



## Indices determining effective teaching of physical education in secondary school teachers in Ilorin West Local Government Area

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### ABSTRACT

Many factors cause students' physical education learning outcomes to be not so encouraging, ranging from learning infrastructure, teacher competence, learning environment, learning curriculum. The purpose of this study was to investigate the index of determining the effective teaching of physical education in secondary schools in West Ilorin Local Government Area, Kwara State, Nigeria. Descriptive research design of survey type is used in this research. The population for this study consisted of sixty-five (65) physical education teachers in both public and private secondary schools. Four five (45) public secondary schools and twenty (20) private secondary schools were deliberately selected for this study. The questionnaire was well structured and designed by the researcher as the instrument used for data collection. The instrument was validated and the reliability of the instrument was confirmed through the split-half method. This instrument was given to 20 respondents from the East Ilorin Regional Government, Kwara State. All items on even numbers are scored separately, as well as scores on odd items. Both scores were analyzed using Cronbach's alpha, which yielded 0.62r. Sixty-five (65) questionnaire forms were taken and analyzed using PPMC and Multiple Linear Regression at an alpha level of 0.05. Based on the research findings, it is concluded that the Index (teaching materials, teaching strategies and school factors) determines the effectiveness of teaching physical education in junior high schools in the Ilorin Local Government Area of Kwara State, Nigeria. The researcher recommends that this type of research should be conducted in other Local Government Areas in Kwara State to investigate the index that determines effective physical education teaching.

**Keywords:** Physical education; indices; teaching strategies; instructional materials; school factors; effective teaching

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## INTRODUCTION

Physical education has a strong influence on promoting youth physical activity (PA). Physical education is a movement in its various forms, with a particular focus on the motor skills, knowledge, and social skills needed to achieve that outcome (Ward, 2014). This review describes correlates of youth PA, examines however these factors have been targeted in physical education (PE) primarily based interventions and makes suggestions for PE pedagogy to market PA. Perceived physical competency, enjoyment of PA, intention, direct facilitation and support from parents and important others, and opportunities to be active were systematically related to youth PA. The large-scale PE-based PA promotion programs that were prosperous in increasing out-of-school PA applied a pedagogic framework targeting variables related to motivation (i.e., perceived competency, enjoyment of PA, self-determination). PE-based interventions ought to continue to

address the character of activities, however, conjointly utilize pedagogy that promotes psychological determinants of student motivation.

Physical education does not have a valid standard measure in student learning (Metzler, 2014). Physical education pedagogy has traditionally been viewed as a teaching style of exercise. While this traditional pedagogical approach provides exposure to a wide range of skills, which are used in school-based physical education and sports contexts, it does not demonstrate student competencies related to their ability to apply these skills in complex game situations (Usher et al., 2015). What students learn has historically been determined by the curriculum, a forum in which ideologies and paradigms can influence the pedagogy, content, and assessment of what is taught (Ward, 2013). Students' initial perception of learning related to promoting a healthy and active lifestyle in physical education is different from what they experienced in school during their training (Harris, 2014). Learning conditions tend to be teacher-centered. Teacher-centered learning which causes students to be less creative in collecting information (Fikrianto et al., 2021).

Given the claim that physical educators have a responsibility for the promotion of public health, it is considered important to explore their experiences, views and understanding of the most obvious vehicles through which physical activity and health can be promoted in the curriculum (Alfrey et al., 2012). Physical educators seek to address the individual needs of these students through physical education reform (Butz, 2018). Teaching experience has traditionally been considered very valuable in the teacher education curriculum. The empirical literature, however, suggests that the role of these experiences in the professional development of teachers is not always positive (Tsangaridou, 2014). Educators today are under tremendous pressure to be considered "effective" by parents, administrators, community members and public officials (Ellison & Woods, 2016).

Physical educators can consider the following seven principles for engaging their students in learning experiences: (1) students' prior knowledge; (2) knowledge organization; (3) motivation; (4) development of mastery skills; (5) goal-directed practices; (6) students as social, emotional and intellectual learners; and (7) students as independent learners (Trendowski & Woods, 2015). Dominant learning is teacher-centered so that students are not creative in gathering information (Sofyan, 2020). Effective teachers plan carefully, create an engaging environment, provide clear instructions, and support students with learning cues and formative assessment (Ennis, 2017). Even given the challenges involved in measuring effectiveness, there is still a need for all teachers, including first-year teachers, to be held accountable for their performance in relation to student outcomes (Ensign et al., 2018). The teaching strategies used by some teachers can increase students' responsibility for learning and feedback while others allow students to progress through a sequence of learning activities without the direct presence of the teacher (Gumbo et al., 2017).

