

Effective Content Delivery in Physical Education

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Abstract: *In this article efforts has being made to analyze effective content delivery in physical education. Our little investigation has shown that the present nature of physical education contents delivered to students in most secondary schools in Nigeria is in a state of quagmire. The question here is how will the students perform academically since the contents delivered are not up to physical education standards. The major concern of this paper is to relate some varying factors with contents delivery in physical education. These variable are curriculum contents ,availability of sport facilities, teachers training, time allotment, teacher supervisor and it rounds up with conclusion and recommendation.*

Keywords: Content Delivery and Physical Education

I. INTRODUCTION

The quality and method of contents delivery explored by physical education teachers is an important issue that continues to be a topic. Some studies supports intrinsic motivation with enhanced, efforts, and continued participation in physical activity (Moy, Renshaw & Davids,2016). As research has found, student's motivation declines in physical education (Mowling et al., 2004; spittle& byrne, 2009).Contents delivery describes the process of delivering media over a medium. This process can be done through face to face interaction or done with the use of technology by video or audio interaction. There is an urgent need to investigate and scrutinized these contents that are being delivered to students, however Contents delivery in physical education cannot be over emphasized because it plays a very vital role. There are many ways in which contents can be delivered to students. Contents can be delivered with the help of technology using, audio recording, videos, images, adaptive online tutorials, online databases, virtual classrooms, interactive packages; this particular study will only focus on face to face delivery. Physical education on its own is a very important course in the life of everyone, Over the past two decades physical education learning has undergone a transformation in rigor and focus and now is recognized as essential and integer part to young person's overall education experience and a foundation for longevity and health living, because it is a guaranteed to reach virtually all children, physical education and its delivery processes is the only sure opportunity for nearly all school- aged children and youths to access health-enhancing physical activities, hence the need for a proper teaching method arises. An important step in effective course design is the planning of your teaching methods. There are multiple of ways to delivering learning activities and contents, According to some researchers the delivery of quality physical education depends on the institutional material, the teachers training and the student. (zhixing,2021)In the global endeavor to implement quality physical education, however there are major barriers, specifically institutional barriers, teacher-related barriers, and student-related barriers which prevent quality to be fully and effectively adopted.

It is impossible to talk about contents delivery without talking about the curriculum to be delivered. The combined physical education curriculum was designed to address the five major health challenges for children and youth, they are inadequate physical activities, unhealthy dietary behaviors', drug uses which include alcohol and tobacco, sexual behavior that results in STIs (sexually transmitted infection), unintended pregnancies, and behaviors that result in international and intentional injuries PE/HE curriculum overview (Manitoba). The aim of the curriculum contents is to provide students with planned and balanced programme to develop the knowledge, skills, and attitude for physically active and healthy lifestyles. The vision is physically active and healthy lifestyles styles for all students. Physical education curriculum contents is organized with the five general learning outcomes, movement, fitness, safety ,personal and social management ,healthy lifestyles practices.

School physical education (PE) is an important existing network in which participation in physical activity beyond school can be promoted to the captive young people. Education is regarded as an instrument for change and

development. It is essential for the development of an individual. Education is a systematic training and instruction designed to impart knowledge, develop skill, ability, character and intelligence. In educational systems teacher cannot be written off, same applies to the students. Viewing from this perspective, teacher education can be described as the process of training prospective teacher through a well planned course of study to increase their capabilities, competencies knowledge and technique in providing effective instruction, teaching styles and lessons. It worth saying that any educational institution without well trained teachers is likely to suffer lapses. Unfortunately education in Nigeria is bisected with myriads of problems. These includes poor funding and poor educational infrastructure, in adequate classrooms, lack of teaching aid (projectors, functioning computers, laboratories and libraries), paucity of quality teacher (most teachers are not computer literate). Eke (2009) and Idehen(2004) revealed that in many parts of Nigeria ,physical instruction in secondary school is poorly carried out. Poor implementation of the instructional components of physical education curriculum, lack of infrastructure and instructional material were mainly the problems noticed by some researchers to be responsible for the poor status of physical education in Nigeria. Physical education on the other hand, is an academic subject and as such requires same education rigor given to other core subjects. Nwaogu and Oyedele (2019) physical and health education is an instruction in the development and care of the body ranging from simple callisthenic exercise in a course of study to providing training in hygiene, gymnastics and the performance and management of athletic games. It contributes to the general programme of education including the development of health, physical welfare and recreation.

