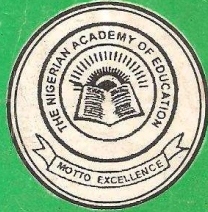


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PERCEIVED NEED FOR BASIC PHYSICAL EDUCATION AS REQUIREMENT FOR STUDENTS' GRADUATION AMONG STAFF AND STUDENTS OF LAGOS STATE UNIVERSITY

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Abstract

This study investigated Lagos State University (LASU) lecturers and students 'perception of the need to include basic and/or functional physical education in the requirements for graduation, for all university undergraduate students. 127 academic staff members and 300 students of LASU were selected from six faculties from the main campus of the university. A self-constructed structured questionnaire ($r = 0.73$) served as instrument data collection. The data collected were analyzed using frequency, percentage and chi-square at 0.05 alpha L Findings showed that lecturers and students appreciated the values and contributions of physical education to lives of individuals and the society They were therefore positive to the inclusion of physical education into the basic requirements for university graduation. The lecturers and the students were of the opinion that the teaching of physical education for this purpose should include both practical and theory. It is therefore recommended that experts in the Department of Physical and Health Education should be given the mandate to fashion out a suitable basic physical education programme that will be included in the universities 'general studies.

Introduction

Education is often regarded as the best legacy, and society that denies her people the access to qualitative education invariably denies herself progressive development. The needs of young people and adults in the society have changed greatly over the past years. These changes therefore call for dynamism in our educational values, goals and objectives. There is the need for innovation in the university programmes; academic programmes must be proliferated to cater or the general needs of individuals and the society at large.

According to Eleso (2004) education is a continuous life long process of change, modification or adjustment of the individual in school or out of school, resulting from his external or internal environment. These rather stable or permanent changes in behaviours resulting from the learner's own activity, affect mental, physical, emotional and moral or ethical aspects of his life. If a man must function as a total organism and his learning and every experience leaves its imprints upon his totality, in this regard, there must be changes in his mental, physical being, emotional, social

and spiritual attitude, just as education as an institution is feeling the pressures of the times. Therefore, each of man's elements and that of education are being challenged (Omotayo, 2003). Physical education involves the whole person and has become more sensitive to changing demands. Hence, physical education has provided entry for the earliest applications for innovation and reform in general education. This is for the fact that physical education is that of the total process of education, which is concerned with the development and utilization of the individual's movement potentials and related responses and with the stable behaviour modifications in the individuals, which resulted from these responses (Eleso, 2004 & Zamani, 2002).

Physical education had been widely reported to have broad ranging influence on the individual and contribute significantly to major goals of education- thinking ability, self-realization, desirable human relationships, contribution to economic competence, civic responsibility and learning to learn (Fasan, 2004; Keinde, 2000).

In a categorical statement, Taggart (2003) opined that given the changes of the new millennium and concerns with social cohesion and life style diseases, such as obesity and heart diseases, it has been necessary for physical programme in the university to be repositioned as part of a broader 1 area that will Consider not just a group or those who are seeking to specialize, but every student in the system. While there are many important reasons for encouraging young people to be physical active health is a consistent that is stressed. Taggart (2003) was of the Opinion that there are more powerful reasons for physical education programme than health in terms of social cohesion in the school and the larger society. These include amongst others, developing relationships (cooperation). Tolerance (accepting others), self-management (decision making) and leadership (assertiveness).

According to Omotayo (2003) man in these days faces a more rapidly changing movement than his forefathers. Though, much of the occurring changes were brought about by man himself; hence, the difficulty of adapting himself to the changes to new situation. There is, therefore the need of developing functional physical education programme for every individual in the genera educational programme. Taggart (2003) maintained that good basic physical education programme could maintain social interaction and develop connection between different categories of people in fragile communities. Several countries (Nigeria inclusive) have fragile communities not only economically, but certainly in terms of social cohesiveness.

The need for functional basic physical education for all university undergraduate students has been responded to by few universities in Nigeria For instance, recreation is being offered as GST 113 by all undergraduate student in University of Lagos, Akoko Lagos; and in Lagos State University (LASU) First Aid and Safety Education (EDU 202) is being offered as a compulsory course for all students in the Faculty of Education. This study therefore w conceived to

investigate Lagos State University lecturer and students perception about the need for inclusion of basic physical education in the universities requirements for graduation of students.

