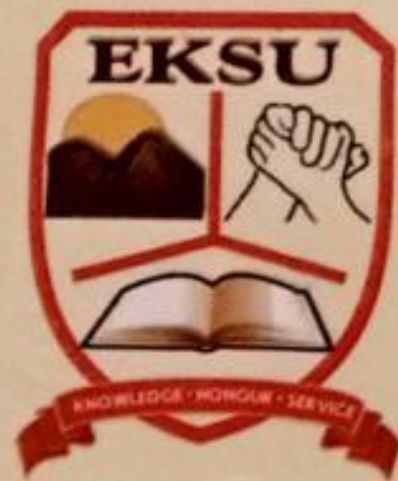


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UTILIZATION OF ICT FOR EFFECTIVE TEACHING AND LEARNING OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN KWARA STATE

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Abstract

This study, investigated utilization of ICT for effective teaching and learning of physical education in secondary schools in Kwara State. Descriptive research design was used for the study. The population for this study comprised all physical education teachers within the study area. Multistage sampling techniques of stratified, purposive and random sampling procedure were used to select 250 respondents. A self constructed questionnaire designed on a four-point likert rating format was employed for the study. The instrument was validated by three lecturers in the Departments of Human Kinetics Education and ICT University of Ilorin. The reliability of the instrument was established through test re-test method using Pearson Product Moment Correlation (PPMC) statistic. A coefficient of 0.85 was obtained. The instrument was administered by the researchers. The data collected were analysed using descriptive statistics for personal data of the respondents while inferential statistic of Pearson Product Moment Correlation was used to test the hypotheses set for the study. All the hypotheses were rejected. The findings revealed that there was a significant relationship between the use of computer and effective teaching and learning of physical education in schools, there was a significant relationship between use of projector and slides with internet facilities and use of laptop on effective teaching of physical education. Based on the findings, it was recommended that schools should be equipped with computer that are connected with internet facilities for effective teaching and learning of physical education, schools management should endeavour to provide laptops for physical education teachers to teach the subject so as to enhance teaching and learning of the subject, while students should be encouraged to use, laptop and internet facilities at their leisure hours.

Keywords: Physical Education, Teaching, Learning, Information Technology Utilization

Introduction

The global adoption of Information and Communication Technology (ICT) has been the landmark of educational scene for the last two decades. Okwar (2002) viewed ICT as the use of computer and telecommunications system in the collection, analysis, processing, manipulation, storage, retrieval, transmission and communication of data in different forms. Albirini (2006) pointed out that ICT is the use of a wide range of electronic devices like the computer, the internet, CD Rom, electronic mail, use of laptop, projector slide, television set e.t.c. The use of ICT has really transformed the world into a global village whereby messages are sent and received instantly. Moreover effective use of ICT has

played a significant role in the educational development through the use of computer that often play a central role in dissemination of information, collection and processing of data. Osakwe (2012) stressed that, the adoption of ICT in education often enhance acceleration, enrich and sharpen the basic skills in reading, writing arithmetic and science apart from motivation, it also encourages students to learn faster as they become more independent and responsible for their own learning. The drastic development in the education setting today can be attributed to the innovations through effective use of information technology. Information and Communication Technology (ICT) enhances proper handling and effective processing of

information using all kinds of electronic devices such as computer, projector slide, internet facilities and use of laptops and social media and lot more (Wikipedia, 2005).

ICT are media tools that comprise electronic devices which are used for effective communication in organizations, institutions, among students and individuals in the society. Examples are use of computer both software and hardware, networking telephone, video, internet and projector slides to mention few.

Ladani (2011) stated that effective teaching and learning of physical education in secondary schools rest on efficient and effective utilization of ICT devices which can be used to arouse the interest of students toward the subject. Furthermore, in order to promote teachers' efficiency and to improve students' participation and performance in physical education classes, the use of ICT should be adopted in both theory and practical aspects of the subject. Physical education as one of the core subjects being taught in secondary schools need to be properly handled because it contributes to the mental, physical, social and intellectual development of the students through the effective use of ICT (Hardman, 2008).

