

REBUILDING TRUST IN PHYSICAL EDUCATION FOR THE PROMOTION OF ACADEMIC ETHICS AND INTEGRITY AMONG STUDENTS IN PUBLIC SECONDARY SCHOOLS IN AKWA IBOM STATE

Ekemini Peter Asuquo & Aniekan Emmanuel Udofia

Department of Physical and Health Education.
Akwa Ibom State College of Education, Afaha Nsit.

Abstract

Physical Education (PE) has been one of the foremost courses from Primary to the University level. It helps in developing an individual physically, mentally, socially, emotionally and in developing motor skills. The study investigated how trust could be rebuilt in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State which ultimately bring back the needed academic ethics and integrity in the educational system. The purpose of the study was to examine how trust can be rebuilt in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State. The objectives were to examine how further training of PE teachers; employment of more qualified PE teachers; provision of sporting facilities and equipment; motivation of PE teachers and attitude of PE teachers could be used to rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State. Five research questions and hypotheses were generated to guide the study. The population of the study was 230 principals of all the public secondary schools in Akwa Ibom state; all the staff of State secondary Education Board and PE teachers in the Public secondary schools in Akwa Ibom State. The sample size of the study was 120 subjects, consisting 40 randomly selected principals; 40 randomly selected staff from Akwa Ibom State Secondary Education Board and 40 randomly selected PE teachers from the public secondary schools. A self-developed and validated questionnaire title (RTIPPAEASPSA) was used for the research instrument with 0.82 reliability index. The data were analyzed using the descriptive (percentage and grand mean) and Chi square statistics set at $P < 0.05$. The results provided the conclusions that the majority of the respondent agreed rebuilding trust in the PE subject would require further training of PE teachers; employment of more qualified PE teachers; provision of facilities and equipment; motivation of PE teachers and putting up right attitude to work by the PE teachers. It was recommended that to rebuild trust in PE, Government and private sectors should have training programme for PE teachers; should employ more qualified PE teachers and endeavour to carry out these other factors that would rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools.

Keywords: Academic Ethics, Rebuilding Trust, Physical Education, Integrity

Introduction

Globally the awareness of the effects of living a sedentary life (life without physical exercise or hypokinetic existence) is causing great concern in public health according to the World Health Organisation (WHO, 2011); Boreham and Riddoch (2011). This type of health problem is getting serious as man is depending on machines to do what his body and body parts should have done in order to be exercised and become fitter. Modern man has allowed the use of machines in doing chores to take the place of physical energy according to Barrow (2011). The author has stressed that unknown to man, the machines have permeated and pervaded his existence and environment such that man is finding it impossible to do away or live without them. As machines are believed to serve as servants, man does not know that the total dependency on machines has enslaved man to the machines. The dependency on machines has caused man to become sedentary leading to laziness, overweight and obesity (Ortega, 2010). Man cannot walk over 100 meters again unless forced to do so. He doesn't use his hands to work but to press buttons of robots. By use of artificial intelligent devices, man is now allowing machines to think for him.

Since the health of man is very precious to man, it becomes necessary for man to exercise his body to be able to live healthily and longer. Today, many of the devices man has created and depend on are turning round to destroy him gradually (Barrow, 2011). It was not out of place that when the schooling systems call Education, whether formal or informal began, Physical Education was the foremost subject. The Educational curriculum had Physical Training or Physical Culture composed of physical activities, that have metamorphosed over years to become a professional course called Physical Education (PE) or Physical and Health Education (PHE) that is respected all over the world (Nkangude, 2016). The author posited that the Physical Education discipline has been a mother course to many modern educational disciplines. He explained further that there is no level of Education that Physical Education or Physical and Health Education cannot be found in one form or another. Physical Education has come to stay as a specialized course, studied up to the Doctorate Degree level in many Universities. Whether informal or formal, Physical Education has produced great sportsmen and women who have dined with their Heads of State and are rated among the richest ones in the world. A product of Physical Education is the boxing game. A boxer only needs to train and knockout his opponent in less than 30 seconds of the first round and go home with over 30 million dollars. There is no job that can pay that in the world. Without such bye-products of Physical Education, many able bodied youth would have been roaming the streets. The products of Physical Education notably sports and games have been used to remove the youths to decent lifestyles appreciated by the different societies of the world.

