yemane (1967) Formula.

$$n = \frac{N}{1 + e2N}$$

Where n=sample size, N =total population and, e^2=level of precision at 9%.

The sample size was selected by using lottery method. For the applicability of the objectives set for the study a total of 200 respondents (4 human kinetics and health education teachers, the principal and his vice making 2 and students 194). In order to gather information, the researcher used three types of questionnaire, for teachers, school administrators and for students that related to the study. Open-ended questionnaire was used for the data collection. The instrument has two sections, "A" comprises the bio data of the respondents. Section "B" sought the respondent's opinion of the subject matter. The data obtained for this study were analyzed hypothesis – by – hypothesis using Pearson Product Moment Correlation Analysis statistics.

Results and Discussion

Ho1: There is no significant relationship between facilities/equipment and effective teaching of human kinetics and health education.

Independent variable: Facilities/equipment

Dependent variable: effective teaching of human kinetics and health education.
Statistical tool: Pearson Product Moment Correlation Analysis

Table 1
Pearson Product Moment Correlation Analysis of the relationship between facilities/equipment and effective teaching and learning of Human Kinetics and Health Education (N = 200)

	$\sum X$	$\sum X^2$	$\sum xy$	r-value
Variables	$\sum y$	$\sum y^2$		
facilities/equipment	3275	12390635		
			6625	0.55
Effective teaching and learning of Human Kinetics and Health Education	3348	11202410		

Significant at .05 level, df = 198, critical r = .138

The result of the statistical analysis as presented in table 4 indicated that the calculated r-value of 0.55 is greater than the critical r-value of .138 at .05 level of significant with 198 degree of freedom. This result is significant and the null hypothesis was rejected. This means that there is a significant relationship between facilities/equipment and effective teaching and learning of Human Kinetics and Health Education.

Ho:2
There is no significant relationship between teachers' qualification and effective teaching and learning of human kinetics and health education to secondary schools' students.

Independent variable: Teachers qualification
Dependent variable: effective teaching and learning of human kinetics and health education
Statistical tool: Pearson Product Moment Correlation Analysis

Table 2
Pearson Product Moment Correlation Analysis of the relationship between teachers' qualification and effective teaching and learning Human Kinetics Education. (N = 200)

	$\sum X$	$\sum X^2$	$\sum xy$	r-value
Variables	$\sum y$	$\sum y^2$		
Teacher's qualifications	3398	11546404		
			6.745	0.64
Effective teaching and learning of human kinetics and health education	3347	11202409		

Significant at .05 level, df = 198, critical r = .138

The result of the statistical analysis as presented in table 2 indicate that the calculated r-value of 0.64 is greater than the critical r-value of .138 at .05 level of significant with 198 degree of freedom. This result is significant and the null hypothesis was rejected. This means that there is a significant relationship between teachers' qualification and effective teaching and learning of Human Kinetics and Health Education.

Discussion

The first hypothesis state that there is no significant relationship between facilities/equipment and effective teaching and learning of Human Kinetics and Health Education. Data was collected and analyzed using Pearson Product Moment Correlation Analysis Statistic as shown in table 1. The result revealed that there is a significant relationship between facilities/equipment and effective teaching and learning of Human Kinetics and Health Education. The result of the analysis is in agreement with Robert (2012), who state that facilities and equipment are very significant in enhancing sporting activities among students of human kinetics and health education and encourage them toward sports participation. Adequate provision of good facilities and equipment will not only ensure happy environment but enhance good development of better performance in sports participation. The lack of basic sports facilities hinders sports participation in many schools. In his study reported that 68% of the students were of the opinion that the availability of sports facilities was very important in deciding whether to continue attending the college sports or participate. And also, Loveneesh (2018) asserted that quality sports facilities are important to sports participation to help the athletes/player or students practice before they play and also to increase their level of physical activity. The sports facilities are designed to promote physical well-being, foster the spirit of sportsmanship and also allow the children to play safe.

The second hypothesis state that there is no significant relationship between teachers' qualification and effective teaching and learning of human kinetics and health education to secondary schools' students. Data was collected from the respondents and analyzed using Pearson Product Moment Correlation Analysis Statistic as shown in table 2. The result however revealed that there is a significant relationship between teachers' qualification and effective teaching and learning of human kinetics and health education.

The result of the studies is in line with Ntui (2012), which states the following professional qualities of a physical and health education teacher thus; they must maintain good personality and dressing must be vocal enough, ability to demonstrate, resourceful, knowledgeable, firm but fair, loveable, democratic, healthy, experienced and educated. The findings also supported Goldhaber and Brewer (2017) findings, who added that having qualified teachers can be one of the factors that can enhance the students' achievement. They also added that teaching is a

profession that requires specialized skills and certification as well as degrees that standardize the specialization of teachers.

Conclusion

From the finding we can make the following conclusions on the challenges of teaching and learning of human kinetics and health education in government schools in Yala Local Government Area of Cross River State.

1. Teachers are important for curriculum development and curriculum implementation. In order to make teachers perform their tasks effectively, they should be trained on the contents of the subject, utilization of different teaching skills, the application of inclusive human kinetics and health education program in the class, and implementation of continuous assessment. In this regard the findings indicate that the teachers in Yala Government secondary school, Okpoma do not get in-service training to reinforce human kinetics and health education teaching learning process.
2. Even though most of the teachers and the students have positive attitude towards human kinetics and health education, some of the teachers and students have lack of interest and motivation due to insufficient facilities and equipment. This lack of facilities and equipment for the subject by the students and teachers has negative impact on implementation of regular human kinetics and health education program.

Recommendations

From the finding we can make the following recommendation on the challenges to implement teaching human kinetics and health education in Government schools in Yala Local Government Area of Cross River State.

Teachers are important for curriculum development and curriculum implementation. So that,

I. **The Teachers**:

i. Should get in-service training to enhance their content knowledge, utilization of teaching aids, implementation of lesson for students of all type (inclusive) apply active learning in the class and use continuous assessment strategies in their classroom instruction.
ii. Should be given opportunities to participate in curriculum development.
iii. Participate in community service specially related to their subject with coaching and refereeing.
iv. Have to give awareness about the goal and objectives of human kinetics and health education to the community and other stockholders in the form of workshops and seminars.
v. Provide effective and enjoyable instructional programs.

II. **Concerning Ministry of Education and Government**:

i. The Ministry of Education should look for additional periods so that effective syllabus will be realized and to meet the objective of health-related physical fitness for students of all type.
ii. At least human kinetics education and sport officer should be made available in each Government school and private schools in the Local Government.
iii. Include human kinetics and health education subject in national examinations to give chance to interested individuals.
iv. Check and follow the ground implementation of human kinetics and health education by all stake holders (to minimize the attitudinal problem on the subject.
v. The government should make sure facilities and equipment are made available for effective teaching and learning, which can improve the students' performance.

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