



## **Physical and health education in basic education curriculum: A survey of ishiagu, ivo local govt. area, Ebonyi state**

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### **Abstract**

A field survey of ‘physical and health education (PHE) in Basic Education curriculum: a study Ishiagu, Ivo local govt. area of Ebonyi State’ was undertaken in 2012 academic session with the following specific objectives: to assess the level of PHE facilities and literatures in the study area, to assess the level of PHE resource personnel in the study area, to assess the level of compliance of teachers to the curriculum content. Questionnaires, interview and field visit for PHE facilities was employed for the research. Systematic random samplings of the both the primary and junior secondary schools (this makes up the basic education in Nigeria) in the 11 villages that make up Ishiagu was done. Specifically, teachers and head teachers in the primary schools were covered while in the junior secondary schools, PHE teachers in one arm of the classes and the principals were covered. This serves as the representative unit for the area under study. Questionnaires were administered to one teacher in a class irrespective of the arms and the head teachers in the primary section. From each primary school, 7 questionnaires were administered. Within the 11 villages, this gives a total of 77 questionnaires administered. In the junior secondary schools, Ishiagu has 7 secondary schools. The PHE teachers and the principals covered in each secondary school were 4. In all the secondary schools, 28 questionnaires were administered. This makes a total of 105 questionnaires administered. After the questionnaires were collated and coded, 100 were valid. Descriptive statistics was used in analyzing the collated data. The findings of the study indicated the following: that there are more female teachers at the basic education level, that the majority of the teachers are within the age range of 35 – 45 years, that PHE professionals, contact period, budget and facilities were significantly inadequate to realize the country’s objective of PHE curriculum content implementation. Contrarily, PHE teaching aids were adequate, that majority of the basic education institutions are regular, formal, government owned and student/pupil per class is within the range of 20 – 30, that majority of the schools was fenced, have motorable roads, classes ventilated, lacks portable water, not connected to national grid but improvised with generating set for power supply, majority of the school have first aid facilities for emergency medical attention and mid day meal were brought from home, toilet facilities were markedly inadequate given the student toilet / ratio, surrounding bushes were utilized by most schools covered. It was recommended that adequate PHE specialists be employed by primary and junior secondary schools and to have an office tagged ‘PHE Unit’ where they will hold and attend to PHE needs of their respective institutions, that government and school proprietors should adequately fund school for PHE facilities and organize prized sporting activities within and between schools, that approval for school establishment and accreditation should compulsorily have provision for PHE facilities, personnel and teaching aids.

**Keywords:** physical and health education, basic education, curriculum, survey

### **Introduction**

Basic Education level is the most critical and functional stage at which all habits by individual are developed. This is why it is essential that any life long ettiquette is inculcated at this stage of human development (Ughamadu, 1988) <sup>[27]</sup>. This position holds true for Physical and health Education because of its importance in human well being and professional callings.

The need for human beings to engage in regular physical activity as one of the prerequisites for achieving optimum health and quality of life has long been recognized and supported by the UNESCO Charter of Physical Education and Sport established in 1978 (ICHPER, 1996) <sup>[14]</sup>. It is the belief of this body that a sound mind can only reside in a sound body. The only way to avoid ailments or diseases caused by sedentary lifestyles is by getting people educated on the

importance of active participation in physical activities. During the World forum on physical activity and sport in Canada in 1995, physical and health education professionals from across Canada felt the need to draw attention to the diminishing priority of physical and health education, not only in Canada but worldwide (ICHPER, 1996) <sup>[14]</sup>.

The goal of the exercise was to find ways of giving wide recognition to physical and health education as an essential phenomenon to man’s life. It is therefore expedient to talk about it at any forum to create adequate awareness among all Nigerians. Physical and health Education as viewed by Ajala *et al.*, (2001) <sup>[2]</sup> is a vital part of Education. It contributes to the general programme of education including the development of health, physical welfare and recreation. Ogundairo (2002) <sup>[18]</sup>, explained that the broad objectives of Physical and health Education are those of education in

general. The rationale for Physical and health Education curriculum is eloquent and persuasive enough to justify its inclusion as a course in the National Policy on Education for Nigeria (FRN, 2004) [12]. It is evidently clear that Physical and health Education plays a valued and vital role in providing a quality, balanced education for all students. The well-being of the students and quality of skills, knowledge and values they will ultimately derive from this body of knowledge is the driving force for Physical and health Education curriculum.

