



RESEARCH PAPER

HUMAN KINETICS AND HEALTH EDUCATION METHODS AND MATERIALS USED IN SECONDARY SCHOOLS OF KATSINA STATE

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ABSTRACT

This study evaluated the methods and materials used in teaching Human Kinetics and Health Education in some randomly selected secondary schools in Katsina State, Nigeria. A self-designed, pretested and validated questionnaire was used. The respondents consisted of 34 Human Kinetics and Health Education teachers and 4 coaches/instructors (n=38). The findings revealed that lectures, explanations, discussions, and questions and answers, were the common methods used by teachers, while the common materials used, included chalkboard, books, magazines, pictures, charts and posters. Challenges were identified and these included the low level of education on the part teachers; the non-availability of the materials on demand; lack of funds; lack of adequate personnel -coaches and sport instructors; lack of in-service training for the teachers and obvious lack encouragement to improvise materials for the teaching of Human Kinetics and Health Education in their schools. For better productivity therefore, it is recommended that a well-designed curriculum be implemented that would maximize physical activity during lessons and keep the students moderately-to-vigorously engaged, while also providing the enabling conditions for the training and retraining of the teachers.

Key words: Human Kinetics, Health Education, teaching, methods, materials

INTRODUCTION

Physical education focuses on the science and methods of physically active healthful living (NASPE, 2012), while also dealing with avenues for engaging in developmentally appropriate physical activities that are associated with fitness, gross motor skills, and health (Sallis *et al.*, 2003; Robinson and Goodway, 2009; Robinson, 2011). Other schools of thought regards Health education as a consciously constructed opportunity for learning, through forms of communication designed to improve health literacy, including life skills' development that are conducive for individual and community health (WHO, 1998). These explain its strong relationship with human kinetics, which is a field that focuses on the science of human movement, with relevance in fitness instruction, physiotherapy and neuroscience, amongst others.

In both instances –*Human kinetics and Health Education*, the role of the teacher is central to the effective functioning of the education system and for improving the ability of the learning processes (Erick and Smith, 2011). The processes in question, demands proper communication –*a process of sending and receiving information*. This includes the manner through which thoughts, feelings, experiences and knowledge are shared, until a common frame of reference is reached when the receiver understands the language in which the sender communicates. In fact, it has been well established that the communication process consists of the source or sender, the message, the channel or means, the receiver or destination and feedback (*see fig. 1 and 2*).





In the context of teaching Human Kinetics and Physical education, methods and materials are considered as very important but yet, vary widely. This study therefore, evaluates the methods and materials used in teaching Human Kinetics and Health Education at secondary schools in Katsina State, Nigeria.

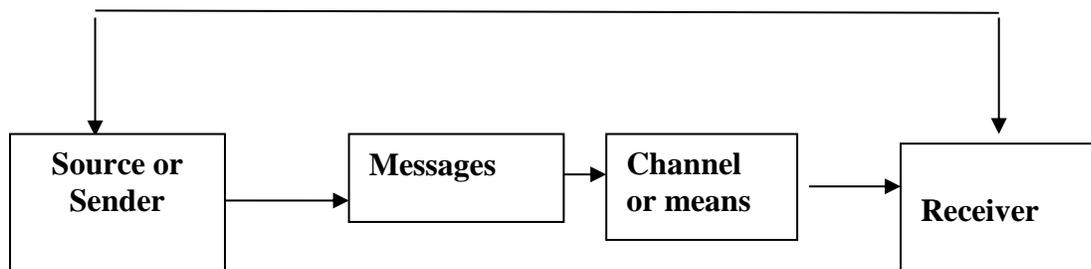


Figure 1: The communication process (Type 1)

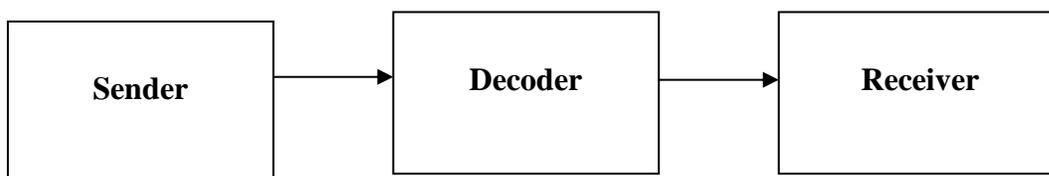


Figure 2: The communication process (Type 2)

METHODOLOGY

Study Area: The study was conducted in randomly selected secondary schools in Dutsin-ma Local Government Area of Katsina State. These schools include: Science Secondary School Dutsin-ma, Government Day Secondary School Dutsin-ma, Community Day Secondary School Dutsin-ma, Girls Arabic Boarding Secondary School, Government Girls Secondary School and Community College of Arabic Studies Dutsin-ma, Katsina State.

