

Determinants of Attitude of Junior Secondary School Students towards Physical and Health Education Subject in Ijebu-Ode Local Government, Ogun State, Nigeria

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Abstract. This study investigated the determinants of attitude of Junior Secondary School three (JSS3) Students towards Physical and Health Education subject in Ijebu-Ode Local Government of Ogun State. The descriptive survey research design was adopted. The sample size was four hundred students (n=400) selected through simple random sampling technique. Modified standardized Questionnaire known as the Intrinsic Motivational Inventory (IMI) and Sport Behaviour Questionnaire (SBQ) served as the instruments to collect data. The internal consistency was established and the result stood at 0.83. Using inferential statistical tool of Chi – square (x^2), with a table value of 7.82 whereby all hypotheses were tested at 0.05 alpha level, the results revealed that the participants considered significant others' influence ($x^2=132.85$), information about career opportunities ($x^2=30.42$); available facilities($x^2=22.52$) as determinants of the attitude of Junior Secondary School students towards Physical and Health Education. However, with a calculated Chi–square value of 6.48, teachers' personality was not found significant. Based on the findings, it was suggested that the national bodies of Physical and Health Education should continuously organise career counseling sessions for students to give them adequate information about the career opportunities in Physical and Health

Education. Also, in-service trainings and workshops should be organised for teachers the Ministry of Education to update their knowledge and experiences

Keywords: Attitude, Significant others' influence, Information about career opportunities, Teachers' personality, Available facilities.

1. Introduction

The subject, physical and health education in junior secondary schools is a compulsory examinable subject at the basic nine junior final examination level in Nigeria. This subject serves as the main opportunity for many students to carry out sports education and physical activity. The National Council for Curriculum and Assessment (NCCA, 2017), stated that physical education develops the body's strength and physical well-being and provides opportunities through which students can improve fine and gross motor co-ordination, concentration and listening skills, self-esteem, self–confidence, games skills, creativity, and the ability to co – operate and communicate with others. Physical and Health Education subject plays a critical role in educating the whole student. Quality physical education programmes have been reported to be a strong factor influencing children's attitudes

towards physical activity as it is capable of positively improving relationships and training for leadership. The promotion of physical activity participation throughout individuals' entire life has been advanced as the ultimate goal of school Physical Education Subject.

Physical and Health Education contributes directly to the development of physical competence and fitness. It also helps students to make informed choices and understand the value of living a physically active lifestyle. The benefits of Physical and Health Education can affect both academic learning and physical activity patterns of students. The healthy, physically active student is more likely to be academically motivated, alert and successful. Physical activity may enhance the development of a positive self-concept as well as the ability to pursue intellectual, social and emotional challenges. Throughout Secondary School years, Physical Education can promote social, cooperative and problem-solving competencies. Quality Physical and Health Education programmes in our nation's schools are essential in developing motor skills, physical fitness and understanding of concepts that foster lifelong healthy life styles. Akindutire and Mgbor (2002), further expressed that physical education and sport help to improve health by reducing conditions and diseases linked to obesity, heart diseases, hypertension, certain forms of cancer and depression and therefore have positive effects on long life expectancy.

Students' positive attitudes are likely to be linked with enjoyment, perceived usefulness of the curriculum, and a sense of belonging (Yimer, 2014). Orunaboka (2001), noted that curriculum with a learning environment that promotes interest in physical activity makes students comfortable and confident. Their negative attitudes according to Siedentop (2014), may include boredom as students become bored if there is lack of challenge or the teacher repeats the same activities without taking monotony and interest of students into considerations; also, when students are not adequately informed about the benefits of participating in different activities, interests may start to wane. Buttressing this position, Konwea and

Akindutire (2006), clearly stated that lifestyle (such as active one) is influenced by opinion of what the consequence could be. That is, if a behaviour is seen as a threat to health, the individual will be motivated to avoid such behavior. But if it is a favourable one, it will be embraced. Students should therefore be able to connect with the purpose and benefits of taking part in physical activity.

Lee (2004), noted that students' perception and positive attitude towards physical activity is one of the important elements in evaluating the success of a physical education curriculum. Attitude, as posited by Orunaboka (2001) is a result of some kinds of learning experience. If the experience is favourable, a positive attitude is found and vice-versa. Researches have shown that most parents are not happy to hear their Children and Wards talk about Physical Education and Sports. Orunaboka (2001), expressed that parents in this category are not knowledgeable enough about the academic programmes in Physical Education. Researchers in the field of Physical Education reported that nevertheless, some students tend to participate in physical activities continually when they perceive the activity to be fun, enjoyable and beneficial to their well-being.