However, many of the sub-specializations of Physical Education have helped man to live comfortably in his environment. The Exercise Physiology looks at how physical exercise can be used to attain perfect health. The Kinesiology helps man to work along safely with his machines. Many jobs have been created for sports journalism, sports marketing, sports officiating, sports administration, thereby opening more employment opportunities to all the age groups. It has offered jobs directly and indirectly for the schooled and the unschooled such that the world is giving it various jokingly-names as "runology", "kickology", "jumpology", and "throwology", due to the negative mentality that Physical Education was all about running, kicking, jumping and throwing the balls (Nkangude, 2015). It is a course that has begotten other sub-discipline and professions; from elementary Hygiene to Medicine and from Physical Training to Physical

Education, to Sports Medicine. Though it may appear like violent activity due to the human nature of becoming hooligans during sports activities, yet it has been used to cement the bonds of friendship among hostile nations because Physical Education has no place for sexual, religious, political, ethnical and class denomination (Booth, 2018; Calloway, 2014; Joseph and Oladipo, 2015). Some other bye-products of Physical Education– the Olympic Games and the World Cup competitions and other International Games and Festivals have been cherished as foreign exchange generators to the hosting countries (Nkangude, 2016).

Today things are not the same again in Physical Education. It is observed that its appurtenances that once beautified environments for exciting aesthetical enjoyment in the name of playgrounds, courts called sports facilities have become patches of desert-lands (with no grasses) for school teams to train on in many public schools (Nkangude, 2016; Tack and Chan, 2017). In the public secondary schools for instance, it is a blessing to have up to two qualified Physical Education teachers employed into a school. Hardly will students offer Physical and Health Education (PHE) in the senior secondary to get into the Universities. According to Ibe-Bassey (2012); Ellstrom and Ellstrom (2014), the presence of more qualified teachers in an institution is an asset for accreditation especially in higher institutions. Poor educational qualification of teachers is detrimental to delivery method to the students and the subject will eventually suffer from lack of popularity and patronage. In Physical Education as in other subject, students are proud to have qualified teachers and are motivated that they would be having sound tutorial (Whitby, 2010; Ames, 2013). Moreover, Aaronson, Barrow and Sander (2017) had found out that teachers have individual personal styles in teaching as delivery methods which help improve students' scores. They discovered having different teachers in a subject did help students understand the subject better. Same needed in sports and games where teachers are conversant in some sports than others. A Physical Education teacher for swimming may not know much about athletics since a Physical Education teacher may specialize in one or two sports.

Furthermore, most of the public secondary schools have no facilities and equipment, few that has is in a dilapidated condition. Juan *et al.* (2010) opined that a school without playing field which is hoping to attend sports competitions is likened to a driver without a vehicle to use. Such school is denying the students life time opportunities in a world where white collar and blue collar jobs in government offices are scares. Also most of the Physical and Health Education teachers are not motivated. Dobbin (2012) asserted that a professional that cannot be proud of his or her profession will not develop the profession, and to be proud of the profession is to be motivated. The Physical Education teachers work more extra during and after school hours and should be adequately rewarded to work harder (Lewther, 2012). Katz (2015), had listed the extraneous demands of Physical Education teachers to include transport allowances, offices and incentives. Attitude of Physical Education teachers would not be left out in the rebuilding of trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools. Cooper (2017) opined that it is from the attitude of the practitioners that one can rate a profession to be of high standard. Students who learn from their teachers do not only imbibe what is taught, they also observed and may imitate the teachers character. The leadership quality needed the delivery method in lessons, the sound communication between the students and the teacher on and off field or classroom is crucial to rebuild trust in Physical education. Physical Education has