In the National Policy on Education, the Federal Government of Nigeria adopted physical and health education, as an instrument per excellence for affecting national development (FRN, 2004) [12]. Physical and health education is listed among the subjects that will assist the government in achieving her dream of building:

1. A free and democratic society;
2. A just and egalitarian society;
3. A united, strong and self-reliant nation;
4. A great and dynamic economy;
5. A land of bright and full opportunities for all citizens

It is a policy statement by the Federal government that physical and health education shall be emphasized at all levels of the education system. In order to pursue this goal, physical and health education curriculum was provided to ensure that the knowledge and skills acquired from the subject produce individuals that are:

- a. Physically fit and health conscious.
- b. Functional and rational members of the community
- c. Favourably disposed to meet societal needs.
- d. Benefit from the numerous career opportunities and
- e. Adequately prepared for further studies in the field of physical and health education.

Given this background, this study seeks to examine 'physical and health education (PHE) in Basic Education curriculum: a survey of Ishiagu, Ivo local govt. area of Ebonyi State'.

## Research Methodology

### Description of the study area

Ishiagu is Located at Latitude 5<sup>0</sup> and 6<sup>0</sup> north and longitude 7<sup>0</sup> and 8<sup>0</sup> east, with an annual rainfall of 1200 -1600mm, with a mean temperature range of between 27<sup>0</sup>C – 33<sup>0</sup>C. It is made up of 11 communities with some having autonomous states and others none (Anyata, 2001) [5]. It is a rural town being a primary agricultural producer (Areola *et al.*, 2001) [6]. Within each communities are a number of public and private primary schools; and five secondary schools with junior and senior status. The communities are homogenous in terms of ancestral decent and farming practice (Ebii, 2003) [9].

### Research Design

Survey research method was used for this study. According to Babbie, (1986) survey research is used for descriptive, exploratory and explanatory purposes. This research approach entails seeking information from a group, or selected individuals otherwise known as sample about issues, events and relationship concerning a larger group known as population to the extent that responses provided by the sample should stand as the responses of the population.

This makes the design appropriate or suitable for this study.

### Research Instruments

Questionnaires, interview and field visit for PHE facilities was employed for the research. Babbie, (1986) stated that questionnaires are used in survey research as instrument for primary data collection. Interview was conducted with PHE teachers to clarify issues on the level of compliance to curriculum content and to ascertain the quality of the teachers. Facility inspection would equally reinforce the information gathering.

### Procedure for data Collection

Questionnaires were administered personally by the researcher on the respondents. A maximum time period of two weeks was used for distribution and collection. A structured interview was conducted with the teachers and students of the institutions on the subject matter.

### Population

Systematic random samplings of the both the primary and junior secondary schools (this makes up the basic education in Nigeria) in the 11 villages that make up Ishiagu was done. Specifically, teachers and head teachers in the primary schools were covered while in the junior secondary schools, PHE teachers in one arm of the classes and the principals were covered. This serves as the representative unit for the area under study. Questionnaires were administered to one teachers in a class irrespective of the arms and the head teachers in the primary section. From each primary school, 7 questionnaires was administered. Within the 11 villages, this gives a total of 77 questionnaires administered. In the junior secondary schools, Ishiagu has 7 secondary schools. The PHE teachers and the principals covered in each secondary school were 4. In all the secondary schools 28 questionnaires was administered. This makes a total of 105 questionnaires administered. After the questionnaires were collated and coded, 100 were valid.

### Sample and Sampling Techniques

Systematic random sampling techniques was used in drawing the sample for this study. According to Babbie (1986) in systematic random sampling each member of the population are selected in a predetermined and orderly manner. A systematic random sampling of primary schools in the 11 villages that make up Ishiagu was made. Similarly, the junior secondary sections of all the five secondary schools in the town were sampled. Questionnaires was be administered to the head teachers in the selected primary schools while in the junior secondary schools, the PHE teachers were served with questionnaire. Interview will also be conducted and inspection of PHE facility undertaken.

### Data Analysis

Descriptive statistics was used in analyzing the collated data. This is necessary in order to determine the distribution of the respondents within the schools as regards to National policy on Education specification of PHE curriculum. To achieve this, percentages, frequencies, tables, graphs was be employed.

