

educational. perspectives

VOL. 8 NO. 1

JANUARY 2005



A JOURNAL OF
The Faculty of Education
LAGOS STATE UNIVERSITY
Lagos, Nigeria.

COMPARISON OF PRACTICAL PHYSICAL EDUCATION IN SELECTED PRIVATE AND PUBLIC SECONDARY SCHOOLS IN LAGOS STATE.

RAFIU O. OKUNEYE (Ph. D) & TONY DANSU
DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION,
LAGOS STATE UNIVERSITY, OJO, LAGOS.

ABSTRACT

This study compared practical physical education lessons in selected private and public secondary schools in Lagos State. Four hundred students from ten private and ten public schools served as subjects for the study. A self constructed structured questionnaire and a checklist were validated and used for data collection. The data collected were analyzed using percentage and t-test statistical tools. Findings showed that more qualified and experience teachers are in public schools. Facilities are also better in public schools; the private schools have more equipment and the teaching of practical lessons is also more regular/n private schools. Most of the available facilities and equipment in both public and private schools are worn-out and substandard. However students in both public and private schools portrayed positive attitude to wards practical physical education lessons.

INTRODUCTION

Man is expected to function as a total organism and his learning and every experience leave imprints upon his totality. Physical education involves the whole person; it is therefore thought well that its sound programme in schools will definitely lead to sound functional lives for individuals. According to Omotayo [2003] a sound physical education programme in schools facilitates all round development in children. Sports, of course is an important aspect of physical education, and sport is a means of promoting fitness, health, prestige and honour, and especially to shape the lives of the youths for the future.

On the contributions of physical education to sports development, Omotayo [2003] mentioned that discovery of talents in different sports, learning of the fundamental sLIs, foundation for cooperation and good sportsmanship and opportunity for mass participation in sports can be achieved in physical education classes. Aiyejuyo and Ayoade [2003] state that physical education has some relevance to societal growth; hence it is widely perceived as a unifying force, that is not just an integral part of education, but life itself. The curriculum component of Physical Education is reported by Bamigboye [1993] to contribute significantly to the complete and continuous development of each person and to that person's functioning as a responsible member of the society. Re-echoing the opinion of Heilman, Bamgboye [1993] agrees that physical education for all is the expression of a desire for democratization.

The popularity of physical education as a school subject, in recent times is observed to have taken a downward turn, and according to Oduyale [2003], the progenitors of Nigeria physical education seem helpless with the development. The new generation of physical educators is more concerned with fragmented specialization at post-graduate level, other than the sustenance of the subject at both primary and secondary school levels. Though, this declining status of physical education has been addressed in themes of conferences and various research reports [2003], not much have been achieved so far.

At present time, majority of the population in Nigeria are aware of the value of education generally, but physical education as an integral part of an all round education was not considered very important by teachers, parents, and even students [2003]. The basis of physical education though draws on educational theories; it is more on practical experience. The teaching of physical education can best be carried out via exposing learners to practical lessons, and theories of practice. Although theoretical aspect is important, it should not be an alternative to practical classes.

According to Taggart and Alexander [physical education is any process that increases an individual's ability and desire to participate in a socially responsible way, in the movement culture inside and outside school games, sports, dance, outdoor adventure and other active recreational pursuits. If this is to be achieved, it therefore becomes very important that physical education should be taught in a way that increases students' abilities as well as desire to participate in physical and sporting activities and practical teaching is a major means by which this can be achieved.

In the recent time, efforts have been intensified to make practical assessment a part of senior secondary school certificate examination in physical education [2003]. There are indications that as from the year 2008, practical assessment in school certificate examination in physical education would become a reality. It therefore becomes intuitive to start appraising practical teaching situation in secondary schools in preparation for reliable practical assessment. This study was conceived to compare the extent of practical teaching in physical education in selected private and public secondary schools in Lagos State. The study focused on:

- i. Availability of qualified teachers, their experiences and number of classes taught;
- ii. Availability of facilities and equipment for teaching practical physical education;
- iii. The extent of teaching practical lessons; and
- iv. Students' attitude toward practical physical education lessons.

METHODOLOGY

Subjects

Four hundred secondary school students selected from ten private and ten public schools in Lagos State served as subjects for this study. They were randomly selected at the average of 20 students per school. Two hundred and twenty three [55.8%] of the selected subjects were male students, while one hundred and seventy seven [44.2%] were females. Thirty-six [90.2%] of them were in Junior Secondary Schools and thirty-nine [9.8%] were in Senior Secondary Schools where students registered for physical education. The schools from where subjects were selected are grade one schools in rating. The schools are expected to have all it takes to adequately prepare students for senior secondary school certificate examination.