been defined as a course of studying using the big muscular activities with or without implements to educate the wholesome nature of the person (Nkangude, 2015). It develops the cells, tissues, organs and the systems of the body for physical health, it develops the mental power, it develops the social attributes for leadership, followership and integration, it develops emotional control and positive attitudinal character in the participants. At break time, the pupils and students are eager to play but without the PE teachers. The attitude of the PE teachers is an important factor for PE's reputation. This study is therefore geared towards determining how Physical Education could be rebuilt to promote academic ethics and integrity among students in public secondary schools in Akwa Ibom State.

Statement of the Problem

Physical Education is one of the Educational courses that shaped the lives of students, teachers and other citizens of the country like Nigeria directly from nursery/primary/secondary to the university level. Physical Education grows from play to recreation, to sports and games. It is the role of physical education to provide instructional activities that not only promote skill development and proficiency, but also enhance an individual's overall health. Physical education not only fulfills a unique role in education, but is also an integral part of the schooling process. Today things are not the same again in PE. It is observed that its appurtenances that once beautified environments for exciting aesthetical enjoyment in the name of playgrounds, courts called sports facilities have become patches of desert-lands (with no grasses) for school teams to train on in many schools . The researcher observed that in many public secondary schools, it is a blessing for a school to have one qualified PE teacher. This lack of qualified PE teacher in the public secondary schools results in poor numbers of students offering Physical Education in the University. Also most of the teachers teaching PE in the public schools are not qualified PE teachers. Some of them specialize in other discipline, but because of lack of qualified PE teachers, there are given the subject (PE) to teach. These greatly affect efficient lesson delivery by these unqualified PE teachers. Physical Education has its approved course contents, philosophy and mission in life. Its effects on the practitioners are felt and seen everywhere. There is need to put trust back into the Physical Education subject and this will, in part bring back academic ethics and integrity among secondary schools students, tertiary institution and the society at large. This study seek to examine how further training of PE teachers, employment of more qualified PE teachers, provision of facilities and equipment; motivation of PE teachers and attitude of PE teachers could rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State.

Purpose of the Study

The purpose of the study was to examine how trust can be rebuilt in Physical Education (PE) for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State. The study sought to achieve the following objectives:

1. To determine how further training of PE teachers could rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State

2. To determine how employment of more qualified PE teachers could rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State
3. To determine how provision of sports facilities and equipment for PE teachers could rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State
4. To determine how motivation of PE teachers could rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State
5. To determine how attitude of PE teachers could rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State

Research Questions

The study seeks to provide answers to the following research questions

1. How does further training of PE teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?
2. How does employment of PE teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?
3. How does provision of facilities and equipment for PE teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?
4. How does motivation of PE teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?
5. How does attitude of PE teachers rebuild trust in P E for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?

Null Hypotheses

The study was guided by the following null hypotheses

1. Further training of PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State
2. Employment of more qualified PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State

3. Provision of sporting facilities and equipment for PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State
4. Motivation of PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State
5. Attitude of PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State

Methodology

The ex-post-facto design was used for the study. The population consisted of 230 Principals of all the public secondary schools that exist in Akwa Ibom State; all the Physical Education teachers in the public secondary schools in Akwa Ibom State and all the staff of Akwa Ibom State Secondary Education Board from the 17 local education centre in Akwa Ibom State. The sample size for the study was 120 subjects. The subjects consisted of: 40 principals from randomly selected public secondary schools in Akwa Ibom State; 40 randomly selected staff members of the Akwa Ibom State Secondary Education Board; and 40 randomly selected Physical Education teachers of selected public secondary schools in Akwa Ibom State. The research instrument used was first validated by three research experts (two from Educational Foundation and Technology Department of the University of Uyo, Uyo; and one from Physical and Health Education Department, Akwa Ibom State College of Education, Afaha Nsit. It comprised two sections; section A for demographic data and section B for questionnaire items. The reliability quotient of .82 was determined using Cronbach Alpha statistics. Pre-test was conducted with 10 final year students from the Department of Physical and Health Education, Akwa Ibom State college of Education and 20 Physical and Health Education teachers from public secondary schools in Akwa Ibom State who were not part of the main study sample. Data gathered from the instrument were analyzed using percentile descriptive statistic in answering the research questions and chi square statistics to answer the hypotheses set at $P \leq 0.05$.