Answers will be sought for the following research questions in this study.

1. What is the perception of LASU lecturers and students about physic education?
2. How will the lecturers and students perceive the inclusion of basic physical education in the university's requirement for graduation of students?
3. Will the lecturers and students be of the option that practical physical education should be included in the programme?

METHOD

The participants in this study were 427, of which 127 (29.7%) were academic staff members of Lagos State University, Ojo Campus, and 300 (70.3%) were students from the faculties on the campus. The participants were selected using purposive sampling technique. 238 (55.7%) of the sample were males, while 189(44.3%) were females. 73(17.1%) were below the age of 20 years, 275 (64.4%) were within the age range of 20 to 39 years, 56 (13.1%) 40-49 years and 23 (5.4%) were above the age of 50 years. 79 (18.5%) of the participants were selected from faculty of education, 72(16.9%) in sciences and 65(15.2%) in law. 68 (15.9%) of them were in faculty of management sciences, 70 (16.4%) in social sciences and 73 (17.1%) in the faculty of arts.

104(81.9%) of the selected lecturers had between 1-15 years of university teaching experience and 23(18.1%) had over 15 years teaching experience. 38(29.9%) of the lecturer were Within the rank of graduate assistant and assistant lecturer. 63 (49.6%) fell within the rank of lecturer II to lecturer I, and 26 (20.5%) were senior lecturers, associate professors and professors. Only 38 (12.7%) of the selected students were in their first year; the rest of them (87.3%) were in year two and above.

Instrument

The researchers developed a structured questionnaire that was administered on three professional colleagues for face/content validity. Section A of the questionnaire dealt with demographic data, which include sex, age, rank, teaching experience while section B that was on modified four-scale likert type seek data on the tested variables. The validated instrument was subjected to test-retest method of reliability, and Pearson's Product Mom Correlation Coefficient (PPMC) analysis of the data gave $r = 0.73$.

Administration of instrument

Six trained graduate students served as research assistants for data collection. Each of them were assigned to each of the six facilities to administer the questionnaire to the subjects in their offices. All the filled questionnaire were retrieved within 24 hours.

Data analysis

The data collected for this study were coded and analyzed using frequency and percentage distributions. Variables were tested using chi-square non- parametric statistical tool at 0.05 alpha level.

Results

Table 1:

Percentage and chi-square analysis of data on appreciation of physical education values and contributions

Variable	Response	SA	A	D	SD	df	X ² -cri	X ² -cal
Appreciation of physical education values and contributions	Fo	127.3	131.4	81.6	86.7			
								*
						3	7.82	19.23
	%	29.8	30.8	19.1	20.3			
	Fe	106.75	106.75	106.75	106.75			
	%	25.0	25.0	25.0	25.0			

* Significant at 0.05

The results of data analysis presented in table 1 was used to test the variable on the lecturer and students' extent of appreciation of values of physical education and its contributions to well being of individuals in the society. Frequency and percentage analysis of the data on this variable shows that 258.7 (60.6) responses agreed that physical education contributes to well-being of individuals and also contribute to peace and social cohesion in the society. 168.3 (39.4%) disagreed with this opinion. Chi-square analysis shows that the calculated value of 19.23 was greater than critical value of 7.82 at 0.05 alpha level. This result indicates that the above stated variable was significant; meaning that the lecturers and students have significant level of appreciation of physical education values and contribution to individual's lives and the society.

Table 2:

Percentage and chi of data on physical education as graduation requirement in university

Variable	Response	SA	A	D	SD	df	X ² -cri	X ² -cal
Appreciation of physical education values and contributions	Fo	138.6	149.1	75.6	86.7			
								*
						3	7.82	52.67
	%	32.5	34.9	17.6	15.0			
	Fe	106.75	106.75	106.75	106.75			
	%	25.0	25.0	25.0	25.0			

* Sign at 0.05

The results of analysis presented in table 2 was used to test the variable about lecturers and students' acceptability of inclusion of basic physical education in the university's basic requirements for graduation of students. Results show that 287.7(67.4%) responses indicate that the lecturers and the students were positive towards inclusion of basic physical education in the university's basic requirements for graduation of students, while 139.3(32.6%) responses indicate negative position.