Study Population: The population of this study consisted of 34 Human Kinetics and Health Education teachers, 4 sports coaches/sports instructors; given a total of 38 individuals.

Sampling Technique: Random sampling technique was used to draw our respondents from the listed schools.

Research Design: The research design used for this study is the descriptive research survey often used to assess thoughts, opinions and feelings (Thomas and Nelson, 2001; Imam and Yakasai, 2016) and which suitably describes conditions found in natural settings (Saleh, 2009; Mohammed *et al.*, 2016).

Ethical Consideration: Permission was first obtained from the human kinetics and health education teachers to carry out the survey on the schools. After explanation of the purpose of the survey to the participants, they agreed to participate.

Data Collection: Following informed consent, 38 copies of the self-designed, pretested and validated questionnaire -with four-point scale responses of always (AL), sometimes (SM), rarely (RL) and Never (NE), and consisting of four problems in the use of method and three in the use of materials by human kinetics and health education teachers during classroom teaching (David, 2008; Dede *et al.*, 2016), were administered to the participants/respondents for data collection.





Data Analysis: To do the analysis, frequency counts and percentage methods were used just as that of Ihekwoaba, (2005). This was tested on ten (10) local government private and public secondary schools. The result of the test was computed using the Alpha reliability coefficient, computed using the (1983) SPSS, and was found to be 86 and high enough to constituted that the instrument is alright and reliable for the study of this nature.

RESULTS

The result as contained in table 1 shows that over 70% of the human kinetic and health education teachers go for the use of lecture, while 60% of them used explanations always. 47% and 53% of them used questions and answers and discussions sometimes. In addition, the table shows that 32% used demonstration, 2% use debate in some cases, 50% of the respondent don't used field trips. 45% don't use dramatization while 42% never used project as a method of teaching human kinetics and health education in their classes.

In table 2, it shows that more than half about (55.26%) of the teachers of human kinetics and health education in the area of this study used chalkboard always for their lessons, 58% of them used pictures/chart/posters, while 45% and 42% used magazines and books respectively. The result also shows that only 34% of them used models/slides films in their teaching. 37% used cartoons, while 47% and 39% of the teachers don't use television, flash cards, videos or newspaper cuttings.

Table 3: Shows that about (84.21%) were of the opinion that low level of awareness or education of the students on the importance of human kinetics and health education to them and the society constituted a problem in the human kinetics and health education methods of teaching. (47.37%) and 32% were of the opinion that lack of time and language barriers were their problems while 11% expressed difficulty with applying the methods of teaching the students.

Sixty-one percent (61%) of the respondents reported that lack of funds to purchase materials was their problem. At the time (57.89%) of the respondents which more than half of the total respondents stressed that the materials for teaching human kinetics and health education were not available as well lack of time to use the available materials was recorded by only 11% of the respondents.

Table 1: Frequency of using methods to present human kinetics and health education in school (n=38)

METHODS	RESPONSE			
	AL*	ST	RL	NE
Lecture	27(71.05)	7(18.42)	2.(5.26)	2(5.26)
Discussion	12 (31.58)	19(52.63)	3(7.89)	3(7.89)
Dramatization	8(21.05)	6(5.79)	7(18.42)	17(44.74)
Demonstration	11(28.95)	12(13.58)	4(10.53)	11(28.95)
Project method	6 (15.79)	6(15.79)	10(26.32)	16(42.11)
Debate	2(5.26)	10(26.32)	19(26.23)	16(42.11)
Explanation	24(63.16)	4(10.53)	5(13.16)	5(13.16)
Problem Solving	11(28.95)	9(23.68)	8(21.05)	19(26.32)
Group method	12(31.58)	10(26.32)	3(7.89)	13(34.21)
Field trips	6(15.79)	7(18.42)	6(51.79)	19(50.0)
Experiments	8(21.05)	7(18.42)	7(18.42)	16(42.11)
Question and answer	18(47.37)	8(21.05)	5(13.16)	7(18.42)
Use of resource person/guest lecturer	4(10.53)	10(26.32)	7(18.42)	17(44.74)

Key: AL: Always; SM: Sometimes; RL: Rarely; NE: Never; Figures in Brackets = Number of responses in percentage; Figures not in Brackets = Number of responses





Table 2: Frequency of using materials for human kinetics and health education in schools (n=38)