Results

Research Question 1: How does further training of Physical Education (PE) teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?

Table 1: Further training of P E teachers for rebuilding trust in PE

No.	Statements	Yes %	No %	Total
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1.	In-service training of PE teachers serves as training needs of PE teachers	120 (100)	0 (0)	120
2.	The public and students respect highly qualified PE teachers for their expected higher knowledge	115 (96)	5 (4)	120
3.	Poor qualification of teachers can affect delivery method in PE	116 (97)	4 (3)	120
4.	Presence of unqualified PE teachers in the school is detrimental to the development of PE	120 (100)	0 (0)	120
Total		471 (93)	9 (7)	480
Grand Mean ($\sum f/4$)		11.7	2.3	120

In Table 1 the Grand mean of 11.7 (representing 471 or 93%, as the majority) agreed that further training of PE teachers will rebuild trust in the PE. That was against 2.3 (representing 9 or 7%) that disagreed to the statements. Therefore the result implies further training of PE teachers would rebuild trust in PE for the Promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom state.

Research Question 2: How does employment of more qualified PE teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?

Table 2: Employment of more qualified PE teachers for rebuilding trust in PE

No.	Statements	Yes %	No %	Total
1.	Having more qualified PE teachers promotes the PE in the school	110 (92)	10 (8)	120
2.	The PE subject is not for non-PE experts	120 (100)	0 (0)	120
3.	Employing more qualified PE teachers shows Government seriousness on the subject.	120 (100)	0 (0)	120
4.	Students are encouraged for the subject with more PE teachers	94 (78)	26 (22)	120
Total		354 (73.8)	120 (26.2)	480
Grand Mean ($\sum f/4$)		88.5	31.5	120

In Table 2 the Grand mean of 88.5 (representing 354 or 73.8%, as the majority) agreed that employment of more PE teachers will rebuild trust in the PE; that was against 31.5 (representing 120 or 26.2%) that disagreed to the statements. Therefore the result implies employment of more qualified PE teachers would rebuild trust in PE for the Promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom state.

Research Question 3: How does provision of facilities and equipment for PE teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?

Table 3: Provision of facilities and equipment for PE teachers in rebuilding trust in PE

No.	Statements	Yes %	No %	Total
1.	Adequate presence of facilities and equipment promotes the PE subject	110 (92)	10 (8)	120
2.	Adequate presence of facilities and equipment encourages increased class size of interested PE students	116 (97)	4 (3)	120
3.	Sports facilities and equipment serve the serious teaching and learning aids in course content of PE	112 (93)	8 (7)	120
4.	Lack of facilities and equipment is detrimental to better understanding Physical Education by the learners	112 (93)	8 (7)	120
Total		450 (93.8)	30 (6.2)	480
Grand Mean ($\sum f/4$)		112.5	7.5	120

In Table 3 the Grand mean of 112.5 (representing 450 or 93.8%, as the majority) agreed that provision of sports facilities and equipment will rebuild trust in PE; that was against 7.5 (representing 30 or 6.2%) that disagreed to the statements. Therefore the result implies provision of facilities and equipment would rebuild trust in PE for the Promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom state.

Research Question 4: How does motivation of PE teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?

