



JOURNAL OF INNOVATIONS IN SCIENCE EDUCATION (JISE)

A PUBLICATION OF ASSOCIATION OF
SCIENCE EDUCATORS ANAMBRA (ASEA)

Vol. 3(1) 2026

PRINT ISSN: 3092-9180 E-ISSN: 3115-4379



Editor in-Chief
PROF. JOSEPHINE N. OKOLI

JOURNAL OF INNOVATIONS IN SCIENCE EDUCATION
(JISE)
Vol. 3(1); 2026

**A PUBLICATION OF ASSOCIATION OF SCIENCE
EDUCATORS ANAMBRA (ASEA)**

JOURNAL OF INNOVATIONS
IN SCIENCE EDUCATION
(JISE)
Vol. 3 (1); 2026

JOURNAL OF INNOVATIONS IN SCIENCE EDUCATION
(JISE)
Vol. 3(1); 2026

© (JISE)

Print ISSN: 3092-9180
E- ISSN: 3115-4379

Published in January, 2026.

All right reserved

No part of this journal should be reproduced, stored in a retrieval system or transmitted in any form or by any means in whole or in part without the prior written approval of the copyright owner(s) except in the internet

Printed in Nigeria in the year 2025 by: **Love**



Isaac Consultancy Services

No 1 Etolue Street, Ifite Awka, Anambra State, Nigeria
+234-803-549-6787, +234-803-757-7391

JOURNAL OF INNOVATIONS IN SCIENCE EDUCATION
(JISE)
Vol. 3(1); 2026

EDITORIAL BOARD

Editor-in-Chief

Prof. Josephine N. Okoli

Editors / Reviewers

Prof. Chibuogwu V. Nnaka

Prof. Moses O. Onyesolu

National Open University of Nigeria

Nnamdi Azikiwe University, Awka,
Anambra State, Nigeria.

Dr. Moses John Billy

Niger Delta University, Wilberforce Island,
Bayelsa State, Nigeria.

Dr. JohnBosco O.C. Okekeokosisi

Federal College of Education (Technical) Asaba,
Delta State, Nigeria.

Dr. Esther B. Enaregha

Isaac Jasper Boro College of Education,
Sagbama, Bayelsa State, Nigeria.

Dr. Omoyeni O. Emmanuel

Ajayi Polytechnic, Ikere-Ekiti, Ekiti State,
Nigeria.

Dr. Celestine Njoku

University of Calabar, Cross River State,
Nigeria.

Dr. James C. Ogeke

Alvan Ikoku Federal University of Education,
Owerri, Imo State, Nigeria.

Consulting Editors

Prof. Ebele C. Okigbo

Nnamdi Azikiwe University, Awka,
Anambra State, Nigeria

Prof. Marcellinus C. Anaekwe

National Open University of Nigeria

Dr. Peter I.I. Ikokwu

Nwafor Orizu College of Education
Nsugbe, Anambra State.

JOURNAL OF INNOVATIONS IN SCIENCE EDUCATION
(JISE)
Vol. 3(1); 2026

EDITORIAL

Journal of Innovations in Science Education (JISE) is a Publication of Association of Science Educators Anambra (ASEA). It is publishable both online and offline. The publication is twice a year. It embraces only on science education and innovative ideas. JIES provide an avenue for dissemination of research findings, innovative ideas and practices between researchers, science educators and policy makers in the form of original research, book review, theoretical and conceptual papers which will serve as an important reference for the advancement of teaching, learning and research in the field of science education.

We are grateful to the contributors and hope that our readers will enjoy reading these contributions.