The trend in educational setting with the use of ICT has revolutionized the educational sector and the revolution, started to manifest by changing the old systems in which institutions government, and individual operates (Casey & Jones, 2011). Rodriguez (2015) observed that one of the barriers of physical education teachers in using, ICT to teach is inadequate knowledge about the use of computer and how to integrate ICT effectively in teaching and learning of the subject.

Yusuf (2005) pointed out that ICT provides opportunities for schools to communicate with one another through e-mail, mailing list, chat rooms while at the same time providing a quicker and easier access to more extensive and current information as regard the subject matter. Use of computer aid as instructional material in the teaching of physical education in term of video game play and getting access to vital information as regards sports development both in software and hardware often enhance effective teaching

and learning of physical education in secondary schools. According to Azuku, (2003) use of computer assist in giving instructions to students which served as an effective strategy adopted to improve students' participation in physical education classes, this in turn brings-about effective learning of the subject. At secondary school level, lesson package in computer drills students and helps to develop them in term of skills, acquired both in practical and theory classes (Soe, Koki & Chang 2000). One of the innovations and current trends in teaching and learning of physical education as a subject in secondary schools is the adoption of projector slide used as a screen to visualize images and pictures during lesson for the students to facilitate learning especially demonstration of physical exercise (Federal Ministry of Education, 2004).

The conventional teaching methods should encourage the use of laptop with internet facilities and projector slides by the teachers especially in the area of theoretical class in physical education so as to improve quality teaching of the subject in secondary schools. The adoption of these electronic devices to teach should facilitate teaching and learning of physical education which must be advantageous, innovated by the use of laptop in line with acquisition of skills demonstration in practical class (National Policy on Education, 2004).

Fisette and Collier (2013) stressed that the use of computer and laptop in facilitating learning is a new trend in ICT that has contributed to the development in educational sector in term of effective teaching and learning at secondary school level.

Ojo (2005) affirmed that the use of laptop and installation of internet facilities to enhance good quality teaching from the teachers and it also promotes students' participation in classroom activities in term of conducting tests and assignments to a large number of students in a class. Use of laptop enhances efficiency and effective teaching of physical education as a subject to be taught in secondary schools (Sanni & Osungbemi, 2002).

Statement of the Problem

In spite of enormous benefits derived from integration of information and communication technology to the teaching and learning in school setting, there are still challenges facing effective teaching at secondary school level. Over the years, it was observed by the researchers that majority of the teachers at this level find it difficult to integrate ICT into teaching because they are not computer literate, while in some schools where they have teachers who are computer literate the facilities are not readily available for use to teach physical education in school. Also, some physical education teachers still kick against the use of ICT in teaching these subject it is nothing but just a mere play. Some of the teachers also believed that availability of laptop with internet facilities and use of projector slides to teach physical education as a subject at secondary school level cannot bring about effective teaching and learning. Likewise some elites also believed that use of ICT such as use of computer, use of laptop with internet facilities and use of projector slides to teach the subject usually brings about distractions that often hinders effective teaching and learning of physical education. This necessitates the need for the researchers to investigate utilization of ICT for effective teaching and learning of physical education in secondary schools in Kwara State.

Hypotheses

1. There is no significant relationship between use of computer and effective teaching of physical education in secondary schools in Kwara State.
2. There is no significant relationship between use of laptop and internet facilities and effective teaching and learning of physical education in secondary schools in Kwara State.
3. There is no significant relationship between use of projector and slides and effective teaching and learning of physical education in secondary school in Kwara State.