In Nigeria, Physical Education became an examinable subject at the secondary School West African Examination Council Examination since 1982. After over three decades today, Orunaboka (2001) posited that no good number of secondary school graduates have offered this course at their graduating examinations. It was further expressed that the traditional idea about physical education as jumping and running, and with no academic value has refused to leave the psyche of parents and public. Orunaboka clearly stated that this opinion has created negative attitudes to the minds of the students despite the fact that a great change has been made to make the subject move away from its jumping and running perception to quality academic research virtuosity. It was also explained that students' attitudes can also be related to unfavourable prejudice when the predisposition is so strong that no attention is paid to evidence that might call for change. Among several factors, attitudes

of students to physical activity participation can influence their choice of offering physical and health education subject at the senior secondary school level. Junior secondary school students who have favourable disposition towards participation in physical activity in and outside the school are more likely to offer physical and health education as a subject at the senior level of their secondary education. Identifying and understanding factors that determine physical activity participation are important key elements that can shape the attitude of Junior Secondary school students towards Physical and Health Education in Ijebu-Ode Local government of Ogun State. Hence, this research work was conducted to determine the factors in order to devise techniques that will make more students to offer Physical and Health Education and thereby, promote lifelong physical activity participation through their adulthood.

2. Research Methodology

Descriptive survey research design was adopted for this study. Four hundred (400) junior secondary school (JSS3) students with 40 representing each school were randomly selected through simple random sampling technique from ten (10) selected junior secondary schools for this study. Two hundred (200) students were male and two hundred (200) were female. Their ages were between 11years and 14years, with mean age of 12.97years.

The revised Intrinsic Motivation Inventory (IMI) by Ryan and Deci (2012) and Motivation Orientations and Sport Behaviour (MOSB) questionnaire by Weiss and Ferrer-Caja (2002) were modified to determine the attitude of students towards Physical and Health Education subject. The modified instruments contained 24-

items that sieved out information on hypotheses' variables: Significant others' influence; information about career opportunities; teachers' personality; available facilities. All containing 6 items each. The internal consistency was determined and the result stood at 0.83. The questionnaire had two sections. The first was on the bio-data of the participants. The second section was constructed on four scale likert pattern; that is, Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree(SD). The second section elicited information on the variables of hypotheses.

The researchers were assisted by the Physical and Health Education Teachers in each of the ten selected schools to distribute and collect the questionnaire on the spot upon successful completion. The questionnaire forms were administered during Physical and Health Education classes. The Physical and Health Education Teachers ensured that no item was lost since the questionnaire was administered in normal class conditions in order to ensure convenience to the class. Five days were spent on this exercise with the researchers visiting two schools per day.

3. Data Analysis

The data were analysed using frequency counts, simple percentages and Chi-Square statistical tools at 0.05 level of significance.

Hypotheses Testing

Hypothesis One: Significant others' influence will not significantly determine the attitude of junior secondary school students towards physical and health education.

Table 1: Significant others' influence and attitude to PHE

Responses	Frequency	Percentage	Df	Chi-square Result	Remark
Strongly Disagreed	44	11	3	132.85	Rejected
Disagreed	32	08			
Agreed	172	43			
Strongly Agreed	152	38			
Total	400	100			

Df=3, Significant level = 0.05, Chi-square Table- value = 7.82.

The results of the hypothesis one as shown in table 1 shows that Chi-Square calculated value of 132.85 was obtained. With a table value of 7.82, degree of freedom, 3, at 0.05 level of significance, the hypothesis one, which states that significant others' influence will not significantly determine the attitude of junior secondary school students towards physical and health education was rejected, since the Chi-Square calculated value (132.85) was greater than the table value (7.82).

Hypothesis Two: Information about career opportunities will not significantly determine the attitude of students towards physical and health education.

Table 2: Information about career opportunities and attitude to PHE

Responses	Frequency	Percentage	Df	Chi-square Result	Remark
Strongly Disagreed	124	31	3	30.42	Rejected
Disagreed	120	30			
Agreed	68	17			
Strongly Agreed	88	22			
Total	400	100			

Df=3, Significant level = 0.05, Chi-square Table- value = 7.82.