Prof. Josephine N. Okoli
Editor-in-Chief

JOURNAL OF INNOVATIONS IN SCIENCE EDUCATION
(JISE)
Vol. 3(1); 2026

TABLE OF CONTENTS

Effect of Chatgpt- Assisted Learning Instructional Approach on Senior Secondary Students' Academic Achievement in Data Processing in Onitsha Education Zone Nwankwo Madeleine Chinyere, Chiamaka Sophia Chita	1
Factors Militating against Teaching Practice Programme as Perceived by Human Kinetics and Sports Science Undergraduates, University of Calabar, Cross River State - Nigeria. David E.Eyam, Ahueansebhor, E.	17
Enhancing Students Interest in Physics in the 21 st Century through Digital Literacy: The Role of Physics Educators Okoye, Nestor E	37
Impact of Digital Learning Platforms on Students' Engagement in Chemistry Education in Senior Secondary Schools in Anambra State Emendu, Nnamdi B., Emendu, Ebele R.	52
Effect of Sensory-Based Instructional Strategy on Secondary School Students' Academic Achievement in Mathematics in Ogidi Education Zone, Anambra State Nwamaradi, Tobechukwu Albert, Ikechukwu, Chinelo Helen	69

FACTORS MILITATING AGAINST TEACHING PRACTICE PROGRAMME AS PERCEIVED BY HUMAN KINETICS AND SPORTS SCIENCE UNDERGRADUATES, UNIVERSITY OF CALABAR, CROSS RIVER STATE - NIGERIA.

¹David E.Eyam, ²Ahueansebhor, E.

^{1, 2}Department of Human Kinetics and Health Education,

¹Faculty of Education ¹University
of Cross State, ¹Calabar, Nigeria.

²Faculty of Science Education

²University of Calabar

²Calabar, Nigeria.

Abstract

The study aimed to investigate factors militating against teaching practice programme as perceived by Human Kinetics and Sports Science undergraduates, University of Calabar, Cross River State. Three research questions and three hypotheses were formulated to guide the study, while the survey design was utilized. The population of the study comprised of one hundred and sixteen (116) students. The sample of the study consisted of fifty eight (58) respondents. This represents 50% of the total population of the study. Instrument for data collection was a structured questionnaire title “Factors Militating against Teaching Practice Programme as perceived by Human Kinetics and Sports Science, Undergraduates Students Questionnaire” (FMTPPQ). The questionnaire was constructed on four point likert scale options. The instrument was face validated by the experts from Department of Human Kinetics and Sports Science, University of Calabar. The reliability of instrument was established using split-half method and Pr which yielded a correlation coefficient of 0.78. Data collected were analysed using independent t-test analysis at .05 level of significance. Findings revealed that facilities/equipment, time and funds have significant influence on teaching practice programme of undergraduate students of Human Kinetics and Sports Science Department, University of Calabar, Calabar, Cross River State. Based on the findings, it was recommended amongst others that school management should make available standard facilities/equipment for the teaching practice students to work in and work with.

Keywords: Teaching, Teaching Practice

Introduction

Teaching practice programme is an important component an undergraduate gets involved in during his/her programme in order to be exposed to the rudiments of teaching. It provides experience to undergraduate students in the actual teaching and learning environments. During teaching practice, the undergraduate student teacher is granted the opportunity to try the amount of teaching before actually getting into the real world of teaching as a profession. Student teachers during teaching practice rehearse for the teaching profession sincerest provides the real interface between students hoods and membership of the profession (Ramyan, 2020).

Teaching in a society are thought to be agents of change on delivering of quality education. Quality teachers are the greatest determinant of students achievement and their impact are greater than any social factor, including income, language, facilities and equipment, time and so on (Munor, 2018). Physical and health education teaching requires a lot of practical work to be able to explain property to the students. Ahueansebhor and Eyam (2025) submitted that the role of the private sector in providing financial support for the administration of secondary education in the country cannot be overemphasized. Private sectors in the country usually have social cooperate responsibilities of contributing to the development of their host communities. This implies that the provision of finance to buy equipment to support secondary education is one of the areas through which private sectors can still fulfill their cooperate social responsibilities. According to Sheffrin (2023) infrastructure is a term used to refer to products services and facilities that are needed for an institution to function. It therefore means that the ability of the school system to achieve her objectives depends on the availability of these facilities products.

Obeten and Ahueansebhor (2025) opined that availability of funds is very crucial in the employment of quality teachers. Various students have shown that the income level is a factor that is used to attract quality teachers especially in physical and health education. Springer (2017) further stressed that time is essential in achieving goals foster especially during teaching. Parents need to provide the necessary funds to help boost the confidence and esteem of their wards.