## Results and Discussion

## Demographic characteristics of the Respondents

Table 1: Demographic Characteristics of the Respondents

Variables	Frequency	Percentage
a. Gender ratio		
Male	45	45
Female	55	55
Total	100	100
b. Age group of the respondent		
25 below	15	15
25-35	25	25
35-45	40	40
45 and above	20	20
Total	100	100
c. Field of specialization & Qualification		
BSc (ed) HE	01	01
BSc (ed) PHE	01	01
NCE (PHE)	03	03
NCE Sciences	25	25
NCE (Others)	55	55
TC II/WASC	15	15
Total	100	100

Field survey, 2019

Table 1 indicates the gender ratio of 45% for male and 55% for female. The age range showed the following trends: 45 years old and above are 20%, 35-45 are 40%, 25-35 are 25% and below 25 are 15% of the respondents respectively. The job designation of the respondents at school showed the head teachers/principals to be 18% of the respondents, classroom teachers are 62% and PHE teachers are 20% of the respondents. Data on the field of specialization and qualification of the respondents indicated that 1% of the

teachers have BSc degree in PHE and health education. 3% had NCE in PHE. 25% has NCE in other sciences, and 55% has NCE in Arts and humanities. 15% of the teacher has TC II. The findings of this result is in line with that of Obioma (2007) where he observed the following: that the majority of staff at the Basic education level are female, inadequacy of PHE specialist, significant number of the schools are public owned, regular and formal.

## Basic Information

Table 2: Basic Information

Variables	freq	%
a. Forms of eeducation		
Regular formal	98	98
Non formal	-	-
Faith - based	-	-
Integrated (faith & regular)	02	02
Total	100	100
b. Category of school		
Nursery and Primary	69	69
Secondary schools (Grammar)	28	28
Vocational/technical	03	03
Nomadic	-	-
Total	100	100
C. School Ownership		
Public/Government	85	85
Private	15	15
Faith based	-	-
Non-governmental	-	-
Total	100	100
d. Student population/ class		
30 – 40	15	15
20 – 30	80	80
Less than 20	05	05
Total	100	100

Field survey, 2019

Table 2 revealed the following information about the respondents. 98% of the basic education institutions are classified as regular and formal. Integrated (faith based and regular) form of education is 2%. There are no sole faith-based and non-formal basic education institutions in the study area. As regards the category of schools, nursery and primary schools had 69%, junior secondary schools had 28%, and

vocational school had 3% while there are no nomadic education systems in the community. 85% of the institutions are public owned. Private organization had 15% of the school covered. Also, 80% of the student population in the class is around 20 and above. 15% is 30 and above while less than 20 is 5%.

## PHE Infrastructure

**Table 3: PHE Infrastructure**

Variables	freq	%
<b>a. Motorable Road</b>		
Yes	85	85
No	15	15
Total	100	100
<b>b. School fencing</b>		
Yes	25	25
No	75	75
Total	100	100
<b>c. Ventilated Classroom</b>		
Yes	100	100
No	-	-
Total	100	100
<b>d. Power sources</b>		
Improvised gen. set	90	90
National grid	10	10
Total	100	100
<b>e. Portable water source</b>		
Yes	15	15
No	85	85
Total	100	100
<b>f. Sporting field and facilities</b>		
Yes	30	30
No	70	70
Total	100	100
<b>g. Type of sporting field</b>		
Standard football pitch	60	60
Badminton court	09	09
Volleyball court	06	06
Field and track pitches	25	25
Basketball court	-	-
Lawn tennis court	-	-
Total	100	100
<b>h. Medical facilities</b>		
Standard clinic	06	06
1 <sup>st</sup> aid facilities	84	84
Visiting health Personnel	10	10
Total	100	100
<b>i. School mid-day meal (source)</b>		
Home	90	90
School caterer	-	-
Hawkers in school	10	10
Total	100	100
<b>j. Toilet/pupil ratio</b>		
Adequate	15	15
Inadequate	85	85
Total	100	100
<b>k. Type of toilet facilities</b>		
Flush system	07	07
Pit latrine	18	18

Surrounding bush	75	75
Total	100	100
L. School budget for PHE facilities		
Adequate	25	25
Inadequate	75	75
Total	100	100

