

Lack of instructional materials and teaching methods as factors hindering effective teaching and learning of physical education in Ondo State, Nigeria

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Abstract

The study investigated lack of instructional material and teaching method as factors hindering effective teaching and learning of Physical Education in Ondo State, Nigeria. Descriptive Research Design was adopted and chi-square inferential statistics was used to analyze the two generated hypotheses at 0.05 Alpha Level. It was concluded that lack of instructional material and method of teaching hinder the effective teaching and learning of Physical Education in Ondo State, Nigeria. Recommendations were made that, Physical Education teachers should be trained on how to make effective use of instructional material, Ministry of Education should ensure that a Committee is set up to all Junior Secondary Schools in Ondo State to inspect all secondary schools and ensure that there are adequate instructional materials for the teaching of physical Education, all Teachers teaching Physical Education should be Mandated to have a Physical Education Teaching Certificate. Keywords: Method of teaching; Instructional material; Effective teaching and learning.

INTRODUCTION

Physical Education is one of the best subjects in the world. It develops individuals in the three taxonomy of Education 'cognitive, affective and psych-motor domains' and these are essential for all mankind in life. Physical Education is essential to the growth and development of all children and is especially important for the children with mentally impairment who often have poor body image, learning difficulties and difficulties with gross and fine motor coordination (Dupe, 2004). Physical Education (PE) develops the skills, knowledge, values and attitudes needed for establishing and enjoying an active and healthy lifestyle, as well as building student confidence and competence in facing challenges as individuals and in groups or teams, through a wide range of learning activities. P.E. is offered as an elective examination subject at senior secondary education level. It emphasizes the connection between theory and practical skills and is designed to develop the interest

and potential of students in the areas of PE and sports. It will help students gain a deeper understanding of theories and applications in the fields of human movement and health, and it will promote the well-being of individuals and society (WHO 2002). It requires tremendous skills and techniques in teaching both theory and practical aspects of the subject, as this could not be taught with bad teaching method and bad instructional materials, because of its effectiveness in developing individuals and the society physically, mentally, socially, morally and emotionally. Nigeria Teacher Institute (2015) cited Akinwale (2012), Physical and Health Education has the ability to sustain bodily education that concern all movements or activities which develop and maintain the human body. Physical Education should be taught in a professional way, that the instructional material would be used effectively to pass knowledge to the students proficiently. Physical Education could not be taught in abstracts. Many teachers that are teaching Physical Education in Nigeria may not have the good method of teaching Physical Education in order to teach the skills and techniques of the subject effectively. If the subject is taught in a bad way or method by the teachers, this could adversely affect the attainment of the goal for the inclusion of Physical Education as one the subjects in our post primary educational level. It is on this ground, this research investigated lack of instructional material and teaching method as factors hindering effective teaching and learning of Physical Education in Akoko South/west Local Government Area of Ondo State in Nigeria.

STATEMENT OF THE PROBLEM

Physical Education is a sub set of Education that gives all round development to every individual through the related learning and some selected physical activities. Physical education is an important field, which aims at developing a sound body in readiness for a sound mind (Abass 2001). The subject makes an individual to be capable of dealing with the challenges of the society and make the society productive and progressive. Despite these numerous benefits of physical education to every individuals and society at large, many secondary school students still find it hard to enjoy the subject and even do not take it serious like the way they handle other subjects like mathematics, English and more. This may be as a result of the lack of instructional material and bad teaching method of the subject by teachers. It is on this ground the research investigated the lack of instructional material and teaching method as factors hindering effective teaching and learning of physical Education in Ondo State, Nigeria.

SIGNIFICANCE OF THE STUDY

This study will sensitize the teachers and the ministries of Education on the imperativeness of instructional materials and method of teaching in Physical Education and in other subjects. It will improve the global education standard, teachers' teaching efficiency and show how compulsory and effective instructional materials and teaching methods to teaching and learning of any subjects at all level of Education.

HYPOTHESES

1. Method of teaching will not significantly hinder effective teaching and learning of Physical Education in junior secondary schools in Akoko South/west Local Government Area of Ondo State in Nigeria.
2. Lack of instructional materials will not significantly hinder effective teaching and learning of Physical Education in junior secondary schools in Akoko South/West Local Government Area of Ondo State in Nigeria.

METHODOLOGY

The study is a descriptive survey research design which investigated lack of instructional material and teaching method as factors hindering effective teaching and learning of physical education in Ondo State, Nigeria. The population used for this study comprised all the students in junior secondary schools in Akoko south/West Local Government Area of Ondo State in Nigeria. Multi-stage sampling technique was adopted for the study. The total number of (10) secondary schools were randomly selected for the study through the use of simple random sampling technique. Proportionate stratified sampling technique was used to select 21 respondents from each of the 10 selected schools and volunteer sampling technique was used to pick the students who filled the questionnaire. The instrument used for this study was a self-constructed questionnaire, with the reliability of 0.84. Tested by 50 respondents that were not part of the main population using Pearson Cronbach alpha. Inferential statistics of chi-square was used to test the generated hypotheses at 0.05 Alpha Level.

RESULTS AND DISCUSSION

Method of teaching will not significantly hinder effective teaching and learning of Physical Education in Junior secondary schools in Akoko South/West Local Government Area of Ondo State (Tables 1-4).

Table 1: Data on sex of the respondents.

