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ATTITUDES AND PRACTICES OF STUDENT TEACHERS OF THREE LAGOS STATE HIGHER INSTITUTIONS TOWARD PRACTICAL P.E. LESSONS

R. O. OKUNEYE (PH.D), A. DANSU, B. FATOSIN AND M. ADEFUYE

Department of Physical & Health Education,

Lagos State University, Ojo Lagos.

ABSTRACT

Attitudes and practices of Physical Education student teachers, of three Lagos State owned higher institutions - LASU, AOCOED and LACOPED were investigated in this study. 127 students of the Physical and Health Education Departments of the institutions, who have at least one teaching practice experience, were randomly selected as participants. A self-constructed questionnaire was validated and administered to the participants. The data collected were analyzed using percentage and chi-square. Findings showed that the student teachers had negative attitude towards practical lessons and did not teach practical lessons during their teaching practice experience. It is therefore recommended that teaching of skills in major sports to students should be intensified in the institutions and the students' micro teaching experience should involve practical lessons.

INTRODUCTION

Teaching is an art, a process of passing desirable societal values, experiences and knowledge to a teacher. Among the acceptable broad ways of teaching and learning is practical lesson; this is even more so in physical education. The teaching of physical education should emphasize learning through psychomotor domain because most of the learning in the subject concerns the

acquisition of skills that boarder on movement pattern. This agrees with Fatosin [2002] who opined that physical education should be more of practical class than theory classes and that practical lesson facilities like laboratories, gymnasia, and track and field should not be substituted with audio visual aids and other teaching aids but rather they should play a complementary role.

Physical education by its very nature makes a generous use of practical classes. Little wonder therefore that the programmes of training of student teachers of Physical Education as a matter of necessity include the acquisition of knowledge of skills in sports and game through practical lessons so that they in turn would be able to give similar knowledge to learners. The Teacher-in-training ability to do this is assessed among other ways during teaching practiceexercise.

Bolarin and Akinpelu [1999] asserted that proficiency in teaching is enhanced through Teaching Practice exercise justlike other known professions like Medicine and Law do through internships and apprenticeship. Ogunsina [1999] underscored this fact when he provided a tabular model of lesson plan for teaching practical lesson in physical education during Teaching Practice exercise. It thus follows that physical education student teachers as a matter of Pedagogical training and exposure are expected to teach practical lesson during their teaching practice exercise.

The questions that arise are that inspite of the foregoing, what attitude do the student teachers display toward Physical Education Practical lesson? And to what extend do they teach during teaching practice exercises? These questions form the focus of this paper.

METHODS AND PROCEDURE PARTICIPANTS

127 Physical and Health Education undergraduate student who had at least one teaching practice experience were randomly selected from their departments in the three Lagos State Higher Institutions that offered physical education; that is, Lagos State University [LASU], Ojo; Adeniran Ogunsanya College of Education [AOCOED], Ijanikin and Lagos State College of Primary Education [LACOPED], Epe. 73[57.5%] of the participants were male students teachers

while 54 [42.5%] were female student teachers. 25[19.7%] of them were on Diploma programme, 86[67.7%] on Nigerian Certificate of Education [NCE] Programme and 16 [12.6%]

were running degree programme. 69[54.3%] of the participants went on teaching practice for the first time, while 58 [45.7%] had two experiences; and they were all within is the age range of 18 to 33years.

Instrument

A self-constructed questionnaire on Yes *and* No alternative responses served as the main instrument for data collection. This was served to four experts for validation. It was also subjected to test-retest reliability test and the result was $r = 0.78$.

Data Collection

The validated questionnaire was administered to the selected participants on their various campuses, and was retrieved immediately after completion.

Data Analysis

Data collected were coded and analysed using frequency, simple percentage and chi-square non-parametric statistical tools. Inferences were made at 0.05 alpha level.