Developing Pedagogical Content Knowledge (PCK) is very important for physical education teachers before and in office (Chang & Lee, 2020). In other words, an effective professional development program designed to deepen teachers' knowledge in a particular discipline carried out over a longer period of time will provide maximum potential to teachers who are actively seeking various resources, participating in these activities collectively with others, teachers, and combine those experiences with their national goals and standards (Chen et al., 2013). Professional development must relate what teachers have learned from current experiences with possible future events (Tsuda et al., 2019). Quality teaching is a term that has the potential to divert our attention beyond focusing solely on effectiveness issues with regard to achieving predetermined

goals (Dyson, 2014).

Teachers need to determine the relative importance of various priorities in the classroom (Henkel, 2016). A reflective teacher is one who constantly questions his own goals and actions, monitors practice and results, and considers the short and long-term effects on each student (Jung, 2012). Given that a teacher is entrusted with the most sensitive and responsible task by the state, the task of educating its citizens, teacher evaluation is of great concern in the educational community (Kyrgiridis et al., 2014).

Sports education is a pedagogical model based on the idea that learning teams with mixed abilities work together in such a way that all co-workers benefit from the benefits and experiences. Sports education provides students with sufficient time to improve their abilities and find ways to satisfy the group members for a successful sports education season (Nikravan et al., 2019). The efficiency of teaching in the field of physical activity (movement and sports programs), we believe, has a broader aspect than just achieving the knowledge that teachers should acquire (Pišot et al., 2014).

The majority of the research works on effective teaching has been conducted within the classroom environment, concentrating on more ancient subject areas like mathematics and language arts. A relatively small amount of data has been gathered within the area of physical education. Consequently, knowledge of what is effective teaching in physical education and the way it supports student-learning outcomes is comparatively thin, with solely a small number of studies providing insight. It is a research gap that must be attended to if teachers of physical education are to understand a way to support student learning by effective teaching. It is on the note this research was carried out to investigate indices (teaching strategies, instructional materials and school factors) determine effective teaching of PE in secondary Schools in Ilorin West Local Government Area of Kwara State, Nigeria.

## **METHOD**

The study was carried out in Ilorin West Local Government Area, Kwara State using descriptive research design of survey type and the population for this study comprised of 65 physical education teachers in both public and private secondary schools. Forty-five (45) public secondary schools and twenty (20) private secondary schools were purposively selected for this study. A well-structured questionnaire designed by the researchers was the instrument used for data collection. The instrument was validated by three (3) experts in the Department of Human Kinetic Education, University of Ilorin, and Ilorin, Nigeria. The reliability of the instrument was confirmed through the split-half method. The instrument was administered to 20 respondents from the Ilorin East Local Government Area of Kwara State. All the items on even numbers were scored separately likewise, the scores on the odd items. The two scores were analyzed using Cronbach alpha, which yielded 0.62. The copies of questionnaire forms were personally administered by the researchers with the assistance of the school heads. The sixty-five (65) questionnaire forms administered were retrieved and analysed using PPMC at .05 alpha levels.

**RESULTS AND DISCUSSION**

**HO1:** There is no Significant Relationship between Instructional Materials and Effective Teaching of Physical Education in Secondary Schools in Ilorin West Local Government Area of Kwara State, Nigeria.

**Table1. PPMC Analysis Showing Relationship between Instructional Materials and Effective Teaching of Physical Education**

Variable	No	X	$\sigma$	df	r-value	p-value	Decision
Instructional Materials	65	1.06	0.62				H0
				63	0.61	.000	Rejected
Effective Teaching Physical Education	65	2.03	0.81				

P≤0.05

Table 1 shows the calculated r-value of 0.61 against the critical p-value of 0.000 with 63 degrees of freedom at 0.05 alpha level since the p-value of 0.000 is less than 0.05 hence the null hypothesis that stated that there is no significant relationship between instructional materials and effective teaching of physical education in secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria, therefore, rejected which implies that there is relationship between instructional materials and effective teaching of physical education in secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria.

**HO2:** There is no Significant Relationship between Teaching Strategies and Effective Teaching of Physical Education in Secondary Schools in Ilorin Local Government Area of Kwara State, Nigeria.

**Table 2. PPMC Analysis Showing Relationship between Teaching Strategies and Effective Teaching of Physical Education**

Variable	No	X	$\sigma$	df	r-value	p-value	Decision
Teaching Strategies	65	1.91	0.74				H0
				63	0.63	.000	Rejected
Effective Teaching Physical Education	65	2.03	0.81				

P≤0.05

Table 2 shows the calculated r-value of 0.63 against the critical p-value of 0.000 with 63 degrees of freedom at 0.05 alpha level since the p-value of 0.000 is less than 0.05 hence the null hypothesis that stated There is no significant relationship between teaching strategies and effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria is therefore, rejected which implies therefore, rejected which implies that there is relationship between teaching strategies and effective teaching of physical education in secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria.