The stated hypothesis two was tested using inferential statistics of chi-square. The results, as shown in table 2 revealed a significant value of 30.42. This indicates that with a degree of freedom 3, table value of 7.82 at 0.05 level of significance, the hypothesis two, which states that information about career opportunities, will not significantly determine the attitude of students towards physical and health education was rejected. In effect, the students implied that having adequate information about career opportunities can positively influence their attitude towards physical and health education.

Hypothesis Three: Teachers personality will not significantly determine the attitude of students towards physical and health education.

Table 3: Teachers' personality and attitude to PHE

Responses	Frequency	Percentage	Df	Chi-Square Result	Remark
Strongly Disagreed	164	41	3	6.48	Accepted
Disagreed	168	42			
Agreed	40	10			
Strongly Agreed	28	07			
Total	400	100			

Df=3, Significant level = 0.05, Chi-square Table- value = 7.82.

As shown in the above table 3, the hypothesis three was tested with the inferential statistics of Chi-Square. The result showed an insignificant value of 6.48. With a table value of 7.82, degree of freedom 3, at 0.05 level of significance, the hypothesis three which states that teachers' personality will not significantly determine the attitude of students towards physical and health education was accepted. That is, the students responded that teachers' personality will not determine their attitude and favourable disposition towards offering physical and health education subject at the senior secondary school level.

Hypothesis four: Available facilities will not significantly determine the attitude of students towards physical and health education.

Table 4: Available facilities and attitude to PHE

Responses	Frequency	Percentage	Df	Chi-square Result	Remark
Strongly Disagreed	92	23	3	22.45	Rejected
Disagreed	174	43.5			
Agreed	48	12			
Strongly Agreed	86	12.5			
Total	400	100			

Df=3, Significant level = 0.05, Chi-square Table- value = 7.82.

The table 4 above shows the results for hypothesis four. The Chi-Square value of 22.45 was obtained. By implication, this means that the calculated value was greater than the table value of 7.82, with df 3, at 0.05 level of significance. Hence, the hypothesis four, which states that available facilities will not significantly determine the attitude of students towards physical and health education was rejected. That is, the students indicated in their responses that available facilities will play a key role in determining and influencing their attitude towards the offering of the subject, physical and health education.

4. Discussion of Findings

This study determined the attitude of Junior Secondary School (JSS3) Students towards physical and health education in selected junior secondary schools in Ijebu –Ode Local Government of Ogun - State. The findings have been discussed below

Hypothesis One: Significant others' influence will not significantly determine the attitude of Junior Secondary School students towards physical and health education.

The above hypothesis was rejected, that is majority of the students responded that significant others' influence will have significant influence on their attitude towards physical and health education. The significant others or the personality a student considers very important to his or her life can mould or remould the life of student. The person may be an Uncle, a television idol or sports personality, friends, teachers, coaches, and so on. If such individual makes the student to appreciate the benefits and opportunities in the physical and health education subject, the students is likely to develop a positive attitude towards the subject. This position was corroborated by Weigand, Carr, Petherick and Taylor (2010) in a study of motivational climate in sport and physical education; the role of significant others, where they found out that parents, coaches, teachers, sport heroes and sport scientists play significant roles in the lives of students on the development of achievement motivation in sport and physical

education. They therefore suggested that these influential personalities should be consulted when there is a need to counsel the students.

Also, in a study of influence of significant others on the goal orientations of students, Carr and Weigand (2012), found out that children with a high task-oriented goal profile component tend to have higher perceptions of learning climate than children with a low task oriented component. And significant others' promotion comparison climate was strongly related to ego discussed in terms of the need to employ a goals profile approach in the examination of antecedents of goals that significant others have for enhancing the quality of youngsters physical and health education experiences. This significant other's influence is considered significant in the moulding or forming attitude towards physical education participation.

Hypothesis Two: Information about career opportunities will not significantly determine the attitude of junior secondary school students towards physical and health education.

The above hypothesis was rejected. That is, the junior secondary school students believed that having adequate information about the subject, physical and health education regarding the career opportunities can make them to develop interest in offering the subject. The Learn.Org (2017) a United States Bureau of labour statistics positioned that there are lot of career opportunities in the field of physical education which are yet to be adequately explored and whose services are often required by the society. They stated that coaches, scouts and other professionals in the area of physical and health education will experience faster-than-average job growth of 6% over the 2014-2024 decade. This means that the professionals in this field are always well paid. Knowledge about other options, other than physical education teaching in classroom can make students to be favourably disposed to this subject.

