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TABLE OF CONTENTS

1.	Competencies of Human Resource in Sports Councils' Management as Nexus Towards Reforms in Sports Councils in Nigeria. * Emmanuel Joseph Chom, PhD	1
2.	Analysis of Internship as a Practical Experience for Students of Sports Management in Nigerian Universities * Dr. J. N. Uever & Dr. E. J. Chom	10
3.	Students Perception on the Management of Stress in Selected Tertiary Institutions Of Kano State * Danlami A. Jibo and Dr. M. G. Yakasai	16
4.	An Evaluation Multi-Media Instructional Programme in School Health Education Programme * L. I. Yazid PhD	20
5.	Low Enrolment Pattern into Physical and Health Education Course: Osun State Colleges of Education as a Case Study * Dr. K. O. Omolawon & Adisa Olawumi	27
6.	Gender Perception on the Impact of School Sports on Sports Development in Borno State of Nigeria. * Mustapha Shettima & prof. N. Tanglang	34
7.	Nature, Causes, Consequences and Therapeutic Approaches to Frigidity among Women in Nigeria * Ologun, S. Ekundayo (Ph.D.), * Onifade, Oiasunkanmi Adeoye (Ph.D.) & * Owojaiye Sunday Oni, (Ph.D.)	39
8.	Gender and Ethnic Attitudes Towards Death: A Survey of Undergraduates from Selected Universities in Nigeria. * Ologun, S. Ekundayo (Ph.D), * Onifade Olasunkanmi Adeoye (Ph.D) & * Owojaiye, Sunday Oni (Ph.D)	47
9.	Factors Affecting Occurrence of Sexual Aggression in Close Relationship of Female Students of Physical and Health Education, Department of University Of Ilorin, Ilorin, Kwara-State, Nigeria. * Oniyangi, S.O. (M.Ed) & Ogunsarwo, B. A. (PhD)	57
10.	Repositioning Sports Administration and Management in Delta State Towards Achieving Nigeria's Vision 2020 * O.F. Nwadiani (M.Ed) & S. N. Nwabuewe	63
11.	The Status of Civil Servants Towards Recreational Participation in Jigawa State. * Dr. Musa Garba Yakasai & Ibrahim Sule	72

12. Facts About Exercise: General Kinesiological and Health Implications
* **Abdullahi Yahya** 77
13. Physical Exercise as an Alternative Modality to Cardio Vascular Disease Control and Rehabilitation. * **Harande Yahaya** 89
14. Aerobic Fitness among Youths of Contrasting Socio-Economic Status in North Western Nigeria ***Musa Jibrin Yakasai** 97
15. What You Should Know About HIV/AIDS: A key to safety precaution
* **Umaru, M. (M.Ed) & Suleiman, M.A. (Ph.D)** 106
16. Healthful School Environment as a Correlate of Students Academic Performance in Junior Secondary School Examination in Bauchi State
* **Abdullahi Mohammed Isyaku** 113
17. Message Transfer as a Facilitator of Health Promotion
* **Dr. C. O. Idehen & Prof. O. G. Oshdi** 119
18. Youth Soccer Development in Nigeria: Problems and solutions
* **Dr. Musa Garba Yakasai** 125
19. Age Differences in the Knowledge and Awareness of Tertiary Institution Students on HIV/AIDS and Preventive Measures
* **Ahmad Makama Getso** 131
20. Life-Enhancing Measures: Age-Proofing
* **Musa Haladu Darma & Abdullahi Yahaya** 136
21. Government Intervention in Sports ***Mohammed Baba Gambari (PhD)** 143

LOW ENROLMENT PATTERN INTO PHYSICAL AND HEALTH EDUCATION COURSE: OSUN STATE COLLEGES OF EDUCATION AS A CASE STUDY

By

Dr. K. O. Omolawon & Adisa Olawumi

Abstract

Physical education refers to the process of education that concerns activities which develop and maintain human body. It is an important part of the educational process that its evaluation as a teaching subject has developed tremendously. However, more students in the past were more than eager to pursue the course at a higher degree level than at the undergraduate level. But unfortunately physical education student enrolment in the Universities and Colleges of Education has declined dramatically. This study therefore investigate the factor heading to low enrolment pattern into Physical and Health Education course in the two Osun State Colleges of Education. The population for this study consisted of all two hundred and fifty (250) respondents who were selected through quota sampling technique from the five schools making up the colleges. A structured questionnaire was used for data collection. Descriptive statistics was used to analyse the demographic characteristics and multiple regression on statistics set at 0.05 alpha level was used to test the hypotheses. The study showed that misconception about physical education and its double major status are among the reason of low enrolment into PHE departments in the two colleges. The findings were discussed in the light of the need to make physical education on fit into the dominant teaching subjects not only in the sciences but also in the area of social sciences/vocational and technical education.

