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UTILIZATION OF MOTION PICTURES IN TEACHING PRACTICAL LESSONS AMONG SECONDARY SCHOOL PHYSICAL EDUCATION TEACHERS IN LAGOS STATE

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ABSTRACT

The continuous development in technology today is an educational advantage that should be seized to provide students with diverse educational content. This is to promote teaching effectiveness for achievement of the most important means of learning's optimization; as one of the challenges of Nigeria educational system. Motion picture is widely used around the world in teaching physical education and sports skills to learners, and its effectiveness cannot be undermined. The purpose of this study was to investigate utilisation of motion pictures in teaching sports skills among physical education teachers in secondary schools in Lagos State. The participants of the study were 267 professional physical education teachers in public and private secondary schools in the State. A self-developed questionnaire that was validated, with reliability value of 0.74 was used for data collection, and this was analysed using Weighted Mean Score [WMSJ with 2.50 criterion, and i-test statistics at 0.05 alpha level. Findings show that though teachers are aware of motion pictures as effective way of teaching sports skills to students, but they are not conversant with its usage for leaching, as the facility is not available for utilisation in the various schools.

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 the schools facilitates all round development in children. The subject is included in most curricula at various levels of education. The inclusion is based on the fact that it is widely accepted to contribute to the wholesome development of the child. Adegbamigbe (2002) affirmed that the inclusion of Physical Education in school curricula has attracted the supports of the world bodies like the United Nations Educational Scientific and Cultural Organization (UNESCO). The teaching of Physical Education is duly spelt out in the organization's international character of Physical Education and Sports (Adegbamigbe, 2002).

The significance of teaching aids in Physical Education cannot be over-emphasized, especially the practical aspect of the subject. According to MediaWiki [2009], studies in the psychology of learning suggest that the use of audio-visuals in education has several advantages. All learning is based on perception, the process by which the senses gain information from the environment. The higher processes of memory and concept formation cannot occur without prior perception. MediaWiki [2009] asserted that people can attend to only a limited amount of information at a time; their selection and perception of information is influenced by past experiences. More information is taken in if it is received simultaneously in two modalities (vision and hearing, for example) rather than in a single modality. Furthermore, learning is enhanced when material is organized and that organization is evident to the student [Med iaWiki, 2009].

These assertions suggest the value of audio-visuals in the educational process. They can facilitate perception of the mostimportant feature and can require the student to use more than onemodality. Motion-picture is one of the most relevant audiovisual aids used all over the world to facilitate teaching. According to Tripod.com [2009] motion picture is an important resource that should be employed in teaching as it is not only a visual aid, but if designed, it may be the chief means of presenting both meaning and forms in lessons. Tripod.com [2009] pointed that motion picture has the following advantages among others:

1. it helps the learner by bringing him in direct contact with objects and things, by bringing the distant things near, by bringing the world into the classroom;

2. it promotes remembering by involving the many senses of the learners, by arousing their curiosity, by making use of pictorial content and by providing variety in teaching;

3. it makes teaching effective by creating situations for presentation and practice;

4. it helps in formation of habits by drill, repetition and constant practice;

5. it increases the pupil's experience by providing rich variety and better quality;

6. it promotes teacher's efficiency by saving time and energy; and

7. it provides recreation to the learners.

The continuous development in technology today is an educational advantage that should be seized to provide students with diverse educational content. This is to promote teaching effectiveness for achievement of the most important means of learning's optimization; as one of the challenges of Nigeria educational system. Based on the fact that motion picture is widely used around the world in teaching Physical Education and sports skills to learners, and its effectiveness cannot be undermined [Nash, 2010], this study was designed to investigate utilisation of motion pictures in teaching sports skills among physical education teachers in secondary schools in Lagos State. Answers were therefore sought for the following questions

1. Are Physical Education teachers aware of utilisation of motion pictures for teaching practical lessons?

2. Do Physical Education teachers use motion pictures in teaching practical lessons?

3. Are facilities for motion pictures available in schools?

4. Will there be any difference between public and private schools in the awareness, utilization and availability of motion pictures for practical lessons.

METHODOLOGY

Participants

The participants of this study were 267 professional Physical and Health Education teachers that were purposively sampled from both public and private secondary schools in Lagos State. Professional teachers in this context are those who have minimum of Nigerian Certificate in Education [NCE], specialising in Physical and Health Education. The male participants of this study were 112 [41.9%], while the females were 155 [58.1%). 78 [29.2%] of them were teaching in private schools, and 189 [70.8%] were in public schools. 93 [34.8%] of the participants were Nigerian Certificate in Education [NCE] holders, 122 [45.7%] have First Degree and 52 [19.5%] have Master's Degree. In terms of experience, 76 [28.5%] of the participants have less than 5 years of teaching experience, 98 [36.7%] of them have been Physical Education teachers within 5 10 years, and 93 [34.8%] have spent over 10 years as Physical and Health Education teachers.