Table 4: Motivation of PE teachers in rebuilding trust in PE

No.	Statements	Yes %	No %	Total
1.	Prompt promotion of PE teachers is relevant to build the PE subject	98 (82)	22 (12)	120
2.	Prompt payment of salaries and allowances will promote the PE subject	96 (80)	24 (20)	120
3.	Adequate financial incentives that encourages PE teachers will also promote PE subject	120 (100)	0 (0)	120
4.	Provision of offices and teaching aids will promote the PE subject	94 (78)	26 (22)	120
Total		408 (85)	72 (15)	480
Grand Mean ($\sum f/4$)		102	18	120

In Table 4 the Grand mean of 102 (representing 408 or 85%, as the majority) agreed that motivation of PE teachers will rebuild trust in PE; as against 18 (representing 72 or 15%) that disagreed to the statements. Therefore the result implies motivation of PE teachers would rebuild trust in PE for the Promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom state.

Research Question 5: How does attitude of PE teachers rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State?

Table 5: Attitude of PE teachers in rebuilding trust in PE

No.	Statements	Yes %	No %	Total
1.	Punctuality PE teachers to class is required to promote the PE subject	116 (97)	4 (3)	120
2.	Using proper delivery method with the students encourage them to the PE subject	112 (93)	8 (27)	120
3.	Personality of PE teacher in the school is important to promote PE subject	116 (97)	4 (3)	120
4.	The PE teachers leadership qualities on student is necessary to promote PE subject	90 (75)	30 (25)	120
Total		434 (90.4)	46 (9.6)	480
Grand Mean ($\sum f/4$)		108.5	11.5	120

In Table 5 the Grand mean of 108.5 (representing 434 or 90.4%, as the majority) agreed that attitude to work by PE teachers will rebuild trust in PE; as against 11.5 (representing 46 or 9.6%) that disagreed to the statements. Therefore the result implies attitude of PE teachers would rebuild trust in PE for the Promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom state.

Testing of Hypotheses

Null Hypothesis 1: Further training of Physical Education teachers does not significantly rebuild trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State.

Table 6: Summary of chi-square on further training of PE for rebuilding trust in PE

Nos		O	E	O – E / E	X^2	Decision
1	In-service training of PE teachers serves as training needs of PE teachers	120	60	60	222.7	Rejected
2	The public and students respect highly qualified teachers	115	60	50.42		
3	Poor qualification of teachers can affect delivery method	116	60	52.27		
4	Poor qualification is detrimental to the development of the PE subject	120	60	60		
					222.69	

Significant at $P \leq .05$, $df, 3 = X^2$ critical value, 7.82

The result in Table 6 showed that the X^2 calculated of 222.7 is greater than the X^2 critical of 7.82. Therefore the hypothesis which stated that further training of PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State is rejected. The finding implies that the respondents agreed further training of PE teachers would significantly rebuild trust in PE.

Null Hypothesis 2: Employment of more qualified PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State

Table 7: Summary of chi-square on Employment of more qualified PE teachers for rebuilding trust in PE

Nos	Statements	O	E	O – E / E	X ²	Decision
1	Having more PE teachers promotes the subject in the school	110	60	41.7	190	Rejected
2	The PE subject is not for non-PE experts	120	60	60		
3	Employing more PE teachers shows Government seriousness on the subject.	120	60	60		
4	Students are encouraged for the subject with more PE teachers	94	60	19.27		
					180.97	

Significant at $P \leq .05$, $df, 3 = X^2$ critical value, 7.82

The result in Table 7 showed that the X^2 calculated of 190 is greater than the X^2 critical of 7.82. Therefore the hypothesis which stated that employment of more qualified PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State is rejected. The finding implies that the respondents agreed employment of more PE teachers would significantly rebuild trust in PE.