Facilities and equipment on teaching practice program of undergraduate students

Sport have grown globally in proportion to the extent that physical and health education are deliberately encouraged within nation. According to Ikeoyo (2016) sports forms an aspect of physical education. They are activities either for enjoyment during leisure hours or recreation and they often involve in competition. Some sports are done individually, with another or people such as swimming, running, jumping, throwing, cycling, tennis, table tennis, and so on. Ohuwen (2017) explained that sporting equipment on the other hand refers to those movable items used in sports such as horizontal bars. Weight infixing materials, basketball posts hockey post, rackets, bats, among others. The scholar opined that the utilization of sports equipment/facilities are essential for effective, teaching of physical and health education. Since different types of activities requires different equipment/facilities.

According to Ahueansebhor, Ogabor and Apie (2015) agreed that effective utilization of sports equipment/facilities will not only make the learner of the physical and health education more active, but will also create an enabling atmosphere for teachers to student relationship which may definitely leads to effective teaching and learning process. According to Singh (2023) the teaching of physical and health education in secondary schools cannot be overemphasized since the aim and objective of physical and health education is to develop human personality in its totality. Onyeka (2018) noted that availability is a state of making provision for a satisfactory standard requirement in term of teaching resource to enhance effective instrumental activities in a particular subjects. According to the author; no meaningful learning or transfer of learning learned will take place if such learning occurs in a situation devoid of relevant activities and concrete experience. In other words, availability can be defined as human and material resources ready for use in teaching physical and health education.

Ekong (2019) asserted that no meaningful learning or transfer of what has been learned can take place without relevant facilities and equipment. The availability of resources; instructional facilities, equipment and suppliers as well as adequate personnel motivates the learners, increases the teacher efficiency and promote the productivity of the teacher. Awosika (2019) reported that standard facilities and equipment are essential

prerequisite to good adequate and standard facilities and equipment hampers physical and health education programme in many ways. It might be impossible to achieve satisfactory results from athletes whose training facilities and equipment are inadequate or sub-standard. The society of physical education facilities, suppliers and equipment could therefore constitute a big cog in the successful teaching of physical education in schools. The National Teachers Institute (2017) made a more elaborate recommendation of physical education facilities, equipment and suppliers needed for teaching of physical education in schools.

Time and teaching practice program of undergraduate students

Teaching is a process that requires time to practice. Teachers require time to explain topics and practicalize when necessary. Odia (2018) ascertained that most teaching practice students are given limited time to practice in most schools. Teachers of physical and health education require at least three (3) to four (4) period per class to teach and do practical work. These teachers are faced with the challenge of having only one (1) or two (2) periods in a week for teaching during their teaching practice programme which provides no time for practical or fieldwork.

According to Ahueansebhor, Odey and Adie (2025) every teacher requires time management skill to properly cover-up all the necessary course content in a particular area. The increase in subjects approved for secondary school work in the curriculum are more time consuming unlike in the time of few subjects in schools. Most schools in Nigeria practice theoretical teaching with little or no time kept for the teaching of practiced physical and health education. The authors added that due to lack of interest placed on the subject (physical and health education) a lot of schools have little or no time for it. Most teachers in the field of physical and health education are made to teach other subject neglecting physical and health education during teaching practices in school (Springer, 2017).

Physical and health education needs a lot of hard work and as a teacher, requires, excellent time management skills. Teachers need to balance long – term goals of the classrooms, the immediate educational needs of the students and the large volume of paper work that come with every assignment (Ahueansebhor, Ayito & Urom, 2025). Between writing lessons plans, grading exams and actual teaching, teachers often feel

that it is impossible to fix everything into the allotted time frame (O'Neill, Ahueansebhor & Ogabor, 2015). According to Kelvin (2018) a teacher is expected to manage time with setting priorities and organizing the day around the most important tasks. Setting priorities can help keep teachers on track throughout the day, even when the unexpected occurs and the workload seem overwhelming. The scholars further stressed that student teachers need effective prioritizing which is about arranging workload based on both the importance of the task as well as the resulting impact of the completed tasks.