MATERIALS	RESPONSE			
	AL*	ST	RL	NE
Chalk board/Black board	21 (55.2)	3(7.89)	3(7.89)	11(28.95)
Pictures/poster/charts	22(57.89)	9(23.68)	3(7.89)	4(10.53)
Models	6(15.79)	13(34.68)	3(7.89)	16(42.11)
Health film shows/strips/slides information	6(15.79)	13(34.21)	6(15.79)	13(34.21)
Bulletin board	9(23.68)	8(21.05)	7(18.42)	14(36.84)
Video/Television	6(15.79)	11(28.95)	6(15.79)	15(39.47)
Cartoons	3(7.89)	14(36.84)	5(13.16)	14(36.84)
Sketches	6(15.79)	13(34.21)	5(13.16)	14(36.84)
Real object	11(28.95)	10(26.32)	4(10.53)	13(34.21)
Magazines	7(44.74)	6(15.74)	4(10.53)	11(28.95)
Books	16(42.11)	7(18.42)	2(5.26)	13(34.21)
Newspaper cuttings	9(23.68)	6(15.79)	8(21.05)	15(39.47)
Flash cards	8(21.05)	6(15.79)	6(15.79)	18(47.37)

Key: AL: Always; SM: Sometimes; RL: Rarely; NE: Never; Figures in Brackets = Number of responses in percentage; Figures not in Brackets = Number of frequencies or responses

Table 3: problem encountered by teachers and coaches in the use of methods and materials for human kinetics and health education (n=38)

PROBLEMS	RESPONSES	
	F	%
Language barrier	12	31.58
Low level of education	32	84.21
Time constraint	18	47.37
Don't know how to apply methods	4	10.53
MATERIALS		
Materials not available	222	57
No funds to purchase materials	23	60.53
No time to use the materials	4	10.53

Key: F = Frequency of responses; % = Percentage of responses

DISCUSSION

Teaching styles in Physical Health are a set of instructional format (Siedentop, 1991), teaching strategies (Galton *et al.*, 1980) and the general pattern created by using a particular set of strategies (BAALPE, 1989). In fact, the World Health





Organization had proposed pictures, chalkboard, chart, balls, rackets magazine and books which are freely supplied to schools by world donors, as materials to be used by teachers of Human Kinetics and Health Education.

From the findings, explanation, discussion, and questions and answers, were the most popular methods used by the Human Kinetics and Health Education teachers evaluated. Even though Human Kinetics and Health Education teachers used the methods to present Human Kinetics and Health Education to the students because it was interesting, Magaji (2013) stressed that no one methods seems to be better than the others. Lecture methods of teaching make the teacher do all the talking by given all the facts to learners to know, master and ask questions. It provides the learner the basis for discussion on some Human Kinetics and Health Education issues. However, opinions vary about the effectiveness of 'lecture' as a teaching method; as some school of thought appreciates its capacity to be effective if combined with discussions/interactive sessions, as well as questions and answers routines (Crouch and Mazur, 2001; Green, 2005; Hake, 1998; Huxham, 2005). Thus, the issue of lecture and discussion methods in teaching of Human Kinetics and Health Education is very important in this community as highlighted in the findings.

CONCLUSIONS

As a result of the findings of this study and the discussion made, the following conclusions were made on methods and materials used by Human Kinetics and Health Education teachers in schools of Dutsin-ma Local Government Area of Katsina State Nigeria.

It is also very important to note that methods adopted by the Human Kinetics and Health Education teachers in the schools were effective enough to some level to make learning to take place in the school. Again the data given here by Human Kinetic and Health Education teachers is only to guide the teachers towards good delivery of their teaching to the students in the schools, as such, the problems of the use of methods and materials encountered by Human Kinetics and Health Education teachers, low level of education or qualification and ignorance of the teachers and sports coaches on improvisation or funds to purchase materials were things reported by the respondents as cankerworm to the job.

It was found from the responses of the teachers of this subject that lecture methods, explanation, discussions, questions and answers were the major methods used by them. In addition to the methods, the Human Kinetics and Health Education teachers in Dutsin-ma Local Government Area of Katsina State used pictures/posters/magazines and books.

RECOMMENDATION

For better productivity, it is recommended that a well-designed curriculum be implemented which would maximize physical activity during lessons and keep students moderately to vigorously engaged.

Also, Human Kinetic and Health Education teachers and sports coaches in the schools should be sent to Universities, Colleges or Institutions of higher learning for degree or higher professional courses. This, when done, would help them acquire more knowledge in the use of current teaching methods and materials.

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