Instrument

A close-ended questionnaire with two sections [i.e. Sections A and B] was constructed by the researchers, and this served as the instrument for data collection. Section A was based on the demographic data of the participants, and section B was constructed based on four-scale of Liked pattern (i.e. SA = Strongly Agree, A = Agree, D = Disagree and SD = Strongly Disagree). This section delved into awareness, availability and utilization of motion pictures in the teaching of Physical Education in Secondary Schools. The draft of the questionnaire was given to three colleagues for comments for the purpose of validity. It was therefore subjected to reliability test using test-retest method and a result of r= 0.74 was obtained.

Administration of Instrument

The researchers with the assistance of six undergraduate students who are well educated as research assistants administered the questionnaire to the participants in their various schools. The filled copies were retrieved immediately to avoid loss, and this gave 100% retrieval.

Data Analysis

The data collected were coded and analyzed using frequency counts, simple percentage and Weighted Mean Score (WMS) with criterion value set at 2.50. Further analysis was carried out using t-test statistics, and inferences made at 0.05 level of significance. Pictorial analysis of component bar charts was also used to describe results.

Results

Table 1: Frequency, Percentage and Weighted Mean Score (WMS) results on awareness, utilization and availability of motion pictures for practical lessons

VARIABLE	SA [%]	A [%]	D [%]	SD [%]	WMS
Teachers' awareness on motion pictures for practical PE lessons	47.2	68.6	67.7	83.5	
	[17.7]	[25.7]	[25.4]	[31.2]	2.30
Teachers' utilization of motion pictures for practical PE lessons	05.6	12.3	120.4	128.7	
	[2.1]	[4.6]	[45.1]	[84.2]	1.61
Availability of motion pictures' facilities for teaching practical PE lessons	3.3	2.8	67.3	193.6	
	[1.2]	[1.1]	[25.3]	[72.5]	1.31
Average	18.7	27.9	85.1	135.3	
	[7.0]	[10.5]	[31.9]	[62.6]	1.74

Criterion value =2.50

Results presented in table 1 showed that the mean response of 115.8 [43.4%] agreed that PE teachers are aware of motion picture as a relevant historical material in teaching practical Physical Education lessons. Mean response of 6.1 [2.3%], indicated that motion picture facilities are available for practical Physical Education lessons in schools, and only 17:9 [6.7%] showed that the teachers utilize this facility for teaching practical lessons. Weighted Mean Score (WMS) analysis of the data reflects similar results as all variables investigated recorded values below the criterion value of 2.50. Teachers' awareness of motion pictures as instructional material for

teaching practical Physical Education lesson recorded WMS value of 2.30, while teachers' utilization of the facilityfor teaching practical lessons recorded a value of 1.61. Availability of motion picture facilities in schools for Physical Education lessons recorded the lowest WMS value [1.31]. All variables have average WMS value of 1.74 [<2.50]. Figure 1 below further describes this result.

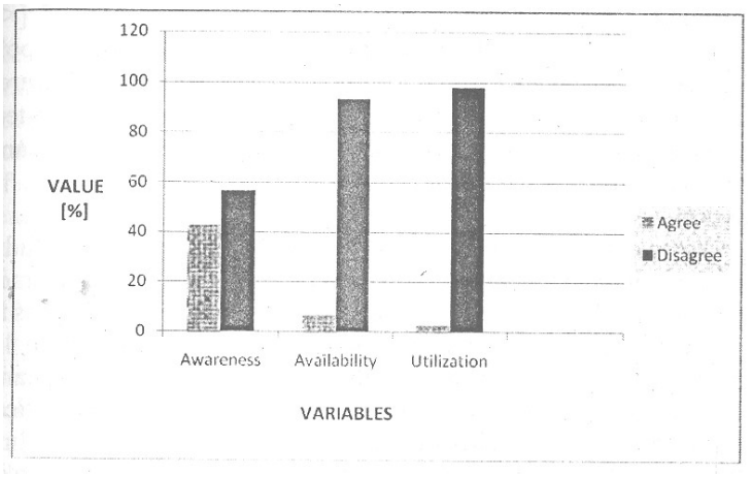

Figure 1: Component bar chart on availability of motion pictures in schools, teachers' awareness and its utilization

Figure 1 indicates low awareness level of motion pictures as instructional material for teaching practical Physical Education lessons among the teachers, very poor levels and utilization of facility availability.

