



Global Education: The Challenges of Physical Education Teaching and Learning in Nigeria

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Abstract:

This abstract focuses on the challenges of physical education teaching/learning in Nigeria schools. Factors such as teachers, pedagogical knowledge at all level of physical education teaching, methodology of the subject, as well as student maturation level were some of the challenges discussed. In order to overcome the challenges, it was recommended, among others that only pedagogically qualified physical education teachers should be assigned to teach the subject at any level of our educational setting.

Keywords: Global Education, Challenges, physical Education, Learning.

I. INTRODUCTION

One of the burning issues in the field of education, and physical education in particular today, is on effective pedagogic practice that would enhance learning. Seminars and workshops have been conducted by scholars at the international, and local levels to find appropriate approaches of delivering curriculum content to students in order to bring about the desired changes. Among such workshops in Nigeria are Nigeria Physical and Health Education Recreations Sports and Dance (NPHER-SD) annual workshop on training of physical educators on the teaching of physical education organized by National Commission for Colleges of education (NCCE). These workshops aimed at creating a forum for practicing teachers to interact as well as enable physical educators in the colleges of education to up-date their skills. The aim is to enable them produce well-grounded and effective teachers of physical education would not only be versed in knowledge content of physical education but also in pedagogical skills (Aladejana 2007); though these workshops have been carried out, yet the implementation of physical education curriculum at all levels of our educational system faced with a lot of challenges. In this paper, only few of such challenges are considered. Among those challenges considered are the qualification of teachers teaching the subject at all levels, the subject methodology as well as student's maturation level.

What is Physical Education

Daramela (2001) defined physical education as an approach to the teaching of skills aimed at enabling students to gain the concept of the fundamental unity of physical education, the commonality of approach to problem of, and also gain an understanding of the role and function of science in everyday life and the world in which they live. Udeh (2014) opined that physical education requires joining several subjects into a single course in which the concepts of science are presented through unified approach. In this instance, the boundaries existing among the various ramifications that characterize physical education skills. From these definitions it could be deduced that physical education have some common element which are it

adherence or indifference to compartmentalization of physical skills into discrete subject discipline of the traditional types, and an acceptance of as a unified course presented to students to provide a foundation for scientific literacy, future scientific career and personal growth. Physical education was introduced into Nigeria schools several decades ago, however, with the 6-3-3-4 system of education, it becomes imperative to teach the subject to the primary and the junior secondary levels. The need to teach the subject at this level was for it to serve as a base and/or the foundation for secondary school scientific literacy.

According to NTI (2006) and Adeniyi (2009) the objectives of physical education are:

- (a) To help children explain scientific events around them thereby reducing incidences of superstitions to the barest minimum.
 - (b) To equipped the child with menial skills and capacities to solve everyday problems
 - (c) To develop in the child such attitude as honesty, open mindedness, objectivity and perseverance
 - (d) To help arouse and sustain the natural curiosity of children through investigative opportunities available in science teaching and learning (P.48).
 - (e) To help minimize attitudes of defeats and fear. (f) To develop avenue for socialization, gaining recognition and for excelling
- The objectives of physical education at the junior secondary level as recorded in the National Core Curriculum for physical education (1984) are that the subject should enable the students to:
- (a) Gain the concept of the fundamental of physical education
 - (b) Gain the commonality of approach to problem of scientific nature
 - (c) Gain an understanding of the role and function of physical education in everyday life and the world, which they live (FME, 1984: iv).

Presently the name physical education is retained at the teacher preparation levels (College of Education and University), but the subject is now referred to as "Physical and Health Education" at the primary and junior secondary school levels, this followed the

decision of the federal government to introduce the 9 – year basic education programme and the need to attain the Millennium Development Goals (MDO'S) by 2015 as well as the need to implement National Economic and Empowerment Strategies (NEEDS) Mezieobi (2008). The MDG'S and NEEDS have as its objectives: value-reorientation, poverty eradication, job creation, wealth generation and using education to empower the people. These objectives lead to the review of the review of the physical education curricula for primary and junior secondary schools to re-aligned to the 9 – year basic education programme.

The overall objectives of the physical education curriculum according to NI-RDC (2 are to enable the learners to: (a)

Develop interest in physical education and sports (b) Acquire basic knowledge and skills in physical education (c) Apply their physical skills into knowledge and skills to meet societal needs (d) Take advantage of the numerous career opportunities offered by physical education and sports.

The curriculum is indeed designed to expose students to the developments in physical education alongside skills that will enable them to face challenges, make informed decision, develop survival strategies, and learn to live effectively within the global community. The curriculum is ref-structured, everything needed for effective implementation of the curriculum such as topic, performance objectives, contents, teacher and student's activities, teaching and learning materials as well as evaluation guide are spelled out. But the teaching learning of the subject in the primary, junior secondary (9 years Basic) and even teacher education levels have a lot of challenges. If the challenges are not critically look at, the future of physical education and sports programme in the country may be at stake.