RESULTS

Table 1: Percentage and chi-square analysis of on data on attitudes of students teachers towards practical P.E. lessons

Variable	Response	Yes	No	X ² -cal	X ² -tab	df	a
Attitude to Practice Lessons	Fo	47.2	79.8				
	%	37.2	62.8	8.37	3.84	2	0.05
	Fe	63.5	63.5				
	%	50	50				

S = Significant

The results presented in table 1 shows that 47.2 [37.2%] average response of the participants indicates a positive attitude towards Practical Physical Education Lessons, while 79.8 [62.8%] was negative. Further analysis shows that the calculated chi-square value of 8.37 was greater than 3.84 table value at 0.05 alpha level. This result indicates that the student teachers did not have a significant positive attitude toward physical education practical lessons.

Table 2: Percentage and chi-square analysis of data on student teachers practice of practical teaching

Variable	Response	Yes	No	X ² -cal	X ² -tab	df	a
Practices of Practical	Fo	36.4	90.6				
	%	28.7	71.3	22.99	3.84	1	0.05
			S				
	Fe	63.5	63.5	50			

S = Significant

The results presented in table II show that 36.4 [28.7%] average-response of the participants indicates that student-teachers take practical physical education classes during their teaching practice programme, while 90.6 [71.3%] show that they do not take it. Further analysis shows that the calculated chi-square value of 22.99 was greater than 3.84 table value at 0.05 alpha level.

The result indicates that student teachers did not significantly take practical physical education classes during their teaching practices.

DISCUSSION

The two variables tested in this study were significant. Results in table 1 show that the student teachers did not have significant positive attitude toward physical education practical lessons. This finding agrees with the observation of Bamigboye [1993] that students among other groups of people did not consider practical aspects of Physical Education as being important. Based on this observation, Bamigboye called for a change of attitude for the students [and the society at large] toward physical education.

Okuneye [1997] emphasized the interest of the Physical Education teacher in his or her job, as a major factor in the effective teaching of Physical education practical. In his study, Okuneye reported lag on the part of the teachers in the proper execution of physical education programmes in schools-. Teachers, though majority of who are females were not well disposed to physical activities. Onifade [1999], however, stressed that while on teaching practice, the practicing teacher must appreciate and understand very clearly that he/she has an important role to play in effective teaching and learning of school sports, skills and recreational activities.

Analysis in table II shows that student teachers did not significantly practice the teaching of practical Physical Education lessons during their teaching practice experiences. Observations of some of their lessons notes revealed that during their teaching practice experiences the practicing teachers' focuses were more on theories of sports and games, recreation and health than practical classes.

Studies and opinions of researchers have stressed the importance of practical physical education classes to the learners and to the sustenance of the subject as a core subject in our educational system [Bamigboye, 1993; Okuneye, 1997; Onifade 1999, Ogunsina, 1999; Adediji 2003 and Perfect School, 2003]. According to Onifade [1999], teaching is the foremost role of the practicing physical education teacher. He/she is expected to function as a teacher of skills in

sports, games and recreational activities. Onifade [1999] resolved that indeed the teacher-training programme is incomplete without adequate and worthwhile teaching practice experience.

It is therefore imperative that if the teaching practice experience for student teachers is to be a worthwhile experience, the student teachers must be made to be conversant with teaching of practical lessons. He/she must also understand and appreciate specific roles as a physical education teacher in training.

CONCLUSION AND RECOMMENDATIONS

It is concluded in this study that Physical Education undergraduate students who went on teaching practice from the three selected Lagos State higher institutions did not have positive attitude toward physical education practical lesson. This reflected significantly in their practices during teaching practice programmes, as most of them ran from teaching practical lessons and choose to teach theory classes. Based on this, the following recommendations are forwarded by the researchers.

- Teaching of skills in major sports to undergraduate students of physical education in higher institutions should be intensified, to enable them acquire sufficient skills to teach practical classes effectively during teaching practice and thereafter.
- Micro-teaching experiences of physical education teachers in training should be made to involve practical lessons. This will make them to acquire, understand and appreciate skills and methods of teaching practical physical education classes.
- It should be noted that undergraduate students in physical education did not make the choice as their course of study. The tendency that such students may have negative attitude is high. The lecturers should therefore be innovative in making the course a worthwhile experience so that such students can find their feet in the field.

- Supervisors during teaching practices should insist on assessing student teachers in practical lessons.
- Professional Physical Educators only should be made to supervise Physical Education teachers on teaching practice.
- Teaching of skills in major sports to undergraduate

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