Instruments

Two instruments were used for data collection, they include:

- i. A structured questionnaire on level of teaching physical education practical, attitude of students toward practical lessons and availability of qualified P.E. teachers.
- ii. A Physical Education teaching equipment and facilities appraisal checklist.

The instruments were given to senior academic staff in the Department of Physical and Health education of a University for the purpose of content validity. Their suggestions were considered in the final drafts. The instruments were subjected to test-retest reliability test and the results were $r = 0.82$, and 0.81 respectively.

Administration

The questionnaire was administered to the selected subject in their various schools, while the checklist was completed by the researchers using school records, interview and on-the-spot assessment. 100 percent retrieval was achieved.

Data Analysis

The data collected for the study were coded and analysed using Percent age, Mean, and t-test statistical tools. Inferences were made at 0.05 level of probability.

RESULTS

Results are presented in tables

TABLE 1

Frequency and Percentage Distributions of Facilities and Equipment by Schools [Private-10, Public - 10]

	FACILITIES/EQUIPMENT	PRIVATE				PUBLIC			
		A		AN		A		NA	
		F	%	F	%	F	%	F	%
1	Running Track	3	30	7	70	9	90	1	10
2	Football field	5	50	5	50	10	100	0	0
3	Games/Table tennis room	2	20	8	80	0	0	10	100
4	Volley court	5	50	5	50	7	70	3	30
5	Handball court	2	20	8	80	6	60	4	40
6	Tennis court	3	30	7	70	2	20	8	80
7	Long/high jump pitch	2	20	8	80	8	80	2	20
8	Starting blocks	3	30	7	70	0	0	10	100
9	The shots	6	60	4	40	8	80	2	20
10	Javelin	5	50	5	50	7	70	3	30
11	High jump/pole vault uprights and cross bar	7	70	3	30	5	50	5	50
12	Hurdle stands	3	30	7	70	4	40	6	60
13	Relay Baton	9	90	1	10	10	100	0	0
14	Discus	6	60	4	40	7	70	3	30
15	Landing foam	5	50	5	50	2	20	8	80
16	Measuring Tape	10	100	0	0	6	60	4	40
17	Football-ball	10	100	0	0	9	90	1	10
18	Basketball-ball	8	80	2	20	2	20	8	80
19	Volleyball-ball	7	70	3	30	3	30	7	70
20	Handball-balls	7	70	3	30	2	20	8	80
21	Hockey balls and sticks	4	40	6	60	2	20	8	80
22	Tennis balls and rackets	9	90	1	10	2	20	8	80
23	Table tennis board, balls and bats	8	80	2	20	6	60	4	40
24	Badminton rackets and shuttle cork	5	50	5	50	2	20	8	80
25	Mats for gymnastics	5	50	5	50	4	40	6	60
26	Bars/Beams/Ladders	0	0	10	100	0	0	10	100
27	Ropes	3	30	7	70	2	20	8	80
28	Skittles	0	0	10	100	1	10	9	90
29	Vaulting Boxes	1	10	9	90	0	0	10	100

KEYS: A = Available

AN = Not Available

The result presented in table 1 shows that public schools scored higher in availability of facilities in running track [90%] football field [100%] and volleyball court [70%] but scored low in equipment like starting block [0%]landing foam, basketballs, handballs, hockey balls and sticks; tennis ball and rackets [20% each], and hurdle stands [40%].

Private school scored low in facilities like running track and tennis court [30%] and games room, handball court and long jump pitch [20%] but scored high in equipment such as volleyball balls handball balls, high jump and pole vault uprights and bars [70%] basketballs, table tennis board, balls and bats [80%] and tennis balls and racket [90%].

Both schools have football balls; private [100%] and public [90%] and they both lacked bar; beams and ladders [0%].

Table 2
Mean, Standard Deviation and t-test analyses on variables tested.

Variables	School	X	SD	t-Cri	t-cal
Teachers Qualification, Experience and workload	Private	29.3	2.11	2.10	6.82
	Public	45.4	5.53		
Facilities	Private	4.5	4.40	2.10	2.39*
	Public	6.6	3.31		
Equipment	Private	27.3	4.40	2.10	5.74*
	Public	18.0	1.87		
Level of Teaching	Private	4.44	1.53	1.96	*8.67
	Public	3.14	2.36		
Students' Attitude	Private	7.96	2.13	1.96	0.64
	Public	8.05	1.80		

* $P < 0.05$

The results presented in table 2 show significant differences in four variables [Teachers' qualification, experience and workload; facilities; equipment; and level of teaching] and no significant in one variable [students' attitude]. The table also shows that the public school has higher mean score in three variables [teachers' qualification, experience and workload; facilities and students' attitude] while private school has higher mean scores in two other variables. The direction of mean value of each of the variables appraised in the study is further presented in figure 1.