Introduction

Education according to Doll Tapper and Maillet (2006) is the key to the future. Development and progress cannot be achieved without education. These are indisputable facts, even more so in countries, which have not attained a high socio-economic level. The right to education is enshrined in article 2b of the universal declaration of human rights and not one-day passes when the importance of education is not being stressed by governments, the media and civil society. In this context 'physical education and sports must be seen as integral art of a balanced education.

Physical education refers to the process of education that concerns activities which develop and maintain human body. When an individual play a game, swim, march perform in any at the gamut of physical education activities, education is taking place at the same lime. Physical education is an important part of the educational process. It is not a 'trill' or an 'ornament' tacked on to the school programme as a means of keeping students busy (Wuest and Bucher, 2003). In the opinion of Adedeji (2001) the evolution of physical education and sports as teaching subjects has developed tremendously. More students in the past were more than ever eager to pursue the course at a higher degree level than at the undergraduate level. But unfortunately physical education student enrolment in the Universities (and Colleges of Education) has declined dramatically.

* Dr. K. O. Omolawon is a lecturer in the Department of Human Kinetics and Health Education, University Of Ibadan.

* Adisa Olawumi is a lecturer in Department of Physical and Health Education, Osun College of Education, Ila-Orangun

The international council of sport science and physical education (ICSSPE) was the initiator of the first comprehensive, world-wide audit on the state and status of physical education. Results were presented at the world summit on physical education in Berlin between November 3rd-5th, 1999, which received patronage and support from United Nation Education and Scientific Congress (UNESCO), the World Health Organization and the International Olympic Committee. This initiative made ICSSPE. stemmed from reports that the situation of physical education was increasingly perilous in many countries. Important findings from the International comparative survey, which gathered data and literature from 123 countries, brought up recurrent issues in many parts of the world, such as: Decreasing curriculum time allocation

- Budgetary constraints with inadequate financial, material and personnel resources and anticipated cuts in 60% of countries surveyed.
- Low subject status and esteem
- Marginalization and under-valuation by authorities
- Inadequate teacher preparation in many countries
- Lack of implementation of existing requirements in physical education (Doll-Tapper and Maillet, 2006)

In view of the facts stated above it remains important to continue to gather data on the actual situation of physical and health education in the educational systems to determine more accurately what the problems are. Of course, the situation varies tremendously from one continent to another, from one country to another. The trends outlined above, however, were identified in many countries (Nigeria, inclusive). Even though the results found may not have had the same causes everywhere but the low subject status and esteem as identified by ICSSPE, remains a suspect in its contribution to the low enrolment pattern into physical and health education courses in Nigeria Higher Institutions

Today, the focus of many professional conferences is towards achieving the Millennium Development Goals (MDGS). The MDGS according to Wikipedia (2006) are eight goals that all 191 United Nations member states have agreed to try to achieve by the year 2015. The United Nations Millennium Declaration, signed in September 2000, commits the states to:

1. Eradicate extreme poverty and hunger
 - Reduce by half the population of people living on less than one U.S. dollar a day
 - Reduce by half the proportion of people who suffer from hunger
 - Increase the amount of food for those who suffer from hunger.
2. Achieve, universal primary education
 - Ensure that all boys and girls complete a full course of primary schooling
 - Increased enrollment must be accompanied by efforts to ensure that all children remain in school and receive a high-quality education.
3. Promote gender equality and empower women
 - Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015
4. Reduce child mortality
 - Reduce the mortality rate among children under five by two thirds