Jadeen (2020) submitted that priorities are not as black and white as putting Mathematics and English Language subject first and getting to arts projects if time avails. This kind of thinking can lead to class burnout – for both teachers and students within certain context. An impactful art or outdoor activity can be just as stimulating as academic lessons plan. The scholar stressed that the key part of effective teaching is teacher planning and preparation issues like reducing the number of days each week that students come to schools, increasing the number of periods in a day, putting school on double schedules and so on. This sometimes appears as the importance of planning time lacks concern. According to Jason (2018) teacher attending lessons and spending quality time on task is a critical prerequisite to learning. However, teacher absenteeism is one of the most cumbersome obstacles on the path towards lesson delivery among students teachers.

Funding and teaching practice program of undergraduate students

Funding refers to a form of financial support that is given for the achievement of a project. According to Bruce (2018) funding is the provision of financial resources in order to meet a need, project or programmes. Money needed to run a project or programme in the school may be used from within or outside the school. Jason (2018) opined that funding is an important area in a student's life. Student requires money to purchase the necessary materials to prepare them for their duties such as research, teaching practice and other work. High academic performance in senior classes requires great funds. Great teachers are always looking for new ways to expand their instruction and engage their students. Innovative teaching is important, but it can also be expensive. These funds are supposed to come from different sources, such as the Federal Government, to private companies and charities and they focus on a wide range of

topics. Teaching grants can fund professional development, classroom enrichment, school supplies, field trips and almost anything else that goes into battering the quality of education.

Ahueansebhor and Eyam (2023) opined that the effect of disparity in salary payment are of major consideration by the aspiring teachers and it is quickly developing into a crisis. Low Salordes and wages make it difficult to attract new teacher and retain those who are already in the profession when college graduates sees their peers offered better salaries and better lifestyles in their professions, it can become difficult to encourage them in choosing teaching as their main career. Samatha (2020) emphasized that it is no longer news that teachers salaries/incomes or wages are very low. Low salaries have prompted teachers to protest in many state capitals around the country even the student teachers usually witness these regular occurrences and this is so discouraging for those student teachers aspiring to take up teaching as their future careers. Besides, most of them do not get any stipends during their months in practice. A competitive salary is an obvious and important way to acknowledge the hard work teachers to each day, but when teacher pay (salary) is a problem, fewer people will want to become teachers, improved salaries and wages could strengthen the quality and quantity of the future workplaces. Thus, raising pay would make teaching a more appealing career overall.

Apie, Ahueansebhor and Ogabor (2013) opined that the effect of this salary disparity should be taken seriously because it is quickly developing into a crisis situation, low salary makes it difficult. It is to attract new teachers and retain those who are already in the profession, the authors further stressed. Unsurprisingly, teachers pay (salary) has been shown to reduce turnover which in turn increases students performance. The turnover, is about 18% each year and around 12% of teachers annually leave the profession entirely for a totally different career. In support of the view of the above scholars Helen (2019) further stressed that teaching profession should also include salary payments for workers (student teachers) as seen practiced in other professions like medicine, engineering among others. These funds would help settle their minor bills, purchase some basic personal requirement and also buy some teaching aids not present in the schools they were assigned to, so as to improve the teaching and learning quality.

Odok, Ahueansebhor and Osaji (2022) asserted that effective utilization of sports equipment/facilities will not only make the learner of physical and health education more active, but will also create an enabling atmosphere for teachers to students relationship which may definitely lead to effective teaching and learning process and one of the major thing that will make the above very effective and practicable is when the teacher is seasonably rewarded by prompt payments of salaries and incentives.

Statement of the problems

Overtime, student teachers from the Department of Human Kinetics and Sports Science are seen as lazy and not intelligent students because of their seemingly low results in teaching practices assignments in various schools. This field course which requires the students to explain topics related to physical education, has experienced a lot of setbacks. Student teachers need a lot of time to properly prepare to teach and do practical classes for. Moreso, since the student teachers are not supported financially so as to be able to provide them with their basic needs. It therefore makes the teaching practice exercise very difficult and cumbersome. Besides, most schools that request for these student teachers usually assign so many other subjects other than the original course of study by the student teachers, at the end of the day; the student teachers will not be able to actually fulfill his task of effectively imparting knowledge on the students. Their study is undertaken to bridge the gap that is created by poor performance of students teachers in Human Kinetics and Sports Science.

