



# West African Journal of Education

VOL. XXXIV, 2014

ISSN: 0043-2997

## Contents

Authors	Articles	
E. Adenike Emeke	Need for Creativity in Higher Education for the Development of Sub-Sahara Africa .....	1
Ikmat OlanrewajuJunaid & Esther AbidemiSalisu	Effects of Teachers' ICT Knowledge and Utilisation on Achievement in Secondary School Economics in Southwest, Nigeria.....	10
EdidiongEnyeneokpon Ukoh & J. Gbenga Adewale	Science Teachers Attitude to ICT Integration in Science Education in Oyo State, Nigeria .....	20
FolasadeModupe Oluwole	Challenges of Effective Creative Teaching of Practical Agriculture in Tertiary Institutions - .....	32
J. A. Abijo	Comparative Assessment of the Yoruba Language Teaching Status in South-West Nigerian Private and Public Senior Secondary Schools: Any Hope for Improvement? .....	45
Ezekiel Olusegun Babatunde & Bukola Olusola Elemide	Creative Approaches to Solving Problems Encountered by Teachers and Students in Secondary School Biology Practical Class in Nigeria .....	59
Faniran, T. S., Ajewole Ibitola & AmooO.K.	Mathematics: A Tool for Mental Creativity.....	67
Adekunle Olusola Otunla& Ezekiel Olusegun Babatunde	Investigating 21 <sup>st</sup> Century Creativity Skills through Learning Styles Prevalence among Secondary School Students in Ibadan, South-West, Nigeria.....	74
Adekunle Olusola Otunla	Creative Vocational and Technical Education and Training in Nigeria through Photography Trade Curriculum Implementation: A Baseline Investigation Report .....	87
Flourish Oretipe Isaac-Oloniyo & Serifat F. Akorede	Effects of WAEC Guided Teaching Approach on Students' Performance in Mathematics in Ondo State, Nigeria.....	105
Ore-ofe Modupe Aparara and Tolulope W. Yoloye	Effect of Problem -solving Approaches on Senior Secondary School Students' Attitude to Chemistry -	118
Akande Olubukola Omowumi	Content Assessment of Selected Primers in Adult Literacy Class in Oyo State .....	132
Ezekiel Olusegun Babatunde	Creative Physical and Health Education as a Tool for Character Training Among Secondary School Students in Nigeria .....	140
Adedamola A. Kareem & Julianah F. Olaniregun	Effects of Creative Method of Teaching Science on Junior Secondary School Students' Achievement in Basic Science in Osun State, Nigeria.....	150

Published by the Institute of Education, University of Ibadan on behalf of  
Participating West Africa Universities and Ministries of Education

## **Creative Physical and Health Education as a Tool for Character Training Among Secondary School Students in Nigeria**

Ezekiel Olusegun Babatunde

Institute of Education, University of Ibadan, Ibadan.

e-mail: [babatundeezekiel11@yahoo.com](mailto:babatundeezekiel11@yahoo.com); [babatundeezekeil11@gmail.com](mailto:babatundeezekeil11@gmail.com)

Telephone: +234 803 332 5661; +234 705 788 3139

### **Abstract**

*A strong belief exists that Physical and Health Education (PHE) have the power to promote the development of behaviors, ethical decision-making skills, and a total curriculum for moral character development as well as providing a social environment to acquire personal and social values and behaviors contributing to good character and good citizenship. There is dearth of empirical research supporting that participation in PHE leads to character training. However, Creative PHE has immense power to shape consciousness, values, and beliefs of students that could be passed on to selected aspects of the dominant culture. This paper therefore discusses the formal and informal processes of character training among Secondary School Students in Nigeria. Character training is seen in two different ways which are moral and social values which include loyalty, sacrifice, good citizenship, dedication, healthful living and cleanliness, while moral values include honesty, fairness, fair play, justice, and responsibility. Social values, which are highly esteemed in our society, are about the real world and how society views the importance of social character. Social values are positive assets but must be tempered by moral values. Character training through PHE should be systematic and involve formal and informal processes. Creative PHE provided powerful contexts for the teaching and learning of good moral habits and for this to succeed, students need both thinking and reasoning programmes, role models, a supportive environment, and the strong moral/philosophical commitment of community members, parents, teachers, students and the media.*

Keywords: Character training, citizenship, Creative PHE, Environment, Community.