Null Hypothesis 3: Provision of sporting facilities and equipment for Physical Education teachers does not significantly rebuild trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State

Table 8: Summary of chi-square on Provision of facilities and equipment or PE teachers for rebuilding trust in PE

Nos.	Statements	O	E	O – E / E	X ²	Decision
1	Adequate presence of facilities and equipment promotes the PE subject	110	60	41.67	184.1	Rejected
2	Adequate presence of facilities and equipment encourages increase class size of interested PE students	116	60	52.27		
3	Sports facilities and equipment serve the serious course content of PE	112	60	45.07		
4	Lack of facilities and equipment is detrimental to developing PE subject	112	60	45.07		
					184.08	

Significant at $P \leq .05$, $df, 3 = X^2$ critical value, 7.82

The result in Table 8 showed that the X^2 calculated of 184.1 is greater than the X^2 critical of 7.82. Therefore the hypothesis which stated that provision of sports facilities and equipment does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State is rejected. The finding reveals that the respondents agreed provision of sports facilities and equipment would significantly rebuild trust in PE.

Null Hypothesis 4: Motivation of Physical Education teachers does not significantly rebuild trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State

Table 9: Summary of chi-square on Motivation of PE teachers for rebuilding trust in PE

Nos	Statements	O	E	O – E / E	X^2	Decision
1	Prompt promotion of PE teachers is relevant to build the PE subject	98	60	24.07	125	Rejected
2	Prompt payment of salaries and allowances will promote the PE subject	96	60	21.6		
3	Adequate financial incentives that encourages PE teachers will also promote PE subject	120	60	60		
4	Provision of offices and teaching aids will promote the PE subject	94	60	19.27		
					124.94	

Significant at $P \leq .05$, $df, 3 = X^2$ critical value, 7.82

The result in Table 9 showed that the X^2 calculated of 125 is greater than the X^2 critical of 7.82. Therefore the hypothesis which stated that motivation of PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State is rejected. The finding reveal that the respondents agreed motivation of PE teachers would significantly rebuild trust in Physical Education.

Null Hypothesis 5: Attitude of Physical Education teachers does not significantly rebuild trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State.

Table 10: Summary of chi-square on Attitude of PE teachers for rebuilding trust in PE

Nos	Statements	O	E	O – E / E	X^2	Decision
1	Proper communication skills of PE teachers is required to promote the PE subject	116	60	52.27	164.6	Rejected

2	Using proper delivery method with the students encourage them to the PE subject	112	60	45.07
3	Personality of PE teacher in the school is important to promote PE subject	116	60	52.27
4	The PE teachers leadership qualities on student is necessary to promote PE subject	90	60	15

164.61

Significant at $P \leq .05$, $df, 3 = X^2$ critical value, 7.82

The result in Table 10 showed that the X^2 calculated of 164.6 is greater than the X^2 critical of 7.82. Therefore the hypothesis which stated that the attitude to work by PE teachers does not significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State is rejected. The finding implies that the respondents agreed the attitude to work by PE teachers would significantly rebuild trust in PE.

Discussion of Findings

Further Training of Physical Education Teachers

The result of hypothesis one reveal that further training of Physical Education teachers will significantly rebuild trust in PE for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State. The respondents agreed that improving PE teachers' educational qualification though further training is important for the PE subject. Such a programme when teachers undergo in-service training had been seen to improve teachers' knowledge which is beneficial to the students (Bando and Li, 2014; Jarvis, 2016). It is because poor educational qualification is detrimental to delivery method to the students and the subject will eventually suffer from lack of popularity and patronage. This is in line with the finding of (Whitby, 2010; Ames, 2013), reporting that in PE, as in other subject, students are proud to have qualified teachers and are motivated that they would be having sound tutorials. Students are therefore desirous to learn under highly qualified teachers as they have respect for them. It would boosts the status of the school and the Physical Education course if Physical Education teachers are further trained in higher Degrees and Administrative experiences which is needed Educational institutions (Ibe-Bassey, 2012; Paul, *et al.* 2013).