Sex	Frequency	Percentage
Male	84	40%
Female	126	60%
Total	210	100%

Table 2: Data on age of respondents.

Age	Frequency	Percentage
7-10	60	28.57%
11-14	100	47.62%
15-18	40	19.05
19 and above	10	4.76
Total	210	100%

Table 3: Data on class of respondents.

Class	Frequency	Percentage
JSS 1	40	19.05%
JSS II	70	33.33%
JSS III	100	47.62%
Total	210	100%

Table 4: Hypothesis 1 - Method of teaching will not significantly hinder effective teaching and learning of Physical Education in junior secondary schools in Idanre Local Government Area of Ondo State.

S/N	SA	A	SD	D	RowT	χ^2_{cal}	χ^2_{tablev}	S.L	DF
5	140	40	25	5	210				
6	120	60	25	5	210	145.13	21.026	0.05	12
7	130	70	5	5	210				
8	60	100	30	20	210				
9	50	110	40	10	210				
CT	500	380	125	45	1,050				

χ^2 calculated value=145.13

χ^2 table vale=21.026

Significant level (S.L) 0.05

Degree of freedom (D.F) 12.

Since the χ^2 calculated value of 145.13 at alpha level of 0.05 and degree of freedom of 12 is greater than the χ^2 table value of 21.026. The null hypothesis (H_0) which stated that method of teaching will not significantly hinder effective teaching and learning of Physical Education in Junior secondary schools in Akoko South/ West Local Government area of Ondo State in Nigeria was rejected. Therefore, alternative hypothesis which stated that method of teaching and learning of Physical Education will significantly hinder effective teaching and learning of Physical Education in junior Secondary schools in Akoko South/West Local Government Area of Ondo State in Nigeria was accepted.

DISCUSSION

This finding indicated that method of teaching Physical Education hinders effective teaching and learning of physical education in Junior Secondary Schools in Akoko South/west Local Government Area of Ondo State in Nigeria. This finding agreed with the submission of prisca in 2018 that, a technique represents the particular strategies which the teacher adopts in teaching language. They include the activities which the teacher organizes in the classroom as well as the different instructional material which the teacher's use to facilitate learning. This finding showed that if the teacher's method of the teaching is not good it will hinder the effective learning of physical education and it correlates with the submission of Daniel (2016) Achievement anxiety has a relationship to student behavior and academic achievement (Table 5).

Table 5: Hypothesis 2 - Lack of instructional materials will not significantly hinder effective teaching and learning of Physical Education in Junior secondary schools in Akoko South/West Local Government Area of Ondo State, Nigeria.

S/N	SA	A	SD	D	RowT	χ^2_{cal}	χ^2_{tablev}		DF
10	80	60	50	20	210				
11	130	40	20	20	210	244.941	21.026		12
12	100	90	15	5	210				
13	100	80	20	10	210				
14	10	100	90	10	210				
CT	420	370	195	65	1,050				

χ^2 calculated value=244.941

χ^2 table value=21.026

Significant level=0.05

Degree of freedom=12

Since the χ^2 calculated value of 244.941 at alpha level of 0.05 and degree of freedom of 12 is greater than χ^2 table value of 21.026, the null hypothesis (H_0) which stated that lack of instructional materials will not significantly hinder effective teaching and learning of Physical Education in Junior secondary schools in Akoko South/West Local Government Area of Ondo State in Nigeria was rejected. Therefore, the alternative hypothesis which stated that lack of instructional materials will significantly hinder effective teaching and learning of Physical Education in Junior Secondary schools in Akoko South/West Local area Government Area of Ondo State in Nigeria.

DISCUSSION

This finding indicated that lack of instructional materials will hinder effective teaching and learning of Physical Education in Junior Secondary schools in Akoko south/west Local Government Area of Ondo State. This finding agreed with the submission of Hilda and Bernard (2015), these instructional materials bring life to learning by stimulating students to learn. Kennedy (2009) also cited Akomolaran(1985) that the lack of material and equipment was significant problems in Nigeria Education and system. This corroborated with the recommendation of Adebayo (2015), Adequate and standard facilities and equipment should be provided for all public schools (primary and secondary schools) in each of the states. It also corroborated with Susan (2014), Schools equipped with adequate and relevant learning resources are likely to have students performing well in these examinations. It agreed with the conclusion of Torupere (2016) There is a significant influence of school equipment and instructional materials on students' academic performance in secondary schools. Bisiriyu (2016) also concluded that, the role of instructional materials if thoroughly considered cannot be either partially or totally isolated from teaching–learning process.

CONCLUSION

From the findings of this study, the following conclusions were made:

1. Method of teaching hinder effective teaching and learning of Physical Education in junior secondary school in Akoko South Local Government Area of Ondo State in Nigeria.

2. Lack of Instructional material hinders effective teaching and learning of Physical Education in Junior Secondary School in Akoko South Local Government Area of Ondo State in Nigeria.

RECOMMENDATIONS

In view of the outcome of the study, the following recommendations were presented:

1. Physical Education teachers should be trained on how to make good use of instructional material.
2. Ministry of Education should ensure that a Committee is set up to all Junior Secondary Schools in Ondo State, to inspect all secondary schools in order ensure that there are adequate instructional material for teaching physical Education.
3. All Teachers teaching Physical Education should be Mandated to have a Physical Education Teaching Certificate.

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