### **Introduction**

Education at the secondary school level is of paramount importance to every nation, since it lays the foundation for all the other levels of educational system and thus determines what a child becomes in the future. It is on this premises that the National Policy on Education (2004) prescribed that physical and health education (PHE) must be taught at all levels of education including primary schools in Nigeria (Agbonlahor, 2013, Babatunde, 2012). Consequently, physical and health education is an essential component of quality education and integral part of lifelong learning.

Character education refers to the deliberate and intentional activity of cultivating, modeling, and teaching moral growth and moral judgment" (Stoll, 2000). The goal of this process is for individuals to build moral habits with a disposition to act upon moral judgment (Kohlberg, 1981). The two prevalent types of existing and evident character training in sport that students can inherit include social and moral values. Concerning social character values, loyalty, healthful living, cleanliness, dedication, sacrifice, teamwork, and good citizenship (Lumpkin, Stoll & Beller, 2002) are prevalent, while moral values include honesty, fairness, fair play, justice, and responsibility. Social values, which are highly esteemed in our society, are about the real world and how society views the importance of social character. Moral values are first principles, meaning that they stand by themselves; if we violate any one of these, we violate people directly.

Social values are positive assets but must be tempered by moral values. A person who has strong social character may have little or no moral character. An individual can be highly dedicated and loyal to an immoral cause. Because sport may foster social values, character development through sport should help athletes learn to weigh a social value against a moral value and then act on that moral value (Lumpkin, et al., 2002).

In view of the argument in favour of creative physical education as a tool for character training, the use of school sports cannot be over emphasized where the students are exposed to both individual and contact games as well as taking care of their environment through adequate programme in health education. Moral character development is a combined lifelong formal and informal educational process (Stoll & Beller, 1999) with three interrelated dimensions: knowing, valuing, and doing the right thing (Lickona, 1989), with the result being moral character.

Creative physical and health education is a principle of teaching the subject and involving the students in both theoretical and practical activities different completely from the conventional method being used in teaching it. In the conventional method, teaching and learning behaviours refers to the activities of teachers and learners in a physical and health education class while the teacher's behaviour would indicate his or her mode of teaching, learner's behaviours would indicate the direction and characteristics of the ends pursued. The typical mode for most physical education classes is for teachers to demonstrate a skill, control how learners perform it, and provide broad verbal feedback. On the other hand, the learners perform in conformity with the teacher's directives. This process will not optimize participation while location where the activities will occur will not be minimized in time spent traveling to it as a result of taking over almost all available space in the school environment for either building construction or other non-sporting activities. Whereas, the principle of creative PHE is that the social environment should be attractive in a way that participants will be motivated to participate and the teacher-competence in helping the students' mastery of the behavioral skills needed to build moral and social character is made manifest. This involves

Character education refers to the deliberate and intentional activity of cultivating, modeling, and teaching moral growth and moral judgment" (Stoll, 2000). The goal of this process is for individuals to build moral habits with a disposition to act upon moral judgment (Kohlberg, 1981). The two prevalent types of existing and evident character training in sport that students can inherit include social and moral values. Concerning social character values, loyalty, healthful living, cleanliness, dedication, sacrifice, teamwork, and good citizenship (Lumpkin, Stoll & Beller, 2002) are prevalent, while moral values include honesty, fairness, fair play, justice, and responsibility. Social values, which are highly esteemed in our society, are about the real world and how society views the importance of social character. Moral values are first principles, meaning that they stand by themselves; if we violate any one of these, we violate people directly.

Social values are positive assets but must be tempered by moral values. A person who has strong social character may have little or no moral character. An individual can be highly dedicated and loyal to an immoral cause. Because sport may foster social values, character development through sport should help athletes learn to weigh a social value against a moral value and then act on that moral value (Lumpkin, et al., 2002).