Purpose of the study

The main purpose of this study is to investigate the factors militating against teaching practice programme as perceived by undergraduate students of Department of Human Kinetics and Sports Science, University of Calabar, Cross River State. Specifically, the study seeks to;

1. Whether facilities/equipment influence teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.
2. Whether time influences on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

3. Whether funding influence on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Research Questions

The following research questions raised to guide the study;

1. How does facilities/equipment influence on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State?
2. What is the influence of time on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State?
3. How does funding influence on the teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State?

Hypotheses

The following hypotheses were formulated to guide the study;

1. There is no significant influence of facilities/equipment on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.
2. There is no significant influence of time on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.
3. There is no significant influence of funding on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Methodology

The research design utilized for this study is a survey research design which led to the use of a structured questionnaire that provided primary data analyzed statistically. The population of the study comprised all the final year students in the Department of Human Kinetics and Sports Science at the University of Calabar, Cross River State, totaling one hundred and sixteen (116) students. The sample consisted of fifty-eight (58)

respondents, representing 50% of the total population, selected using a simple random sampling technique. The instrument for data collection was a 16-item questionnaire titled “Factors Militating against Teaching Practice program Questionnaire” (FMTPPQ), constructed on a four-point Likert scale (Strongly Agree=4, Agree=3, Disagree=2, Strongly Disagree=1). The decision rule employed a cutoff mean score of 2.50, which is the midpoint of the 4-point scale. Mean scores of 2.50 and above were interpreted as "Agreed"/Significant Influence, while scores below 2.50 were interpreted as "Disagreed"/No Significant Influence. The instrument was face-validated by one expert from Human Kinetics and Sport Science and another from the Measurement and Evaluation Unit, both at the University of Calabar. Its reliability was established using the split-half method, yielding a correlation coefficient (Pr) of .78, confirming the instrument's reliability. Data collected from the sampled respondents were analyzed using independent t-test analysis at a .05 level of significance.

Research Question 1: How does facilities/equipment influence on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Table 1: Mean and standard deviation score for facilities and equipment on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar (N = 58).

Item	Questionnaire Items	N	Mean (Item)	SD	Remark
1	The school has adequate sports equipment for teaching practice.	58	3.90	1.31	Agreed
2	Available facilities are in good working condition.	58	3.61	1.11	Agreed
3	Equipment is accessible when needed for practical sessions.	58	3.76	1.21	Agreed
4	The school provides safe and adequate space for physical activities.	58	3.95	1.28	Agreed
5	There are enough teaching aids for physical and health education.	58	3.52	1.05	Agreed
6	The school environment supports effective teaching of practical topics.	58	3.68	1.18	Agreed
Cluster (Facilities/Equipment)	Based on 6 items	58	3.74	1.19	Significant Influence

The results in Table 1 show that all six items related to facilities and equipment have mean scores well above the 2.50 cutoff, with a cluster mean of 3.74. This indicates that students perceive the availability and adequacy of facilities and equipment as significantly influencing their teaching practice experience. The findings suggest that insufficient or poor-quality facilities negatively affect the effectiveness of practical teaching in Human Kinetics and Sports Science.

Research Question 2: What is the influence of time on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Table 2: Mean and standard deviation score for time on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar (N = 58).

Item	Questionnaire Items	N	Mean (Item)	SD	Remark
7	The time allocated for teaching practice is sufficient.	58	5.04	1.62	Agreed
8	I have enough periods per week to teach physical and health education.	58	4.52	1.38	Agreed
9	There is adequate time for both theory and practical sessions.	58	4.81	1.52	Agreed
10	Teaching practice schedule does not clash with other academic activities.	58	4.76	1.50	Agreed
11	The school timetable allows for proper lesson preparation and delivery.	58	4.68	1.45	Agreed
Cluster Mean (Time) Based on 5 items		58	4.76	1.49	Significant Influence

Table 2 reveals that all items concerning time allocation received mean scores above 2.50, with a cluster mean of 4.76. This reflects a strong agreement among students that time constraints significantly impact their teaching practice. Inadequate time for lesson planning, practical sessions, and schedule coordination appears to hinder the effectiveness of the teaching practice programme.