Table 2: Mean and t-test results of comparison between public and privates schools on Awareness, availability and utilization of motion pictures for practical PE lessons

Variables	School	X	SD	t-cal	P
Teachers' awareness	Private	1.67	0.52	0.45	0.72*
	Public	1.74	0.43		
Availability	Private	1.23	0.22	0.39	0.88*

of Facilities	Public	1.13	0.38		
Utilization of Facility	Private	1.18	0.33	0.22	0.75*
	Public	1.46	0.26		

* Not Significant at 0.05 level of Probability

Result in table 2 made comparisons between private secondary schools and public secondary schools in terms of teachers' awareness and utilization of motion pictures in teaching practical Physical Education lessons. It also compared availability of motion pictures facilities in these schools. The t-test value on teachers' awareness was 0.45 [<p 0.72], while that of availability of motion pictures' facilities in schools was 0.39 [P<0.88], and 0.22 [P<0.75] for utilization of motion pictures for teaching practical Physical education lessons in schools. The t-test results showed no significant difference between the public schools and private schools in all tested variables.

DISCUSSION

Answers were sought to four research questions in this study. The findings showed that the Physical and Health Education teachers in Lagos State have low level of awareness about using motion pictures to facilitate the teaching of practical lessons [see table 1 and figure 1]. Responses of the participants were in the direction of the fact that many of them were exposed to the traditional method of teaching practical classes, which involve teacher's demonstration and instruction. In line with this result, Okuneye and Dansu [2003] reported poor exposure of Physical Education teachers to wide array of available resources for teaching lessons. Several authors advocate the use of audiovisual instructional materials, which include motion pictures for teaching of skills; as there are proves that skills taught via such aids enhance the quality of learning (Okuneye & Dansu 2003; Nnamdi, 2001; Adegbamigbe, 2000; Akindolie, 1999; Ajayi, 1999 and Fawole, 1999).

The findings of the study also showed that the facilities for motion pictures are not available in schools for teaching lessons in Physical and Health Education. The finding is in line with the opinion of Akinniyi (1994) who asserts that lack of teaching materials is part of the most serious problems hindering the carrying out of effective Physical and Health Education programme in schools. In support of this, Ayanlaja (2000) acknowledges the fact that the problem of equipping the schools is common to all states of the federation and such problems can only be tackled if data are available on the exact position of the instructional resources in the schools. On the contrary, Akinpelu (1999) affirmed that for skill teaching in almost every subject, there are ready-made films, videotapes, slides and overhead projectors transparencies that could enhance students' comprehension. He further states that contact with Audiovisual Unit of states and federal ministries of Education and/or Information will show the array of unutilized resources that are available to teachers.

The findings of this study further showed that Physical and Health Education teachers do not utilize motion picture as instructional material for teaching of their practical lesson. This should be expected based on the fact that this learning resources are not available for utilization in the schools (see table 1.& figure 1). Appreciating the value of audiovisual aids in teaching skills, Adewoyin (1999) opines that teachers in developing countries need to brace up for the new challenges involved in the adoption and utilization of the new media and technology so as not to be threatened by professional obsolescence. Adegbamigbe (2000) also affirmed that to a significant degree, audiovisual teaching aids that include motion pictures assist in perception, retention, and also provide reinforcement of knowledge, result and understanding of the tasks before the teacher and the students.

Making a comparison between the private schools and public schools, this study revealed no significant differences in the teachers' awareness and utilisation of motion pictures for teaching practical lessons in Physical Education. Also, there was no significant difference in the levels of availability ofthe facility in both categories of school [see table 2 & figure 2]. Motion picture facilities were not available in both private and public secondary schools in the State. Ayodabo, Idowu and Dansu [2004] made an appraisal of Physical Education teaching facilities in private

primary and secondary schools in Lagos State; they found that these were grossly insufficient. In line with this Okuneye and Dansu [2005] compared the availability of facility and equipment for teaching Physical and Health Education, and reported significant differences in specific equipment and facilities despite the fact that they are substandard and insufficient in both categories of school.

Nnamdi (2001) is of the opinion that the flexibility of audiovisual aids like the motion picture makes it an effective learning tool as students can manipulate them almost as easily as a book. Motion picture; of course can be stop at any point and replay particular section(s) as often as necessary for clarification and understanding. Also, Fawole (1999) asserts that such teaching aids have enable teachers' presentation of subject matter to be meaningful and exciting to the students.

Conclusion and Recommendations

Based on the findings of this study, it is concluded that professional Physical and Health Education teachers in both private and public secondary schools in Lagos State are poorly aware of utilising motion pictures for teaching practical lessons. The teachers do not use this facility because it is available in the schools. It is therefore recommended that:

1. Physical Education teachers during their training should be well exposed to the use of motion pictures as aids for teaching practical lessons.

2. Workshops should be organized at intervals to educate Physical and Health Education teachers on utilization of motion pictures and other similar teaching aids for proper facilitation of their lessons.

3. The school authorities through the supports of government, parents and corporate bodies should equip the schools with facilities for motion pictures to enable Physical and Health Education teachers have access to them for their lessons.

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