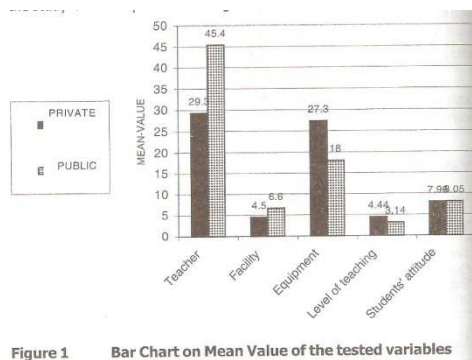


Figure 1 Bar Chart on Mean Value of the tested variables

DISCUSSION

Five variables were tested in this study, out of which four were significant. Results in table 2 show a significant difference in the number of qualified teachers, their years of experience and workload in private and public schools. The table reveals that more qualified and experienced physical education teachers are available in the public schools. This finding is not surprising as recruitment of teachers into public schools is done through rigorous interview following public laws guiding such recruitment unlike private schools where recruitment is mostly at the instance of the owners who may be influenced by many factors. However, it was discovered that in both public and private schools P.E. teachers are grossly inadequate. The situation is one or two or three P.E. teachers are available for all classes in both Junior and Senior Secondary schools as well as school sports programme.

Qualification of teachers, their experiences and the number of students! classes they teach would have impact on effectiveness of teaching practical lessons in physical education. In line with this finding, Keinde [2002] reported inadequacy in the number of teacher of physical education in secondary schools. He further asserted that some of the available teachers particularly in private schools are unqualified to appropriately teach and arouse students' interest in the subject. As the National Policy on Education recommends that the least qualified teacher at the primary school level must be a holder of the Nigeria Certificate in Education [NCE] Omotayo suggests that first degree should be the minimum qualification for anyone who is to teach physical education in secondary school.

The table also shows that there is a significant difference in the availability of facilities and equipment for teaching practical lessons in private and public schools. It reveals that facilities are more available in public schools than in private schools, while equipment are more available in private school, [see also figure I]. Most facilities and equipment are sub-standard and insufficient for teaching in most public and private schools.

The availability of more facilities in public schools may be due to availability of space and the fact that any standard government school is established in most cases with provision of sporting facilities and equipment. Most of the private schools have no space for facilities for practical lessons but have equipment, which are hardly put into use. When private schools are appraised from this perspective, a lot of them are not providing all round education to the students. Several studies and opinions of researchers in physical education, have stressed the importance of facilities and equipment in the teaching of practical in physical education [1993; Okuneye, 1997; 2003; Omidiran, 1998; 2000; Kehinde, 2000; Taggart and Alexander, 2002; Adegbamigbe, 2002; Taggart, 2003 and Ayodabo, Idowu & Dansu, 2004].

Omidiran [1998] reported inadequacy of the facilities and equipment for teaching physical education in schools and the situation has not improved. This probably could have accounted for

the call for innovations towards improvisation of physical education teaching equipment by Oduyale [2003].

On the extent of teaching practical lessons, results show that the extent of teaching is more regular in private schools than in public schools. This may be due to high level of supervision. In most cases owners of private schools always ensure that teachers work for their payments, unlike government schools where there is little or no supervision. This finding agrees with the observations of Okuneye [1997] who found some functional problems to the teaching of practical physical education. He reports that female teachers are more in public schools and they are not well disposed to the teaching of practical P.E. and no enforcement to do so. Practical teaching needs to be reinvigorated to meet up with the coming challenges on practical examination at senior secondary school certificate examinations in P.E.

Findings from this study show that students from both private and public schools have positive attitudes toward practical physical education. Previous findings and opinions [Association for Sport and Physical Education — NASPE, 2004 and Ogunsina, 1999] corroborate this finding that school children at most levels are usually interested in engaging in sports and physical education. According to Ogunsina [1999] school children are usually very active, inquisitive, daring and enthusiastic towards physical education programmes. The finding is an indication that students are enthusiastic about physical education and whether in private or public schools, they are waiting to be adequately taught and be sufficiently exposed to the benefits of the subject. Physical education is essential for all students, therefore there is need to arouse their interest in participating in practical classes.