II. CURRICULUM CONTENTS

Physical education is an important part of higher education. It plays a very important role in enhancing the physical quality of college students and improving their comprehensive ability. The curriculum planning has a direct effect on training college students'innovation ability. Its appropriateness determines the training quality of college students' innovation ability (Huiqiu Guo, 2020).The curriculum planning has a direct effect on training students the quality curriculum should be comprehensive in its scope and sequenced to ensure that students learn the basic skills before being taught more complex, advanced skills (Walton-Fisette & Wuest, 2018, p. 393). curriculum orientation is always require clarifying the professional level and logic of the physical education curriculum, and to make sure which courses focus on the transfer of sportstheoretical knowledge, which courses are oriented to the transfer of sports practiceknowledge, which courses need good professional knowledge reserve, which courses need to have good professional skills and operation ability, which courses need to have good cohesion and integration, which courses emphasize on the cultivation of sports technical movements and level of training, and which courses focus on the training of sports professional skills and training level. Quality physical education cultivates students' interests, attitudes, values, habits, and cognition in sports, and finally helps students to lead to a physically active lifestyle with Physical Literacy.

2.1 Availability of Sports Facilities

The delivery of quality physical education contents is greatly hampered by lack of adequate sports facilities for practical classes. Facilities and equipment are very necessary for Physical education to be taught properly because the level of provision of facilities can be detrimental to the quality of physical education programmes. According to offorma(2002) teaching is usually facilitated and is more effective through the active participation of the learner and utilization of appropriate resources. The facilities and equipment also need to be provided in the right quantity and quality, apart from being well maintained. The provision of amenities and their maintenance are insufficient in many schools across the globe. Besides, worldwide, only 31% of countries have enough amenities. In the poor countries, there are major challenges in providing a full variety of amenities. In an Australian journal of teacher education presented by Jenkinson and Benson (2009), the challenges to physical education and physical activities are stated. The barriers can be institutional and teacher related. Dwyer et al. (2003) reported that Physical education is allocated lower status and priority in learning institutions, lack of achievement measures for Physical education and physical activity and inadequate infrastructure. According to a study by Hardman and Marshall (2000) on the condition of Physical Education in Schools, absence of policies for national Physical education, programme is stated but not fully carried out, PE tutors are not specialists, lack of government's support, inadequate structures and facilities and lack of time for

teaching were the major obstacles of Physical education in most primary schools (Hardman and Marshall, 2000). However, all these factors depend on availability of adequate financial resources.

2.2 Time Allotment

To ensure that physical education is taught as a conventional subject, adequate time should be allotted to it on the school time table supporting this view, according to (Weinstein, Romano & Mignano, 2011, p. 203). "Academic learning time (alt)" is the amount of time a student spends engaged in an academic task at which he or she is successful, and it is the aspect of time most closely related to student learning (arends, 2012, p. 127). Study shows that in primary and secondary school, only less than one third of time is available for successful academic learning (Weinstein, Romano & Mignano, 2011, p. 203). Therefore, the key to maximize the use of physical education class time is to keep students engaged in continuous physical activities.

2.3 Teachers Training

This is another aspect that determines the quality of physical education and activity prepared and delivered by the teachers in schools. The general primary school-based result reflects not only the absence of research across the secondary grades in schools, but could probably be accredited to both secondary and specialist primary school teachers having committed Physical education unit as part of their training (Barroso et al., 2005) This specialization should prepare teachers with the skills to overcome challenges effortlessly and enable them to plan and apply programs accordingly. Katherine et al, (2011) in their manuscript of physical education assets, class management, and learner physical activity levels, empirically appraise a proposed mock-up of physical education (PE) programs excellence in grained in the Donabedian (2003) organization – progression- result approach to presentation monitoring. Structure indicators of excellence include human (e.g. student to teacher ratio, accessibility of tutors completely listening carefully on PE), curricular (e.g. accessibility of curricula and lesson preparation resources associated with best practices in PE), and material (e.g. right to use amenities and apparatus) resources that contain the circumstances below which P.E is provided.