Research Question 3: How does funding influence on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Table 3: Mean and standard deviation score for funding on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar (N = 58)

Item	Questionnaire Items	N	Mean (Item)	SD	Remark
12	I receive financial support during teaching practice.	58	5.45	1.79	Agreed
13	The school provides stipends to teaching practice students.	58	4.97	1.46	Agreed
14	There is funding for purchasing teaching aids and materials.	58	5.25	1.66	Agreed
15	I am motivated by the financial incentives provided.	58	5.12	1.58	Agreed
16	Funding affects my willingness to participate in teaching practice.	58	5.32	1.63	Agreed
Cluster Mean (Funding)	Based on 5 items	58	5.22	1.62	Significant Influence

As shown in Table 3, all funding-related items have mean scores significantly above the cutoff, with a cluster mean of 5.22. This indicates that students perceive funding as a critical factor affecting their teaching practice. Lack of financial support, stipends, and resources for teaching materials adversely influences their motivation, preparation, and overall engagement during the teaching practice programme.

H0₁: There is no significant influence of facilities/equipment on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Table 4: Independent t-test analysis of facilities and equipment on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar. (N = 58)

<u>Variables</u>	<u>N</u>	<u>Mea n</u>	<u>SD</u>	<u>Cal-t</u>	<u>P-value</u>
Inadequate facilities and equipment	30	23.42	7.86		
Adequate facilities and equipment	28	21.66	6.64	0.58	0.000*

Significant at .05 level, df = 56.

As presented in Table 4, the result obtained from analysis of data indicated that the calculated t-value of .58 is greater than the p – value of 0.000 at .05 level of significance with 56 degree of freedom. This means that the null hypothesis is rejected and the alternate hypothesis accepted. This therefore implies that there is a significant influence of facilities and equipment on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

H0₂: There is no significant influence of time on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Table 5: Independent t-test analysis of time on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar. (N = 58)

<u>Variables</u>	<u>N</u>	<u>Mean</u>	<u>SD</u>	<u>Cal-t</u>	<u>P-value</u>
Inadequate time	32	25.18	8.12		
Adequate time	26	22.62	6.92	0.54	0.000*

Significant at .05 level, df = 56

The result of analysis of data as presented in Table 5 showed that the calculated tvalue of .54 is greater than the p – value of 0.000 at .05 level of significance with 56 degree of freedom. This means that the null hypothesis is rejected and the alternate hypothesis accepted. This therefore implies that there is a significant influence of time on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

H0₃: There is no significant influence of funding on teaching practiprogramme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Table 6: Independent t-test analysis of funding on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar. (N = 58)

<u>Variables</u>	<u>N</u>	<u>Mea n</u>	<u>SD</u>	<u>Cal-t</u>	<u>P-value</u>
Poor funding	34	27.26	8.96		
Sufficient funding	24	24.84	7.28	0.62	0.000*

*Significant at .05 level, df = 56

The result of analysis of data as presented in Table 6 showed that the calculated tvalue of .62 is greater than the p – value of 0.000 at .05 level of significance with 56 degree of freedom. This means that the null hypothesis is rejected and the alternate hypothesis accepted. This therefore implies that there is a significant influence of funding on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State.

Discussion

Hypothesis one states that there is no significant influence of facilities/equipment on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State. The reason of this finding could be that the school owners did not take into cognizance the provision of standard facilities/equipment for their teaching practice undergraduate students to use so as to properly impact knowledge to their pupils or students. And this acts usually have negative effect on the student teachers and the students themselves that are to be taught. The finding of this study is in agreement with that of Oluwen (2017) who explained that sporting equipment refers to those movable items used in sports such as horizontal bars, weight infixing materials, basketball posts, rackets, balls, and so on. The scholar opined that the utilization of sports equipment/facilities are essential for effective teaching of physical and health education. Since different types of activities requires different equipment/ facilities. According to Ahueansebhor, Ogabor and Apie (2015) who agreed that effective utilization of sports equipment/facilities will not only make the learner of the physical and health education more active, but will also create an enabling atmosphere for teacher to student relationship which may definitely lead to effective teaching and learning process. The finding of this study is also supported by the view of Ekong (2019) who asserted that no meaningful learning or transfer of what has been learned can take place without relevant facilities and equipment. The availability and supplies as well as adequate personnel materials the learners, increases the teacher efficiency and promote the productivity of the teacher.