In view of the argument in favour of creative physical education as a tool for character training, the use of school sports cannot be over emphasized where the students are exposed to both individual and contact games as well as taking care of their environment through adequate programme in health education. Moral character development is a combined lifelong formal and informal educational process (Stoll & Beller, 1999) with three interrelated dimensions: knowing, valuing, and doing the right thing (Lickona, 1989), with the result being moral character.

Creative physical and health education is a principle of teaching the subject and involving the students in both theoretical and practical activities different completely from the conventional method being used in teaching it. In the conventional method, teaching and learning behaviours refers to the activities of teachers and learners in a physical and health education class while the teacher's behaviour would indicate his or her mode of teaching, learner's behaviours would indicate the direction and characteristics of the ends pursued. The typical mode for most physical education classes is for teachers to demonstrate a skill, control how learners perform it, and provide broad verbal feedback. On the other hand, the learners perform in conformity with the teacher's directives. This process will not optimize participation while location where the activities will occur will not be minimized in time spent traveling to it as a result of taking over almost all available space in the school environment for either building construction or other non-sporting activities. Whereas, the principle of creative PHE is that the social environment should be attractive in a way that participants will be motivated to participate and the teacher-competence in helping the students' mastery of the behavioral skills needed to build moral and social character is made manifest. This involves

students' exposure to using their initiatives on activities to be done using local materials for participation while teacher watches and modify behaviour.

For instance, students can be allowed to use chicken feather with maize stud to improvise shuttle cork for badminton game or locally made ball from gum collected from a tree in place of the leather football in a football game or competition. Moreover, a carefully winded rope in circular form can be used for tenniquoit game. This is creative physical and health education.

According to Ojeme (2009) and Aluko and Adodo (2009), physical and health education programmes within the school day are insufficient by themselves, and to address concerns about building character in students, one need to look beyond classroom pedagogy. Hence, there is need for schools to collaborate with parents, communities and relevant agencies to promote physical and health education in extra-curricular, sporting and recreational activities. This is what creative physical and health education is focusing in students. This paper discusses the formal and informal processes of social and moral character development through Creative Physical and Health Education in light of the types of programmes that have shown to improve moral character, sportsmanship, citizenship and fairness among secondary school students in Nigeria.

### **Informal Character Training through Creative Physical and Health Education**

There are fundamental issues that is involved in character formation and using creative physical and health education as a tool, character development is highly influenced by the environment (all of life's lived experiences, which begins with our immediate families, family traditions, family values, religious training, and family history, school work and play) as well as television, newsprint, sports and movies (Stoll & Beller, 1999). While individuals learn from their family traditions, friends, and religious groups when they enter the world of sport, they tend to be heavily influenced by what their peers value and practice. Societal norms, values, and practices in general and in sport also shape the environment as does the media through television, movies, and newsprint (Stoll, 2000). In order to affect character positively, environmental character education programmes like honesty, healthful living and respect attempt to shape the groups that influence the athlete's thinking and behaviour and encourage the athlete's moral actions so they are more respectful to others.

Modern forms of electronic gaming constitute a new environment for human behavior. This environment, although often characterized as "virtual" (and therefore not "real"), is in fact a very real environment that has the potential to influence human behaviour in a variety of ways, many of which have not been studied by social scientists. Modern gaming experiences for children, adolescents and adults are extremely social in nature and offer a variety of opportunities for social interactions of both a cooperative and competitive nature. It is important to understand this new social

environment and especially to understand the psychological effects of long-term participation in these activities.

The typical programme of creative physical education involves taking advantage of teachable moments, discussing scenarios (Spencer, 1996), hanging posters of renowned sport men and women, lettering marquees of various sport equipment, and making verbal announcements (Fisher, 1998) or viewing motivational sportsmanship videos. Others include improvisation and utilization of sport materials as well as increase time for participation and involvement from what had been watched and done by themselves. It should be noted that some programmes involve rewarding good behaviour on the playing field where game officials award teams points for wins, losses, ties, and good sportsmanship (Butler, 2000). As such, teams with as many sportsmanship violations as wins should not fare well in the final competition. When this happens, students will guide their behavior and abide with the rules guiding the competition which shapes their character.