Employment of More Qualified Physical Education Teachers

The result of hypothesis two reveal that employment of more qualified Physical Education teachers will significantly rebuild trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State. According to Ibe-Bassey (2012), and Ellström and Ellström (2014), the presence of more qualified teachers in an institution is an asset for accreditation especially in higher institutions. Jarvis (2016); and Aaronson, Barrow and Sander (20017), had found out that teachers have individual personal styles in teaching, as delivery methods, which helps to improve students' scores. They discovered having different teachers in a subject did help students understand the subject better. Same is needed in sports and games, where teachers are conversant in some parts than others. A Physical Education

teacher for swimming may not know much about athletics since Physical Education teachers may specialize in one or two sports, there is need to employ more PE teachers to cover the major sports and games. With more Physical Education teachers in different sports and games, students will be attracted to the subject and trust will be rebuilt in the subject.

Provision of Facilities and Equipment

The result of hypothesis three reveal that provision of facilities and equipment for Physical Education teachers will significantly rebuild trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State. The finding support the finding of (Moreno,González-Cutre, Martín-Albo & Cervelló,2010), a school without playing field which is hoping to attend sports competitions, is likened to a driver without a vehicle to use. Such school is denying the students life time opportunities. (Nkangude, 2015) opine that the aesthetical values of schools' playgrounds, swimming pool, playing courts cannot be underestimated to the delight of visitors to the schools. In a world where the white collar and blue collar jobs in government offices are scares, sports and games have offered alternative and lucrative jobs that have taken even the unschooled and the schooled with their certificates out of the streets.

Motivation of Physical Education Teachers

The result of hypothesis four reveals that motivation of Physical Education teachers will significantly rebuild trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State. According to Dobbin (2012). He asserted that a professional that cannot be proud of his or her profession will not develop the profession; and to be proud of the profession is to be motivated. Motivating them intrinsically and extrinsically will inspire them to work harder and this will boost the needed trust in the Physical Education subject. The Physical Education teachers work much more extra during and after school hours and should be adequately rewarded to work harder. Lewther, (2012); Katz (2015), had listed the extraneous demands of Physical Education teachers to include transport allowances, offices, payment of office impress as student are always around their games- teachers hoping to have some financial helps. Incentives would therefore go a long way to keep the Physical Education teachers happy and this in turn will put trust into the PE subject as a course to be reckoned within and outside the school.

Attitude to Work by PE Teachers

The result of hypothesis five reveals that attitude of Physical Education teachers will significantly rebuild trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom State. This supports the finding of George (2014); Cooper (2017) who concluded that it is from the attitude of the practitioners that one can rate a profession to be of high standard. Students who learn from their teachers do not only imbibe what is taught, they also observed and may imitate the teachers character. Attitude to work is an important measurement in self-development of any professional. The leadership quality needed the delivery method in lectures, the sound communication between the students and the teacher on and off the field (or classroom) is crucial to re-building trust in the PE subject.

Conclusion

It was then concluded that further training of PE teachers; employment of more qualified PE teachers; provision of facilities and equipment; motivation of PE teachers and attitude of PE teachers is significantly related to rebuilding trust in Physical Education for the promotion of academic ethics and integrity among students in public secondary schools in Akwa Ibom state which will ultimately raise the academic ethics and integrity of the educational system in the country, Nigeria

Recommendations

The study therefore recommended that:

1. Government should set up scholarship scheme for further training of Physical Education teachers in the public secondary schools.
2. Government should employ more qualified Physical Education teachers into the public secondary schools.
3. There should be adequate provision of facilities and equipment in the public secondary schools to improve teaching and learning of Physical Education.
4. Physical Education teachers should be motivated intrinsically and extrinsically by regular promotion, allowances and provision of offices, incentives like car loans among others
5. Physical Education teachers should possess positive attitude towards their work as the leadership quality needed, the delivery method in lesson, the sound communication between the students and the teacher on and off the field (or classroom) is crucial to rebuilding trust in the PE subject.

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