CONCLUSION

The conclusion of this study is that availability of qualified teachers with experience and the number of classes a teacher teaches varied between public and private schools in Lagos State. The situation is better in public schools than in private schools. Facilities and equipment though substandard, are more available and better in public schools than in private schools but the reverse is the case for equipment as they are more available and better in private schools. It is also concluded that none of the two groups of school is sufficiently equipped for teaching practical physical education.

Practical physical education lesson is held more regularly in private schools than in public schools due to better supervision of teachers in private schools. Regardless of the extent of teaching, students of both schools have positive attitude towards practical physical education lessons.

RECOMMENDATIONS

It is hereby recommended that:

1. The ministry of education and the school authorities should ensure that physical education teachers hold their practical lessons. This should be done through regular and thorough supervision of the teachers' practical teaching and preparation of practical lesson notes by the principals or delegated officers. The physical education unit in the ministry should also carry out periodical supervision of teaching activities in both private and public schools. Facilities and equipment should be checked for up to date preparation for practical lessons.
2. School authorities should seek the assistance of government, parents, philanthropists and corporate bodies for provision of facilities and equipment for teaching practical physical education.
3. Workshops should be organized for physical education teachers on improvisation and effective utilization of available facilities and equipment for teaching practical physical education.
4. This study should be extended to other private and public schools in the country to appraise the teaching of practical physical education in schools.

REFERENCES

- Adegbamigbe, B. [Recent thoughts in secondary schools physical education teaching: Contextual issues influencing students' learning. Journal of Science and Movement Education 4:169-197.
- Adegbesan, O.A. [Fostering and promoting physical education and sports in Africa: A challenge to ICH PER —SD leadership. In V.C.Igbanugo [Ed] Proceedings of the 1st ICHPER. SD African Regional Conference Ibadan: Stirling - Horden Publishers 106-108.
- Aiyejuyo, L. & Ayoade, S. [2003]. The place of ethical issues in the growth and development of physical education and sports in Africa. In V.C. Igbanugo [Ed] Proceedings of the 1st ICHPER. SD African Regional Conference Ibadan: Stirling — Horden Publishers 25-26.
- Ayodabo, O., Idowu B. B. & Dansu, A [2004] Appraisal of physical education teaching facilities and equipment in private primary and secondary schools in Lagos State. Eko Journal of Educational Research I [1] 30-40.
- Bamigboye, S.O. [1993] Physical education and the new policy on education: Implementation, problems and prospects. Physical, Health Education & Recreation Journal 6[1]:85-92
- Keinde, I [2002] Job opportunities and current curriculum relevance for physical education products. In P.O. Omidiran, I. Keinde & L. Aiyejuyo [Eds]. Issues in Nigeria sports and physical education administration. Ibadan: Mac. Litto Productions. 46-56
- National Association for Sport and Physical Education - NASPE [1992] Developmentally appropriate physical education practices for children. [online] Available: <http://aps.sdhc.k12.fl.us>. Retrieved 06/07/04.
- National Association for Sport and Physical Education - NASPE [2004] Premises of physical education programmes for children. [online] Available: <http://apps.sdhc.k12.fl.us>. Retrieved 06/07/04.
- Oduyale, O. [2003] Innovations in Nigeria physical education. In V.C. Igbanugo [Ed] Proceedings of the 1 ICHPER. SD African Regional Conference Ibadan: Stirling — Horden Publishers 47-50.
- Ogunsina, A.O. [1999] Specialists in physical education teaching. In T.A. Bolarin and B. Akinpelu [Effective Teaching practice. Ziklag Education Publishers 197-207.

- Okuneye, R.O. (1997) Trends and issues Lagos metropolitan primary schools physical education. In B.B. Oderinde & R.O. Okuneye [Eds] Enhancing quality education in Nigeria LASU Lagos: Faculty of Education Publications. 299-211.
- Omidiran, P.O. [1998] Principles and practice of physical education administration Lagos: John Odionuwa Publishers
- Omotayo, O.K. [2003] Parameters influencing the propagation of physical education and sports programmes in Nigeria schools. In V.C Igbunugo [Ed] Proceedings of the 1st ICHPER. SD African Regional Conference Ibadan: Stirling — Horden Publishers 37-40
- Taggart, A & Alexander, K. [Teaching sport in physical education: Promoting health and physical activity outcomes for young people. Journal of Science and Movement Education 4:1-25.
- Taggart, A. [2003] Connecting with young people: Physical education contributions to school and community well being. 12th college distinguished lecture series Lagos: Adeniran Ogunsanya College of Education.