Field survey, 2019

Table 3 indicated that 85% of the institutions are accessible to motorable roads while 15% were not. Also, 75% of the schools covered were fenced while 25% were not. 100% of the schools were well ventilated. 90% of the school uses improvised generating set while about 10% were connected to the national grid for power supply. 85% of the school had no access to portable water while 15% had. Respondents indicated that 50% of the schools have sporting field and facilities while 50% had non. Equally, 60% of the school have standard football pitch, 25% have field and track pitches, 9% have badminton court, 6% have volley ball court. None of the school has basketball and lawn tennis courts. Data on the medical facilities indicated that 84% of the school has first aid

boxes and school health officer. 10% has visiting health personnel while 6% has standard clinic. Also, 90% of the students and pupils brought their mid-day meal from home. 10% have them from various retailers within the school premises. Toilet/pupil ratio indicated 85% as not being adequate while 15% were adequate. 75% of the school utilizes the surrounding bushes for toileting. 18% have pit latrine. 7% have flush toilet system. School budget for PHE facilities recorded 75% as being inadequate. 25% were reported to be adequate. This result is in line with the findings of (Ojeme *et al.*, 2002; Ladani, 2002) <sup>[19, 14]</sup> where they observed that PHE infrastructure and facilities are inadequate and aging in most institutions.

**PHE Curriculum Content Implementation**

**Table 4:** PHE Curriculum Content Implementation

Variable	Freq	%
a. Number of PHE Specialist		
Adequate	25	25
Inadequate	75	75
Total	100	100
b. Duration (hours) of PHE Demonstrations		
Less than 3 hrs/week/class	80	80
Less than 5 hrs/week/class	20	20
Total	100	100
c. c. Duration (hours) of PHE theory content		
Less than 4 hrs/week/class	85	85
Less than 6 hrs/week/class	15	15
Total	100	100
d. d. PHE Laboratory & standard		
Adequate	-	-
Inadequate	15	15
Not available	85	85
Total	100	100
e. e. PHE teaching aids		
Adequate	95	95
Inadequate	05	05
Total	100	100

Field survey, 2019

Table 4 indicates that 75% of the school has no PHE specialist while 25% claimed PHE specialist to be adequate. Similar result on the dirt of PHE specialists was reported by Ladani (2002) <sup>[14]</sup>. 80% of the school covered had 3 hours/week/class for PHE demonstration. 20% had 5hours/week/class demonstration period. Equally, 85% of the respondent recorded less than 4 hours/week of PHE class theory content while 15% indicated less than 6hours/week session. Similarly,

85% of the schools have no PHE laboratory. 15% of the respondents indicated inadequacy of their school PHE laboratory. This finding is in agreement with that of Omoruan (1996) <sup>[20]</sup> where he averred that insufficient allocation of time within the school time table is the bane of PHE in Nigeria school curriculum. Also, 95% of the respondents indicated adequate PHE textbooks and other teaching aids while 5% indicated inadequacy of PHE teaching aids.

**Conclusion and Recommendations**  
**Conclusion**



The findings of the study indicated the followings:

- a. That there are more female teachers at the basic education level.
- b. That the majority of the teachers are within the age range of 35 – 45 years.
- c. That PHE professionals, contact period, budget and facilities were significantly inadequate to realize the country's objective of PHE curriculum content implementation. Contrarily, PHE teaching aids were adequate.
- d. That majority of the basic education institutions are regular, formal, government owned and student/pupil per class is within the range of 20 - 30
- e. That majority of the schools was fenced, have motorable roads, classes ventilated, lacks portable water, not connected to national grid but improvised with generating set for power supply.
- f. Majority of the school have first aid facilities for emergency medical attention and mid-day meal were brought from home.
- g. Toilet facilities were markedly inadequate given the student toilet / ratio. Surrounding bushes were utilized by most schools covered.

### Recommendations

Based on the findings of the study and for the country's objectives of PHE curriculum content implementation, Sustainable Development Goals (SDG's) on healthy livelihood to be actualized; the followings are hereby recommended:

- a. That two subject matter specialists on PHE be employed by primary and junior secondary schools to have an office tagged 'PHE Unit' where they will hold and attend to PHE needs of their respective institutions. The PHE professionals should not be made a standing classroom teacher but are to attend to the PHE need of the classes based on the specification of the school time table.
- b. That government and school proprietors should adequately fund school for PHE facilities and organize prized sporting activities between schools. This not only enhances a healthy citizen but serve as a form of vocation for the talented students in their future lives.
- c. That approval for school establishment and accreditation should have provision for PHE facilities, personnel and teaching aids.

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