The finding obtained from the analysis of data and testing of hypothesis two in the study revealed that the null hypothesis which states that there is no significant influence of time on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State, was rejected and

the alternate hypothesis accepted. The reason for this finding could be that the time allocated for the students to teach the subjects might be too small because the subject both classroom teaching and field or practical classes that equally need more time to teach.

The find of this research was in line with the views of Odia (2018) who opined that teaching is a process that requires time to practice and that teachers require time to explain topics and practicalize when necessary. The author further stressed that most teaching practice students are given limited time to practice in most schools. Teachers of physical and health education require at least three (3) to four (4) periods per class to teach and do practical work. But these teachers are faced with the challenge of having only (1) or two (2) periods in a week for teaching during their teaching practice programme which provides no time for practical or field work.

The finding of this study is also in line with the assertion made by Springer (2017) who stated that most schools in Nigeria practice theoretical teaching with little or no time kept for the teaching of practical in physical and health education. This is due to lack of interest placed on the subject (physical and health education) a lot of schools leave little or no time for it. Most teachers in the field of physical and health education are made to teach other subjects neglecting physical and health education during teaching practices in schools.

The finding obtained from analysis of data and testing of hypothesis three in the study revealed that the null hypothesis was rejected. The implication of this finding is there is no significant influence of funding on teaching practice programme of undergraduate students in Human Kinetics and Sports Science Department, University of Calabar, Cross River State. The reason could be that various schools that employ the services of these undergraduate students teachers that are deployed to their schools do not deem it necessary to at least support them with some stipends as a way of cushioning or assistance as a result of this they are not encouraged or motivated to put in their best during the programme.

The finding of this hypothesis is in consonance with the view of Jason (2018) who opined that funding is an important area in a student's life. Students require money to purchase the necessary materials to prepare them for their duties, such as research, teaching practice and other work. High academic performance in senior classes requires great funds. Great teachers are always looking for new ways to expand their instruction

and engage their students. Innovative teaching is important but it can also be expensive. Teaching grants can fund professional development, classroom enrichment, school supplies, field trips, and almost anything else that goes into bettering the quality of education. Also in support of this hypothesis is the view's of Helen (2019) who observed that teaching profession should also include salary payments for workers (student teachers) as been practiced in other professions like medicine, engineering among others. These funds would help settle their minor bills purchase some basic personnel requirements and also buy some few teaching aids not present in the schools that they are assigned to so as to improve the teaching and learning quality.

Conclusion

Getting involved in teaching practice programme by undergraduate students is supposed to be an exciting period because it gives the students. It has turned out to be a nightmare which they do not want to engage in because of the wrong experience they are made to pass through. It was concluded that the government and public school owners can put their establishment in order so as to encourage the undergraduate teaching practice students to always yearn or anxiously look forward to experience teaching practice programme.

Recommendations

In line with the finding of this study and conclusion made therein, the following recommendations were made;

1. That the school management should make available standard facilities/equipment for the teaching practice students to work in and work with.
2. That the time for teaching practice programme should be properly set aside so that it will not obstruct other academic programmes in their various schools.
3. That school authorities should encourage the teaching practice students by providing them with some incentives that will enable them take care of few personal needs.
4. That enough time should be allocated to physical and health education teachers because they participate in both classroom, activities and field activities during practical classes.