Character education programmes for fans should also involve team captains standing before spectators discussing expectations from fans as well as their own and their opponents play (Nelson, 1992). The goal is for fans to treat each other and all participants with respect and dignity. In the opinion of Goak and Lee (2001) in Nelson (1992), play provides an inner understanding to the child. Through play, children are able to relate to their unfamiliar world, and gain the desired experiences. In all these experiences, the child not only increases his physical and health status, but along the line develops social relations and self-esteem. It is in this vein that Babatunde (2013), affirmed that exposure to early motor skills through formal learning is a necessary ingredient for the development of excellent character in later year. Moreover, Codes of Ethics in sport attempt to address the issue of environment through prescribing player, coach, and parental behaviour. These codes are grounded in principles that concern ethical conduct towards colleagues, athletes, and the community (Lumpkin et al., 2002). For codes to be effective in shaping the students character, education about the community values and code must occur.

Some portrayed community as an area which contains all or most of the elements of a common life; the politic, economic, social and religious life of the inhabitants - a kind of small scale social system (Ogburn and Nimkoff 1953; MacIver 1924 and Worsley 1977). Nevertheless, it is not necessary to characterize community with a 'particular dominant occupational function'. Improvement in the selection of team members can influence the behaviour and character patterns of the individual whereby they could seek cordial relationship with others. In handball game for example, those who felt some are hostile to them and find themselves in the same team will have to work together to achieve success. Therefore, for creative physical and health education to strive and

become effective, cognizance should be given to the type of community in which it is going to be used.

### **Formal character training through Creative Physical and Health Education**

Formal process of character education is a direct and purposeful intent to affect character training and development (Stoll & Beller, 1999). Individuals are challenged to reflect upon moral issues, values, and principles in relationship to others and society, translating those reflections into good moral action. This process involves three parts: knowing and valuing the right which should lead to doing the moral right (Lickona, 1989). Knowing involves moral awareness, moral values, perspective-taking, moral reasoning, decision-making, and self-knowledge. Moral feeling involves self-esteem, empathy, loving the good, self-control, and humility. Moral action involves competence, will, and habit such as healthful living and cleanliness. The three processes work in concert since what athletes and coaches know and feel affects their behaviour and their behaviour affects what they know and feel in the community and environment.

Formal character education through creative physical and health education may involve extensive study whereby students are challenged by peers, instructors, and themselves through reading, writing, discussion, and reflection on issues of honesty, fair play, responsibility and decency towards others (Stoll & Beller, 2000). The goal is to develop a consistent and impartial set of moral principles to live by. Stoll & Herman, (2002), in their book "Winning in Life: A Team Life Skills Programme", challenges athletes to reason morally by examining moral and social issues in sport. This programme is based on the belief that an ultimate right exists. Teaching moral reasoning is not easy, but in the hands of skilled, well-educated moral development specialists like coaches and gamemasters, this type of methodology is highly effective (Stoll & Beller, 2000).

Creative physical and health education can also use less time-intensive programmes such as "brisk walk", "tug-of-war" etc with empirical research support, and training videos involve education through training videos. The Fair Play Everyday video, using three commonly occurring sport scenarios, challenges athletes and coaches to answer three questions of right conduct when addressing fair play issues on the field: Is it honest?, Is it fair?, and Does it promote cooperation (Hansen, Stoll, & Beller, 1999; Hansen, Stoll, & Beller, 2000). Other research-based programmes use Haan's (1978) morality model in sport camp situations, involving moral balance, moral dialogue, and moral truth (Bredemeier, Weiss, Shields, & Shewchuck, 1986; Shields & Bredemeier, 1995). Moral balance, an explicit or non-explicit agreement about rights and privileges, means that individuals are basically in agreement. When out of agreement, moral dialogue (direct or indirect, verbal or nonverbal) is used to help restore moral balance. Studies using these programmes have been effective, especially in youth sport populations (Shields & Bredemeier, 1995).