Methodology

Descriptive research design of survey type was employed for the study. The population for this study comprises of all physical education teachers within the study area. Multistage sampling procedure was used to select the sample for this study. The study area was stratified into three (3) senatorial districts in Kwara State, they are Kwara North, Kwara South and Kwara Central. In Kwara South out of 120 physical education teachers from 65 secondary schools, 100 physical education teachers were randomly sampled. In Kwara North out of 80 physical education teachers from 45 secondary schools 50 respondents were randomly sampled. In Kwara Central out of 145 physical education teachers that consist of 80 secondary schools, 100 respondents were randomly sampled. In all, 250 respondents were sampled for the study. A self constructed questionnaire designed on a four point Likert rating scale of SA, A, SD, D was used for the study. The instrument was validated by three lecturers in the Department of Human Kinetics Education and Information and communication Department, University of Ilorin. The reliability of the instrument was ascertained through test re-test method using Pearson Product Moment Correlation (PPMC) statistic, a correlation coefficient of 0.85 was obtained. The instrument was administered by the researchers and four trained research assistants. The data collected were analysed using descriptive statistics of frequency and percentage to analyze the personal data of the respondents while inferential statistic of Pearson Product Moment Correlation was used to test the hypotheses set for the study at 0.05 alpha level.

Result

Table 1: Distribution of respondents' personal data

Variable	Frequency	Percentage
Gender		
Male	170	80.0
Female	80	20.0
Total	250	100.0
Schools		
Junior	45	15.0
Senior	205	85.0
Total	250	100.0
Educational Qualification		
Diploma	25	12.5
NCE	115	47.0
B.Sc.	80	23.0
Master	30	17.5
Ph.D.	-	-
Total	250	100.0
Working Experience		
1-5years	35	17
6-11years	73	21
12-17years	100	45.0
18years and above	42	19.0
Total	250	100.0

Table one revealed that of 250 respondents sampled for this study, 170(80%) were male while 80(20%) were female. This shows that majority of the respondents sampled were males. The data also indicated that 45(15%) physical educators were sampled from junior schools and 205(85%) were sampled from senior schools. This result revealed that majority of the respondents sampled for this study were from senior schools. The result also shows that 25(12.5%) were diploma holders and 115(47%) were NCE holders while 80(23%) are B.Sc. holders and the remaining 30(17.5%) were master degree holders. This result revealed that majority of the respondents are NCE holders.

The result also indicated that 35(17%) have 1-5years working experience, and 73(21%) have 6-11years working experience while 100(43%) have between 12-17years working experience, the remaining 42(19%) have 18 years and above working experience. This shows that majority of the respondent were within 12-17years working experience as physical education teachers in schools.

Testing of Hypotheses

Ho₁: There is no significant relationship between use of computer and effective teaching of physical education in schools

Table 2: Parson 'r' analysis on use of computer for effective teaching and learning of physical education in secondary school

Variable	No	Mean	Standard Deviation	df	Cal. r-value	Crit. p-value	Dec.
Use of computer	250	5.535	1.689	248	482	21.03	Hypothesis Rejected
Effective teaching and learning of physical education	250	4.573	1.320				
P<0.0		8					

Table two revealed the calculated r-value of 482 against the critical p-value of 21.03 computed at p-value of 0.05 alpha level since the critical p-value is less than calculated r-value, hence the null hypothesis that stated that there is no significant relationship between use of computer on effective teaching and learning of physical education is hereby rejected. This implies that

there was a significant relationship between use of computer and effective teaching and learning of physical education in secondary schools.

Ho₂: There is no significant relationship between use of laptops with internet facilities and effective teaching and learning of physical education.

Table 3: Pearson 'r' analysis on use of laptop with internet facilities and effective teaching and learning of physical education

Variable	No	Mean	Standard Deviation	df	Cal. r-value	Crit. p-value	Dec.
Use of laptop with internet facilities	250	4.391	1.625	248	514	21.03	Hypothesis Rejected
Effective teaching and learning of physical education	250	3.574	1.320				

P<0.05

Table three presents the calculated r-value of 514 and critical p-value of 21.03 computed at p-value of 0.05 alpha level. Since critical p-value is less than the calculate r-value, therefore the null hypothesis that stated that there is no significant relationship between use of laptop with internet facilities on effective teaching and learning of physical education is hereby rejected. This implies that there was a significant relationship between

use of laptop with internet facilities and effective teaching and learning of physical education in secondary schools.

