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A COMPARATIVE STUDY OF ATTITUDES OF SECONDARY SCHOOL TEACHERS TOWARDS THE TEACHING OF PHYSICAL EDUCATION IN ILORIN EAST LGA

BY

BAKINDE, S.T.

**DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION
SCHOOL OF SCIENCES
KWARA STATE COLLEGE OF EDUCATION, ILORIN.**

ABSTRACT

The study focused on attitudes of secondary school teachers' towards the teaching of Physical Education. For the study one hundred science and hundred arts teachers were randomly selected as respondents. The research instrument used for data collection was a self-designed questionnaire tagged "ATTTPPE". T-test was used to test the hypothesis formulated. The results revealed that there was no significant difference between the attitudes of science and arts teachers towards the teaching of physical education. Based on the outcome of this investigation, it was suggested among others, that the general public must be enlightened on the aims and objectives of Physical Education in secondary schools.

INTRODUCTION

Today, physical education has become such a big tree with very many branches, According to Ladani (1991), it is now a discipline with sub-discipline such as physiology of exercise, history of physical education, comparative physical education, sociology of sports, psychology of sports, administration of sport, bio-mechanics, sport medicine, adaptive physical education among others.

In the same vein, Nixon and Jewett (1980) define physical education, as that phase of the total process of education that is concerned with the development and utilization of the individual's voluntary and purposeful, movement capabilities, which directly relate to mental, emotional and social responses.

Stable behaviour modification in the individual result from the movement centered on responses, and thus the individual learns through physical education activities. This means that the school programme of physical education consists fundamentally of a specialized learning environment, characterized by many planned conditions and stimuli, specifically intended to induce or provide opportunities for physical, social, emotional, intellectual, and other beneficial responses through which the student may become changed, modified, or educated in desirable ways. The quality of physical education learning outcome in the students in any school will depend upon the responses and attitude induced in the participants (Bucher, 1979).

According to American Association for Health, physical Education and Recreation (1977), physical education, in its broadest interpretation, is currently defined as the art and science of voluntary purposeful human movement, which its central concern is the individual engaging in selected motor performance and the significance of those experiences. Thus, physical education is therefore refers to as an aspect of total educational program or formal educational instruction which concern itself with development of young people in varied skills. Hence the worthwhile use of one's leisure time by engaging in activities for healthful living will contributes to the development of physical and mental health of an individual (Bakinde, 1995).

Attitude is a learned and stable trait of an individual to respond to an object, event, or person in a certain manner with a strong evaluative content. In the words of Kent (1998), it is a relatively stable characteristic that predisposes a person to certain behaviours. Again, attitude, unlike personality traits, has several dispositions but rather it is directed towards specific objects, people, events or ideas. It has both cognitive and effective components, and as a learned trait, it is also enduring and takes time to be destroyed.

Teachers are most important segment of the school manpower and fulcrum upon which the school programme revolves. Through the long years of their preparation and experience in the practice, within the school system, they would have encountered many things including government policies, funding, biases, administration neglect and several other factors that could predispose them to responding to some subject matter in a particular manner which could be positive or negative. Physical education as a multifaceted discipline in the school system requires more than the efforts of the teachers teaching the subject alone. The variety of views and misconceptions about physical education, interpretations concerning the purposes, nature, scope and objectives of this discipline by the science and arts teachers make it imperative to study the attitudes of the teachers teaching other subjects towards the study of physical education in schools (Barrow, (1983), Freeman (1977), Mager, (1977), Jewett, (1980), Nixon, (1977), and Popham, (1978). Ajayi -Vincent (2002) reiterated that uncooperative attitude of non-physical education teachers as one of the factors militating against the effective teaching and practice of the subject.

It is therefore the focus of this study to investigate the attitudes of science and arts secondary school teachers towards the teaching of physical education. This is because from the researchers' observation, many secondary school teachers do not see the reason why physical and Health education should be included in the school curriculum.

METHODOLOGY

The main instrument used for the study was a researcher designed questionnaire name "Attitude of Teachers Towards the Teaching of Physical Education" (ATTTPPE). It consists of three sections. This was constructed using the socio metric properties of Likert's scale to two response categories of agreed and disagreed. Pearson product moment correlation statistical technique was used to obtain a coefficient of reliability .78.

Sample and Sampling Technique

100 science teachers and 100 arts teachers were used for the study. They were randomly selected from twenty out of the twenty five schools in Ilorin East Local Government Area of Ilorin. The data collected were analyzed through the use of inferential statistics (t-test). The alpha level set for testing the hypothesis formulated was .05 level of confidence.

RESULTS AND DISCUSSION

Table 1: Analysis of attitudes of Arts & Science teachers towards teaching physical education.

Group	N	X	SD	Df	Critical t-value	Calculated t-value	Decision
Science Teachers	100	48.82	8.5				H0 Accepted
Arts teachers	100	47.15	6.8	1.98	1.97	1.81	

Means $p \leq 0.05$

Table 1 shows that the calculated t-value is 1.81 while the table value is 1.97 and the degree of freedom is 198. Since the calculated t-value 1.81 is less than the table t-value of 1.97 at the .05 significance level, therefore the hypothesis which states that there is no significant difference between the attitude of Arts and Science teachers towards the teaching of physical education in schools is accepted.

This means that the attitudes of the science teachers towards physical and health education is more positive than the art teachers. The reason is not unconnected with the background knowledge of science which is incorporated in the physical health education as a course as well as the value of all round development derived from participating in it which perhaps the art teachers do not understand.

On the basis of that, the secondary school teachers should be given proper orientation on the importance of the subject to human development (all round development) as supported by American Association for Health, physical education and recreation (1977), Freeman, (1977) and Bucher (1979)).

CONCLUSION

It is important that the government should encourage all stake holders in teaching profession of the importance of physical education to an individual, group and society as a whole.

RECOMMENDATION

Based on the outcome of the findings on attitude of both Science and Arts teachers towards the teaching of physical education in secondary school, every stake holders should be given a proper orientation by experts in the field of physical education. This will encourage and enlighten teachers on the benefit of physical education to good health.

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