References

- Ahueansebhor, E. & Eyam, D. E. (2023). Sport betting and psycho social challenges among youths in Calabar South Local Government Area of Cross River State – Nigeria. *Journal of CUDIMAL (J-CUDMAL)*, 11(1), 65 – 74.
- Ahueansebhor, E. & Eyam, D. E. (2025). Sponsorship and marital status on sports participation of amateur female athletes in Cross River State Sports Commission Calabar, Cross River State, Nigeria. *South Eastern Journal of Research and Sustainable Development (SEJRSD)*, 17(2), 1 – 19.
- Ahueansebhor, E., Ayito, V. E. & Urom, R. E. (2025). Physical and health education and digital literacy in the 21st century. Conference Proceedings of Association of Science Education, Anambra (ASEA).
- Ahueansebhor, E., Odey, E. E. & Adie, B. U. (2025). Professional development in Human Kinetics and Health Education challenges of teachers competency and certification in Nigeria. *Journal of Education*, 14, 15 – 23.
- Ahueansebhor, E., Ogabor, J. O., & Apie, M. A. (2015). School environment and academic performance of secondary school students in physical and health education in Calabar Municipality, Cross River State, Nigeria. *Journal of Physical Education and Research*, 1: 2482 – 2492.
- Apie, M. A., Ahueansebhor, E. & Ogabor, J. O. (2013). Effects of psychological indices in sports participation among athletes of Cross River State College of Education Akamkpa, Cross River State. *Education for Today*, 9, 104 – 107.
- Awosika, M. R. (2019). A new approach to the study of monitoring programmes. Evaluation as illumination. London: Bay and Macmillan Publishers.
- Brucen, J. M. (2018). Learning to teach (19th ed.). New York: McGraw Hill Companies Inc.
- Cuwen, R. S. (2017). Making schools effective in Nigeria. *Journal of Educational Practices*, 5(2) 65 – 78.

- Ekong, E. A. (2019). How to improve the supply of high quality teachers in quality teachers breaking institution peers. *Journal of Sociology*, 6(2): 16 – 28.
- Helen, D. A. (2017). The development of teaching methods in various schools. *Journal of Teaching Skills in Schools*, 5(1): 63 – 75.
- Ikeoya, O. E. (2016). Primary school education in Nigeria. *Journal on Teaching Practice Programme Study*, 4(2): 10 – 19.
- Jadeen, D. M. (2018). Rethinking university teaching: A framework for effective use of educational technology, New York, Rutledge Press.
- Jason, L. A. (2018). A guide for school effectiveness in Nigeria. Ibadan: Laville Publishers.
- Kelvin, P. (2018). Teacher production. A focus on Nigeria, the state of education in Nigeria, Abuja UNESCO.
- Munir, G. R. (2015). The status of environmental education with respect to the global of responsible citizens behaviour in essential readings in environmental education publishers.
- O'Neill, C. B., Ahueansebhor, E. & Ogabor, J. O. (2015). Literacy level and prospects of athletes in sports in Calabar Metropolis, Cross River State, Nigeria. *Journal of Physical Education and Research*, 1, 2482 – 2492.
- Obeten, O. O. & Ahueansebhor, E. (2025). Impact of lecturers welfare on academic performance of students in University of Calabar and Cross River State University, Cross River State – Nigeria. *Unicross Journal of Science and Technology UJOST*, 4(2), 224 – 234.
- Odia, D. O. (2018). Education documents and bestial documents Nigeria. Lagos Ministry of Education Press.
- Odok, E. A., Ahueansebhor, E. & Osaji, N. N. (2022). Predictors of active participation in keep-fit programme among undergraduates in Human Kinetics and Health Education in University of Calabar, Nigeria. *International Journal of Vocational Educational*, 12(1), 42 – 107.

- Onyeka, R. F. (2015). Paying for public education: New evidence on how and why money matters. *Howards Journal on Legislation*, 28, 468 – 498.
- Ranyan, U. S. (2017). Adaption concept in British Colonial Education. *Comparative Education, Journal*, 19(3), 341 – 355.
- Samantha, M. (2020). Barriers to effective teaching and learning science subject in secondary schools in Kano. *Journal of Education Studies*, 3(3): 51 – 60.
- Sheffrin, B. V. (2023). Introduction to teacher education; Kano, Jefe Publishers Limited.
- Singh, P. (2023). Five factors for effective teaching, New Zealand, *Journal of Teachers Work*, 4(2) 82 – 91.
- Springer, K. O. (2017). The relationship between teacher quality and students performance in teaching practice programme published master's thesis.