**HO3:** There is no Significant Relationship between School Factors and Effective Teaching of Physical Education in Secondary Schools in Ilorin Local Government Area of Kwara State, Nigeria

**Table 3. PPMC Analysis Showing Relationship between Schools Factors and Effective Teaching of Physical Education**

Variable	No	X	$\sigma$	df	r-value	p-value	Decision
School Factors	65	2.06	0.71	63	0.59	.001	H0
Effective Teaching							Rejected
Physical Education	65	2.03	0.81				

$P \leq 0.05$

Table 3 shows the calculated r-value of 0.59 against the critical p-value of 0.001 with 63 degrees of freedom at 0.05 alpha level since the p-value of 0.001 is less than 0.05 hence the null hypothesis that stated that there is no significant relationship between School factors and effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria is, therefore, rejected which implies therefore, rejected which implies that there is relationship between school factors and effective teaching of physical education in secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria.

The finding of hypothesis one reveal that instructional material contribute to the determinant of effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria. The first refers to teacher actions that are explicitly intended to instruct knowledge and skills and to manage the classroom, such as demonstrating, explaining, providing feedback, making corrections, and setting goals (Jung & Choi, 2016). Sports teachers can design better programs and policies that create an emotionally safe and inclusive learning environment and school culture (Li et al., 2017). Taking time for continuous reflection and dialogue is a major challenge in building a professional learning culture (Murphy & O'Leary, 2012).

The finding of hypothesis two also revealed the relationship between teaching strategies and effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria. At all levels, evaluating the teaching effectiveness of physical education teachers is a very difficult task (Lindsay, 2014). Effective teaching must demonstrate a match between what students want to know and can do, the opportunities they receive to learn and practice, and how we assess learning. In turn, this promotes effective and efficient learning (MacPhail et al., 2021). Effective teaching is ultimately judged by achievement of learning outcomes, and to date, the effectiveness of sports teachers in helping students achieve public health outcomes has received little research attention (McKenzie & Lounsbury, 2013). Our treatment of the question of evaluating the effectiveness of physical education teachers is contextualized by the key issues facing PE as a curricular field (e.g., low enrollment requirements, canceled classes, course abandonment and replacement, lack of requirements for teacher credentials) and the critical health communities need schools to promote and provide physical activity (McKenzie & Lounsbury, 2014).

The finding of hypothesis three affirmed the relationship between school factors and effective teaching of physical education. The provision of effective teaching in schools will be disrupted if no attention is paid to the physical and psycho-social emotional environment in general (Mupa & Isaac., 2015). Physical education teaching is mostly carried out in secondary schools and is an important aspect of the secondary school curriculum and is thought of directly and indirectly. Physical education is thought of directly through classroom and practical instruction and indirectly through student involvement in the school's annual inter-home sports activities, sports quizzes and debates, cultural dances and other sports activities (Nwaogu & Oyedele, 2019). If physical

education is to be a supported school program, physical educators must be willing to define the outcomes of their programs and ways to measure those outcomes (Rink, 2013). An argument can be made that our best hope for the future is to place ourselves in a public health context, and there is support for comprehensive school physical activity programs as a mechanism to address concerns about childhood obesity and physical inactivity (Solmon & Garn, 2014).

## CONCLUSION

Based on the findings of the study, the conclusion was drawn that the teacher uses instructional materials to arouse the interest of the learners thereby enabling the learner to gain direct experience of physical education. It was also concluded that adoption of teaching strategies by PE teachers have a significant relationship to the effective teaching process and other School factors like sports facilities and equipment, time allotment, school administrations' attitude to PE also have a significant relationship to effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria.

This study is limited to the relationship of instructional material, teaching strategies and school factors on effective teaching of physical education in secondary school in Ilorin West Local Government Area, Kwara State. Based on the findings of this study, the following recommendations were made: 1) Ilorin West Local Government Education Authority should make a policy that will give room for adequate provision of instructional materials for effective teaching of PE to take place in secondary schools; 2) Ilorin West Local Government Education Authority should ensure that when recruiting teachers for physical education subject the subject methodology should be adequately examined for them to select qualified physical education teachers for the appointment; 3) School management in Ilorin West Local Government Area of Kwara State should try as much as possible to change their attitude positively towards to teaching of PE subject to realize the objectives of teaching of PE subject in Secondary Schools; 4) This type of research should be carried out in other Local Government Areas in Kwara State to investigate indices determining effective teaching of physical education.

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