Ho₃: There is no significant relationship between use of projector and slides on effective teaching and learning of physical education in secondary schools.

Table 4: Pearson 'r' analysis on use of projector slides and effective teaching and learning of physical education

Variable	No	Mean	Standard Deviation	df	Cal. r-value	Crit. p-value	Dec.
Use of projector with slides	250	3.598	1.248	248	398	21.03	Hypothesis Rejected
Effective teaching and learning of physical education	250	2.474	0.322				

P<0.05

Table four indicated the calculated r-value of 398 with critical p-value of 21.03 computed at p-value of 0.05 alpha level. Since the calculated r-value is greater than the critical p-value, the null hypothesis that stated that there is no significant relationship between use of projector and slides on effective teaching and learning of physical education in secondary schools is hereby rejected. This implies that there was a significant relationship between use of projector and slides on effective teaching and learning of physical education in secondary schools.

Discussion of the Findings

The findings from hypothesis one revealed that, there was a significant relationship between use of computer and effective teaching and learning of physical education in secondary schools in the study area. This supported the findings of Azuka (2003) who affirmed that use of computer assisted in giving out instruction to students which served as an effective strategies used to improve students participation in physical education class that often enhance quality teaching of the subject. It has also been emphasised that quality teaching

of the subject. Also lesson package in computer usually drills students and helps to develop them in term of skill acquisition both in practical and theory classes. Similarly Soe, Koki & Chang (2000) stressed that use of computer aid as instructional material in teaching physical education in term of video game play and getting access to vital information as regards sports development both in software and hardware often enhance effective teaching and learning of physical education in schools.

The finding from hypothesis two revealed that there was a significant relationship between use of laptop with internet facilities and effective teaching and learning of physical education in secondary schools in the study area. This result tallied with the submission of Fisette and Collier (2013), they posited that use of computer and laptop in facilitating learning is a new innovation in ICT that has contributed to the development in education sector in term of effective teaching and learning in secondary schools. In the same vein Ojo (2005) pointed out that use of laptop with the installation of internet facilities often enhance good quality teaching from the teachers and its also promote students participation in classroom activities in term of conducting test and assignment to a large number of students in a class.

The finding from hypothesis three revealed that there is no significant relationship between use of projector and slides on effective teaching and learning of physical education in secondary school in the study area. This outcome is in line with the submission of Federal Ministry of Education (2004) which stressed that one of the innovations and current trends in teaching and learning of physical education as a subject in schools is the adoption of projectors and slides used as a screen to visualize the images and pictures during lesson for the students so as to facilitate learning especially in the aspect of demonstration of skills in practical classes. In the same vein Soe, Koki & Chang (2000) affirmed

that the adoption of ICT such as use of projector with slides, use of computer, video, e-mail mailing list and lot more often enhances quality teaching in schools especially in a practical classes.

Conclusion

Based on the findings of this study the following conclusions were made;

1. There was a significant relationship between use of computer and effective teaching of physical education in secondary schools in Kwara State.
2. There was a significant relationships between use of laptop and internet facilities on effective teaching of physical education in secondary schools in Kwara State.
3. There was a significant relationship between use of projector and slides on effective teaching of physical education in secondary schools in Kwara State.

Recommendations

Based on the conclusion of this study the following recommendation were made;

1. Secondary schools in Kwara state should be equipped with computer that are connected with internet facilities in order to enhance effective teaching and learning of physical education in schools.
2. The Ministry of Education should equipped classrooms with teaching aids such as projector and slides to facilitate teaching, they should also organized seminars and workshops for teachers on the effective use of ICT to enhance effective teaching and learning in schools.
3. School management should collaborate with private organization and solicit for help from philanthropists in assisting them to provide internet facilities that would enhance effective teaching and learning through ICT devices.

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