Study.Com (2017), pointed out that physical education programmes provide students with scientific knowledge and practical training for a number of career choices. They went further to explain that all degrees programmes rely on

fundamental training in anatomy, nutrition, exercise science and training procedures. It was also stated that physical educator can also find entry-level positions as a coach, recreation director, fitness instructor, sports business and management, sports law, sports journalism, sports marketing, among others. An adequate knowledge of programme options can bring about an upsurge in enrolment for Physical and Health Education subject in secondary schools.

Hypothesis three: Teachers' personality will not significantly determine the attitude of students towards physical and health education.

The above hypothesis was accepted. This translates to the fact that students believed that the personality of physical education teacher will not play any part in their decision to offer the subject or not. Students believed that they are independent minded to determine their careers and the subjects they want to offer without any influence of the physical education teachers. This result disagreed with previous findings. In a study of motivation and performance in physical education, Moreno, David, Jose and Cervello (2010), discovered that incremental group that demonstrated more situational intrinsic motivation due to the presence of physical education teacher belief that greater intrinsic motivation made the students trust they would improve their performance in the subsequent attempts.

In a related study of the "what" and "why" of goal pursuits; human needs and the self – determination of behaviour, Deci and Ryan (2000), found out that fundamentally, teachers of physical education promotes perceptions that make students to believe that they can improve. They therefore concluded that if a physical education teacher instills the belief that ability can improve, this would be associated with an increase in intrinsic motivation. This inducement by Physical Education teachers can create belief and increase ability for better performance. Thus, majority opinions in the previous researches held that teachers' personality will have a significant and considerable influence on attitudes of students at any level of education.

Hypothesis four: Available facility will not significantly determine the attitude of students towards physical and health education.

The above hypothesis four was tested and the results showed that the students believed that available facility will have significant influence on their decision to offer physical education subject. Participation in physical education will require playground where practicals can be performed. Without facilities where students can demonstrate what they are taught, the major and germane ingredient of physical education as a subject has been lost.

This position was given credence by Anyanwu, Marchie and Anyanwu (2005) in a study of assessment of the availability of environmental resources for the implementation of UBE programme where it was found that shortage in facilities can result into lack of physical education as a subject in schools. It was suggested that for a school to take off, it should be approved and if it is found that playground is not available, no approval should be given for the commencement of the school.

Yimer (2014) also reported in a study of the attitude of students towards learning physical education in some selected secondary schools that the students reported that physical education was their most enjoyable school subject as it offered a release from other stressful subjects provided there is a playground to participate in different sporting activities. It was established that students display positive attitudes towards physical education in relation to variety of facilities and equipment as this enables them to have contact with their friends in all sorts of games and sports. It was therefore agreed that facilities and equipment should be provided in schools for the enjoyment of students. Also spaces designated for sports participation should not be converted to classrooms as this can negatively affect the motivation of students in the learning environment. With adequate facilities for different sports, students can choose the sports that appeal to their interests and participate in the ones they have the ability and competence to do.

5. Conclusion

It has been established in this study that most students are not adequately informed about the multifarious opportunities in choosing physical and health education as a career. Parents and some significant others that can influence the choice and decision of students are yet to disassociate themselves from the past notion of physical and health education as a subject that merely teaches jumping and running. More information should be passed to parents and students through various prints and electronic media, especially in this era of internet and information technology. Physical and health education teachers should facilitate students' participation in sports and physical activities and deter withdrawal through structuring of environment to encourage students' motivation. They can also enhance self worth of students by focusing on individual differences and abilities in every performance. Effective physical education teaching behaviours through rewarding efforts, encouragements, sincere feedback, demonstration of correct skills and techniques and adoption of positive approach to error correction will stimulate interest and increase enrolment in physical and health education subjects at the senior secondary school level.

6. Recommendations

Based on the findings and conclusion of this Study, this research work recommends thus:

- Teachers should embark on researches into various methods and techniques of making lessons more interesting in order to stimulate fun, interest and sustain permanent learning in sport skills and attitude in students
- Increased periods should be given to the teaching of Physical and Health Education on the Schools' time table in order to achieve the psychomotor objectives.
- Teachers should attend adequate workshops and conferences that will make them to devise evaluation techniques that conform with what is obtainable in the developed countries.
- The national bodies of Physical and Health Education should organise career counseling sessions regularly in order to educate students on

the career opportunities in the field of Physical and Health Education.

- Parents also need to be adequately informed through parents-teachers association meetings about careers in physical and health education.

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