In contrast to informal programmes, formal moral education programmes are more difficult and time intensive to implement. These programmes require personnel who are educated in theories of moral development and ethics and able to challenge students' personal values and beliefs as they relate to principles and societal views (Stoll, 1995). Studies using formal moral education strategies have demonstrated success in fostering and improving athletes' moral reasoning (Hansen, Stoll, & Beller, 2000; Shields & Bredemeier, 1995).

A study conducted in 2008 by the consulting firm Schwery asserts that the relation between sport and violence revolves around the idea that physical activity may be instrumental in preventing deviant and antisocial behaviour and that sport can assist in the rehabilitation of offenders. The study also found that the delinquent behavior of young members of sports clubs was lower. Furthermore, according to the Swiss Agency for Development and Cooperation, SDP programmes implemented in the slums of Medellin, Colombia have resulted in a drop in criminal behavior while in Brazil, programmes such as Segundo Tempo are expected to show children a way out of misery and violence. Although the relationship between sport and peace is not always evident, there have been several instances where sport has been instrumental in supporting formal processes of peace building and conflict resolution. :

### **Conclusion and Recommendations**

Drawing insight from the meaning of teaching physical and health education, it is clear that a learner's behaviour in the class must not only be motoric but also cognitive and affective in nature. Consequently, the teacher is expected to adopt strategies of teaching that would stimulate intellectualization of class activities as well as affective behaviour. Teaching and learning are interwoven. Therefore, the quality of teaching is a determinant of the quality of learning. Thus, teachers should promote positive attitudes towards physical activity and place a strong emphasis on practical work. Hence, there is need to generate enthusiasm for physical activities and allocate students time to play, experiment and learn from their mistakes. Also students should be given ample time to try-out, and rehearse techniques in contexts such as games, dance or gymnastics sequence. In order to achieve effective creative physical education and guarantee an improved result, teachers should use an appropriate balance of class teaching, group work and individualized work. Based on the submissions above, the following recommendations were made:

For completeness in teaching and learning physical and health education, it's planning, implementation, and evaluation should reflect all the components- cognitive, psychomotor and effective behaviours and outcomes on the part of teachers and learners. Research on teaching and learning physical and health education should aim at providing holistic insight about planning, and learning processes in physical and health education should relate teaching plans to observed teaching behaviour.

There should be availability of qualified physical and health education teachers and adequate facilities and equipment for physical and health education programmes. Teachers should endeavour to improve knowledge and understanding of principles concerning physical activities through participation in workshops and seminars. All efforts must be made to improve positive values, attitudes, and interests of teachers and learners in relation to physical activities. Improvisation and utilization of local sporting materials should be encouraged for mass participation.

### References

- Agbonlahor, E. I. 2013: Improving Physical Education in Nigerian Primary Schools *European Journal of Humanities and Social Sciences Vol. 20, No.1, 2013*
- Aluko, Kehinde and Adodo, S. M, 2009: A Conceptual Analysis of School Sports Development in Nigeria, *International Multidisciplinary Journal, Ethiopia Vol. 5 (5), Serial No. 22, October, 2011*
- Arnold, P.J.1984: Sport, moral education and the development of character. *Journal of the Philosophy of Education*, 18, 275-281.
- Babatunde, E.O. 2012: : Physical Inactivity as a Risk Factor for Chronic Disease among Adolescents in Oyo State. In Falaye, F.V. et. al. (ed.), *Contemporary Issues in Curriculum and Evaluation Research*, pp. 281-286, Ibadan: Univdersity Press.
- Babatunde, E.O. 2013: Physical Activity and Obesity As Correlates of Students' Academic Achievement Among Adolescents in Ibadan, Oyo State. In Onuka, A.O.U. (ed), *Learning*, pp263-275, Society for the Promotion of Academic and Research Excellence, 2013.
- Bredemeier, B.J., Weiss, M.R., Shields, D.L., and Shewchuck, R.M. 1986: Promoting moral growth in a summer sport camp: The implementation of theoretically grounded instructional strategies. *Journal of Moral Education*, 15, 212-220. EJ 343 093
- Butler, L. 2000: How to promote sportsmanship and fair play in your program. Presentation to the American Alliance for Health, Physical Education, Recreation, and Dance's annual meeting, Orlando, FL.
- Fisher, S. 1998: Developing and implementing a K-12 character education program. *Journal of Health, Physical Education, Recreation, and Dance*, 69(2), pp. 21-22.
- Haan, N.1978: Two moralities in action contexts: Relationship to thought, ego regulation, and development. *Journal of Personality and Social Psychology*, 36, 286-305.
- Hansen, D., Stoll, S.K., and Beller, 1999: Fair play everyday video. Moscow, Idaho: University of Idaho Center for Ethics\*.
- Hansen, D., Stoll, S.K., and Beller, 2000: Fair play everyday: A sportsmanship training program for coaches. *Research Quarterly for Exercise and Sport Supplement*, 71(1), A-101.