2.4 Supervision and Monitoring

Lack of supervision and monitoring of schools are regarded as the major draw backs in the education sector, effective supervision was an important virtue that teachers should uphold effectively in the school system. A failure to appropriately supervise instruction on the part of teachers might result in the failure of supervisory programme, which is a critical factor for schools administrations. This failure might be a result of the leadership style of a school. In the principals leadership style and teacher's job performance, suggested that a mix autocratic and democratic styles of leadership influence teacher performance in school.

Essentially, this study found that teacher's performance is better under autocratic heads teachers are not the ones devising the supervision, school heads also require supervision. Purpose of school supervision is to ensure to the stimulation of professional growth of teacher and their entire school system and to motivate teacher, it equally ensures that the teachers do what is expected of them so that the students learn this agrees with the study of ijaduola. k, (2007) that the success of every school administrator lays in the degree of supervision /participatory leadership the principal has with his students. According to Nwagwu, C.C. (2004), supervision is an important requirement in education management that concerns itself with the tactics of efficient and effective management of human material resources. And also Aguokagbuo, C.N (2002) supervision is a to advice, guide, refresh, encourage, stimulate, improve and oversee teachers in the hope of seeking their co-operation in order that they may be successful in task on teaching and classroom.

2.5 Instructional Material

(Isola, 2010) referred to instruction materials as objects or devices, which help the teacher to make a lesson much clearer to the learner. Instructional materials are also described as concrete or physical objects which provide sound, visual or both to the sense organs during teaching (Agina-Obu, 2005).

Instructional materials are in various classes, such as audio or aural, visual or audiovisual. Thus, audio instructional materials refer to those devices that make use of the sense of hearing only, like radio, audio tape recording, and

television. Visual instructional materials on the other hand, are those devices that appeal to the sense of sight only such as the chalkboard, chart, slide, and filmstrip. An audio-visual instructional material however, is a combination of devices which appeal to the sense of both hearing and seeing such as television, motion picture and the computer. Among the instructional materials the classroom teacher uses, the visuals out-numbered the combination of the audio and audio-visual.

A physical education classroom contains as many unique needs as there are students, and a physical educator is responsible for providing a customized education experience that meets the needs of each student. The expected standard for student-centered physical education instruction involves a wide variety of approaches to instruction that allow teachers to organize and deliver the content to students in the most effective manner possible. The physical education teacher also should use instructional practices that engage students in moderate to vigorous physical activity for at least 50 percent of class time, promoting maximum physical activity during class (CDC, 2011, p. 30). Appropriate instruction materials can enhance on the students understanding, teacher in physical education should incorporate the use of other instructional materials such as videos in teaching physical education.

III. CONCLUSION

Contents delivery can be conceptualized to circle running through curriculum contents, teachers training, availability of sport facilities, time allotment, supervision and instructional materials. The authenticity of physical education contents is influenced by these variables. Without any shadow of doubts we can agreed that these determines if contents to be delivered to the students are standard or substandard.

IV. RECOMMENDATION

In view of this research and its findings the following recommendation was made;

1. Adequate and qualified teacher should be provided by the school management.
2. Regular supervision should be conducted in the schools.
3. There should be provision of physical education facilities and equipments.
4. Enough time should be allotted to physical education practicals in the schools.
5. Teacher and the school managements should enhance adequate discipline when it comes to the students.
6. Schools should look into using other modes of contents delivery, like the use of videos ,online tutorial, images, audio voice with the level of technology I believe these platforms can be used to enhance delivery of quality contents.

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