Chi-square analysis of the data shows that the calculated value of 52.67 was greater than critical value of 7.82 at 0.05 alpha level. The result indicates that the variable tested was significant. It therefore connotes that lecturers and students significantly accepted the inclusion of basic physical education in the university requirements for student's graduation.

Table 3

Per and chi-square analysis of data on inclusion of practical in the teaching of physical education Variable

Variable	Response	SA	A	D	SD	df	X ² -cri	X ² -cal
Appreciation of physical education values and contributions	Fo	121.9	119.8	85.7	99.6			
								*
						3	7.82	8.38
	%	28.6	28.1	20.0	23.3			
	Fe	106.75	106.75	106.75	106.75			
	%	25.0	25.0	25.0	25.0			

* Significant 05

The result of data analysis presented in table 3 was used to test the variable on lecturers and students' opinion about inclusion of practical teaching in the basic physical education for university's requirements for graduation. Results in the table show that 241.7(56.1%) responses on this variable indicate that the lecturers and the students were of the opinion that the teaching of physical education for all university students should include much of practical's. 185.3 (43.3%) responses disagreed with this opinion.

Chi-square analysis of the data shows that the calculated value of 8.38 was greater than 7.82 critical value at 0.05 alpha level: The result shows that the variable tested was significant. It means that the lecturers and the students are significantly in support of the inclusion of practical teaching in the basic physical education for all undergraduates in the universities.

Discussion

All the variables tested in this study were significant. The results presented in table I shows that Lagos State University lecturers and students have significant level of appreciation of physical education values and contributions to the society. Authors have reported numbers of physical education values. Keinde (2000) mentioned that physical education has broad ranging influence on and contribute significantly to major goals of education. In the same vein, Aiyejuyo and Ayoade (2003) were of the opinion that physical education has some relevance to societal growth; hence, it is perceived as a unifying force and an integral part of life itself. Salami (2003) identified some contributions of physical education to national sports development. These include discovery of talents in different sport, learning of fundamental skills, opportunity for mass participation in sports, and foundation for cooperation and good sportsmanship among others. Results further indicate that the lecturers and the students were favourably disposed to inclusion of basic physical education in university's basic requirements for students' graduation (see table 2). Calls have been made to broaden the scope of physical education teaching in schools to benefit every students in the system, and not just a fraction of the school population that are being trained as physical educators (Taggart, 2003). According to Omotayo (2003), the rapid changes facing modern man today produce difficult situation for him to adapt to the changes. There is therefore, the need to develop a functional physical education programme for every individual in the general educational programme. Omidiran (2000) also called for restructuring the physical education programmes to cater for current societal needs in the new millennium.

Results of this study also revealed that LASU lecturers and students were of strong opinion that basic physical education for all undergraduate students in the University should involve not just the teaching of theory classes, but also practicals, which will involve the students in active participations (see table 3). This finding agrees with the recommendation of Salami (2003) that physical and sports education should be made available to all children and youths including young adults within the school system. Keinde (2000) was also of the opinion that there is need to pursue a functional physical education programme if appropriate skills, abilities and

competencies (both mental and physical), which are to equip the individuals to live in, and contribute meaningful to the development of the society must be achieved. Taggart (2003) observed that the context for the new millennium will continue to change, therefore the goals for physical education must respond to these changes. The discipline must offer programmes and pedagogies that provide will students with life skills that will support healthy active life style.

Conclusion and Recommendations

Based on the findings of this study, it is concluded that Lagos State University lecturers and students appreciated the values and contributions of physical education to individuals' health and well-being and that of the society. Therefore, they were favourably disposed to inclusion of basic physical education in the basic university requirements for student's graduation. The lecturers and the students were of strong opinion that the programme should involve a greater part of practical class for students' active participation. It is therefore recommended that:

- ✓ The university, as a matter of urgency should include basic physical education in the general studies for all undergraduate students
- ✓ A pool of experts in Physical and Health Education Department should be made to design fundamental physical education programme that will promote active lifestyles for individuals and contribute to peace and social cohesion in the society.
- ✓ Further studies should investigate the perception of lecturers and students of other universities and higher institutions in Nigeria, on inclusion of basic physical education as a course in the general studies for the student

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