- Kohlberg, L. 1981: The philosophy of moral development. New York: Harper Books.
- Lickona, T. 1989: Educating for character: How our schools can teach respect and responsibility. New York: Bantam Books.
- Lumpkin, A., Stoll, S.K., and Beller, J.M. 2002: Sport ethics: Applications for fair play (3rd ed). St. Louis: McGraw Hill.
- Maclver, R.M. 1924: *Community*, London: Macmillan
- Nelson, S.1992: The fine art of juggling: Education, ethics, and athletics. Presentation to the American Alliance for Health, Physical Education, Recreation, and Dance's annual meeting, Indianapolis, IN.
- Ogburn, W.F. and Nimkoff M.F., 1964: *A Handbook of Sociology*, London: Routledge andn Kegan Paul
- Ojeme, E.O. 2009: Remodeling the physical education and sports curriculum programmes towards achieving Nigeria's vision 2020. *Proceedings of Nigeria Association for Physical,Health Education, Recreation –Sport and Dance* 38, 84-87.
- Ojeme, E.O. 2000: *Teaching physical education. A conceptual analysis with implications for teachers*. In E.O. Ojeme et al., (2000) (ed). *Career Prospects in Physical and Health Education* 102-113, Benin City: A Publication of Centre for Motor Research and Resources Development for Africa.
- Priest, R.F., Krause, J.V., and Beach, J.1999: Four-year changes in college athletes' ethical value choices in sports situations. *Research Quarterly for Exercise and Sport*, 70(2), 170-178.
- Sabock, R.1985: *Coach* (3rd ed). Champaign: Human Kinetics Press, p. 271..
- Sage, G.H. 1998: *Power and ideology in American sport*. Champaign: Human Kinetic Press, pp. 253-275.
- Shields, D.L.L, and Bredemeier, B.J.L. 1995: *Character development and physical activity*. Champaign: Human Kinetics Press.
- Spencer, A.F. 1996: Ethics in physical education and sport. *Journal of Health, Physical Education, Recreation, and Dance*, 67(7), pp. 37-39.
- Stoll, S.K. 2000: Can ethics be taught? Position paper. Moscow, Idaho: Center for ETHICS\*.
- Stoll, S.K. 1995: Should we teach morality? The issue of moral education. In A. Jewett, L. Bain, & C.D. Ennis (eds.), *The curriculum process in physical education* (2nd ed) (pp.333-336). Dubuque, IA: Brown & Benchmark.
- Stoll, S.K., and Beller, J.M. 2000: Do sports build character? In J.R. Gerdy, *Sports in School: The future of an institution*. New York: Teachers College Press, pp. 18-30.
- Stoll, S.K., and Beller, J.M. 1999: *Character education at the Center for ETHICS*. Center for Ethics\*, University of Idaho, Moscow, ID.
- Stoll, S.K., and Herman, C.R. 2002: *Winning in life: A team life skills program*. Center for Ethics, University of Idaho, Moscow, ID.

Willmott, P 1989: *Community Initiatives: Patterns and Prospects*, London: Policy Studies Institute

UNIVERSITY OF IBADAN LIBRARY