II. THE CHALLENGES OF PHYSICAL EDUCATION TEACHING – LEARNING:

Non-Pedagogically Qualified Teachers

Physical education was introduced into the secondary school system in Nigeria several decades past, yet the initial problems faced by the subject since then have not been resolved. From inception of physical education, the subject was run in schools with borrowed teachers from the other sciences and even the art subjects (Daramola 2001). Today the situation has not change, an oral report by the Permanent Secretary, Ministry of Education, Abakiliki during the 2008 physical education workshop revealed that in some schools in that state, physical education teachers were still teaching the subject because of lack of qualified teachers. Physical education in Abak Local education committee, using the schools staff disposition revealed that physical education is regarded as a simple subject because it is taught perhaps to primary and junior secondary students. Sometimes the feeling is that, at that level of education any teacher can read up and teach well any subject assigned to him/her. But this ideology is erroneous particularly when considering the objectives of implementing physical education at this level of education. Scientific and technological knowledge, skills and artifacts invade all realms of life and modern society,

the workplace and the public sphere are increasingly dependent on new as well as upon more established physical activities. So, too, are the private sphere and our leisure time. Physical education is the foundation science for non-science individuals in the society. When these groups of people are denied the basic knowledge and skills, it would tantamount to denying the new age of the applicability of physical education and physical activities to their lives. In Nigeria today, Colleges of Education are saddle with the responsibility of training Nigeria Certificate in Education) (NCE) graduates who are charged with the responsibility of teaching the subject (physical education) at the primary school level. While at most, the first degree holders in physical education should teach the subject at the junior secondary level. The situational observation does not reveal this. In the primary school and junior secondary levels, physical education is generally taught to students by pedagogically unqualified teachers. At the tertiary levels of our education system (Colleges of education and Universities) the situation is not different. The minimum number of teaching staff (Lecturers) required for the implementation of physical education by National Commission for Colleges of Education (NCCE) for Colleges of Education running NCE programme in physical education.

Methodology of Physical education

Another challenge is the methodology of the subject. The recommended method of teaching physical education is guided inquiry (NERDC, 2007). This approach is based on the fact that physical education instruction for young students is known to be more effective when concrete experience establishes the bases for the construction of physical education concepts. This methodology calls for the teachers of the subject to work through a substantial amount of content in physical education in a way that reflects the guided inquiry during their preparatory years. This is because as noted by, whether intended or not, teaching methods are learned. Teachers tend to teach the way they were taught. This view was rightly put by Aladejana (2008) who noted that in Nigeria, teaching of physical education at the various levels still retains the old conservative approach (Lecturer Method). Teaching is still talk and chalks, little or no opportunity is gives to the students to interact as well, as manipulate the learning materials.

Maturation Level of learners

Other challenges facing the physical education is the learner's maturation level. The subject is meant for pupils and students between the age range of 5-10 years for primary level and 11-14 years for junior secondary level (NERDC, 2007). A Nigerian child is cognitively late matures. Their cognitive structures or schemata may not be matured well enough to enhance the development of intelligence, hence their inability to cope with the demand of the curriculum. Also, the environment of the learners is generally authoritarian. The social code of ethics emphasizes social conformity, abiding faith and trust in the wisdom of elders and teachers. Thus the amount of meaningful interactions between the pupils and their teachers were minimal. The implications of the challenges are great. Firstly, lack of pedagogically qualified teachers at all levels of teaching physical education means poor presentation of the subjects to students,

lack of interest in the sciences by the students as well as lack of manpower. Teachers of physical education at all levels must have a good training in the subject. Acquisition of the necessary

background in the subject will help them to function effectively. No matter how well the curriculum designers have fashioned the

IJESC, February 2020 24697 <http://ijesc.org/>

core curriculum for the physical education, if it is not implemented using appropriate strategy it amounts to nothing. The implementation of guided inquiry strategy should start at the teacher training level. The would be teachers should be exposed to the approach, so as to enable them acquire the necessary skills for proper implementation of the subject at the primary and secondary levels. During the teaching/learning the pupil's /students maturation level should also be placed paramount. The implication would be that it would enhance the effective achievement of the goals and objectives of the curriculum at any geographical zone in the country.

III. CONCLUSION

This paper focuses on the challenges of physical education teaching/learning at all levels of education in Nigeria. Such factors like non availability of pedagogically qualified physical education teachers, method of physical education teaching, students' maturation level as well as the environment of the learners were discussed. It could be concluded that if a serious attention is not paid to this challenges, it could jeopardize the achievement of the much needed scientific culture the nation is gearing towards achieving.

IV. RECOMMENDATION

(1) All teachers teaching the subject at any level of education, who do not have the basic physical education background during their preparation years, no matter the years of service, should be made to undergo training on the skills of the subject, all universities in the country should include physical education in their faculty of education programme. In this case, qualified teachers of physical education should be employed to take charge of teaching the subject at all levels of education.

(2) Guided Inquiry strategy should be use in preparing physical education teachers at the teacher education level NCE. This will enable them to acquire the skills and hence, able to use such skills during the course of their teaching the subject in primary and junior secondary school levels.

(3) Physical education teachers should endeavour to probe into

the maturation level of their pupils and students to enhance effective implementation of the curriculum. This could be done by question uncover the student's previous knowledge and thereby linking the lesson with the existing knowledge.

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