5. Improve maternal health
 - Reduce by three quarters the maternal mortality ratio
6. Combat HIV/AIDS, malaria and other diseases
 - Halt and being to reverse the spread of HIV/AIDS.
 - Halt and being the reverse the incidence of malaria and other major diseases
7. Ensure environmental sustainability
 - Integrate the principles of sustainable development into country policies and programmes, reverse loss of environmental resources. Reduce by half the proportion of people without sustainable access to safe drinking water
 - Achieve significant improvement in lives of at least 100 million slum dwellers by 2020.
8. Develop a global partnership for development
 - Develop further an pen trading and financial system that is rule-based, predictable and non-discriminatory includes a commitment to good governance; development and poverty reduction - nationally and Internationally
 - Address the least developed countries special need. Thus include tariff and quota free access for their exports, enhanced debt relief for heavily indebted, poor countries, cancellation of official bilateral debt; and more generous official development assistance for countries committed to poverty reduction.

Obviously physical and health education constitute a core group among others needed to achieve goals 2,4,5,6 and 7. However, achievement of these lofty goals may be adversely affected, if continuous low enrolment into physical and health education course remains unabated, particularly in Osun State. Nigeria, A preliminary research carried out to assess the enrolment pattern into the physical and health education departments of Osun State Colleges of Education Ila-Orangun and Ilesha revealed that student's enrolment into these departments is very low. The table below shows the pattern of enrolment into these departments from (2003-2006).

Osun State College of Education Ilesha

NCE PROGRAMME		DEGREE PROGRAMME			
Level	No. of Students	Physical Education		Health Education	
		Level	No. of Student	Level	No. of Student
100	25				
200	28	100	-	100	28
300	24	200	-	200	21
		300	4	300	52
		400	-	400	19

*Source - Department of PME. Osun State College of Education, Ilesha

Osun State College of Education Ila-Orangun

NCE PROGRAMME		DEGREE PROGRAMME			
Level	No. of Students	Physical Education		Health Education	
		Level	No. Of Student	Level	No. Of Student
100	27	100	-	100	18
200	19	200	-	200	15
200	24	300	-	300	20
		400	-	400	30

* Source - Department of PHE, Osun State College of Education, Ila-Orangun

Part of the reason for this low enrolment into physical and health education department in Osun State owned Colleges of education can not be totally detached from the past state administration. The then administration, in the opinion of Adedcji (2001) opined that economic success to immediate economic success and profits and thereby dismissed hundreds of teachers (PHE teacher inclusive) in the areas of arts and social sciences. This type of attitude tends to forget what these indispensable non-dominant groups of subjects such as PHE, music, religious studies, home economics, history etc. have been able to contribute to the psychological, sociological, political, preventive medicine, therapy and international relation success of the nation. This and many more justify the reason for the need to investigate the remote and immediate courses of low enrolment into physical and health education in Osun state owned colleges of education with the aim of proffering relevant recommendations on how to improve the enrolment of students in Physical and Health Education Department.

Methodology

Descriptive survey research design was used for the study. The choice of the design was on the fact that it is suitable for gathering data from a relatively large population; The population of this study consisted of all students (both NCE and Degree) of Osun State owned Colleges of Education. Purposive sampling technique was used to select the two states owned colleges of education in Ilesha and Ila-Orangun. While quota sampling technique was used to select two hundred and fifty students from various schools in each of the two colleges of education. Physical and health education students were exempted from the study.

*A total of 250 respondents were selected from each college in that order making a total of 500 students.

Instrumentation

A self-developed validated questionnaire with reliability coefficient of 0.74 was used. The instrument was administered with the aid of five research assistants. Data analysis involves the use of frequencies count, percentages and inferential statistics of multiple regression to test the hypothesis at 0.05 alpha level.

Results and Discussions

Table 1: Regression Analysis on Misconception as an Index of Low Enrolment into PHE Department

Multiple	R ²	Adjusted	SS	MS	F	DF	Sis	Remark
P2		R					P.	
0.32638	0.6980	0.4662	5.76506	5.76506	54.120	1	0.0001	Sig

Table 1, shows the regression analysis for the independent variable of misconception and the dependent variable of low enrolment into physical and health education department. The result is significant at R = 0.33781, F = 54.120 PO.05. The findings of this result lead us to the rejection of the hypothesis, which stated that misconception about physical and health education course will not be a significant index for low enrolment into PHE department in Osun State owned Colleges of Education

Table 2: Regress Analysis on Double Major Status of PHK as an Index of low Enrolment into PHE Department

Multiple	R ²	Adjusted	SS	MS	F	DF	Stg	Remark
R		R					P.	
0.33781	0.7227	0.4662	0.5318	1.98364	17.382	1	0.0001	Sig

Table 2; reveal the result of the regression analysis between double major status of PHE and low enrolment into PHE departments. The finding is significant at R = 0.33781, F = 17.382. P (0.0001) < 0.05. This indicate that the hypothesis which stated that double major status of PHE course will not be a significant factor for low enrolment into PHE department in Osun State owned Colleges of Education is hereby rejected.

Table 3: Percentage Computation on Students Preference in Combining PHE with Courses in Science and Social Science/VOC. and Tech

Courses	No. Of students	Percentage
Chemistry	25	15%
Physics	18	18%
Biology	47	47%
Computer science	103	20.1%
Economics	107	21.4%,
Geography	39	7.8%
Socio/political science	52	10.4%
Accounting	109	21.8%
Total	500	100

Table 3 above shows the percentage of the respondents preferred combination with physical and health education. It could be deduced from the table that 5% of the total respondents are willing to combine chemistry with PHE, while 18%, 47%, 20.1% and 21.4% are willing to combine PHE with physics, biology, computer science and economics

respectively. The remaining 7.8%, 10.4% and 21.8% accept to combine PHE with geography, SOS/POL. Science and accounting, in that order if the opportunity avails then to do so.

Discussions

Misconception about PHE as always has been a suspect in the reason why many prospective higher education students are not willing to offer PHE as a course. The finding of this study Hoi that is in line with many experts submissions, Awosika (1997) Adedeji (2001), Adisa (2005) on misconceptions about PHE, further gives credence to this.

Results from Ho2 reveal that the double major status of PHE is one the reason for low enrolment into PHE departments, hence the reason why misconception about the course continues unabated. This finding further justify National Commission for Colleges Education (NCCE, 2006) proposal that all the subjects (including PHE) in the school of science be single major, hence double major subjects will be restructured as single major subjects. NCCE (2006) propose the following subject combinations for PHE

- (a) Physics
- (b) Chemistry
- (c) Integrated science
- (d) Biology.
- (e) Geography
- (e) Mathematics
- (f) Computer science

Judging from NCCI: proposal one can easily deduct that apart from geography, PHE subject combination as been restricted to science subjects only.

However, deductions from the findings on Ho3 reveals that even more students are also willing to offer PHE as a course if it can be combine with economics (21.4%) accounting (21.8%) and SOS/Pol Sc. (10.4%). This findings further corroborate Adedeji (2001) postulation that in relation to physical education and sports it can be expressed in this way that dominant forms of teaching subjects within the educational systems in the past were structured and organized in ways that worked to their advantage but to the disadvantage of physical education and sport. He asserted further that if physical education had been created to fit into the dominant teaching subjects, then the occupation logic of physical education and sport in the economy of a nation would have been balanced.

Conclusion

The position of physical and health education in achieving millennium development goals 2,4,5,6 and 7 cannot be over emphasized. However, if these goals are really going to be achieved through health, physical education and sport adequate and qualified manpower needs to be developed through encouragement of more people into the profession. From the findings of the study the following are recommended

1. Physical and health education as a matter of utmost necessity should be made to fit into the dominant-teaching subjects, not only in the sciences but also in the area of social sciences/vocational and technical education. Today physical and health education having been firmly rooted in the sciences, but is now deeply dovetailing into the management and social sciences. The emerging concepts of sport economics and health economics is in dare need of not only teachers but physical and health educators who will be able to combine effectively the principle of economics, accounting, geography and political science to function effectively as a sport manager or health facility manager. It is interesting (o note

that the present Minister for Health in Nigeria, Prof. Eytayo Lambo. is a professor of health economics from the Department of Economics University of Ibadan. It will also be a thing of delight to see a health educator from department of Physical Health Education occupying that post in future.

2. The Nigerian school health association. Nigeria association for physical, health education, recreation sport and dance and international council for health physical education recreation sport and dance should liased with the curriculum developers/experts, NCCE, NUC. state and federal ministries of education, health and sport, to develop a functional curriculum that is capable of attracting more students into Physical and Health Education courses and also that will be able to fit into the dominant subjects.

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