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ATTITUDE OF SECONDARY SCHOOL STUDENTS TOWARDS HEALTH AND PHYSICAL EDUCATION PROGRAMME **IN GIWA** EDUCATION ZONE, KADUNA STATE

BY

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Abstract

The trend led by technological advancement has brought about an inactive lifestyle among young people. The purpose of this research study is to find out the attitude of secondary school students towards health and physical education prog) amine in Giwa education zone. The instrument was adopted from a study conducted by Amy et al (2006). A purposive random sample of 286 respondents were used, 48.5 percent male and 51.5 percent female. Both descriptive and inferential statistical methods were used, to be specific, t-test and mean score. The result of the study revealed that the attitude of the students in the study area was positively skewed. It is recommended that physical activity for health should be mounted for a minimum period of 30 minutes as recommended by America College of Sports Medicine (2000) at the initial point in order to prevent hard boring, activity, but a gradual increase of the duration could be made as students' progress.

Introduction

As a result of technological advancement in the field of science and technology, inactivity of young people as well as adult population has become an increasing problem throughout developed and developing nations (Dinuble, 1993; Amy, et al 2006). This problem is reflected in the behaviour of adolescent in Giwa education zone as well as Nigeria at large and had cut across other countries. Studies have shown them to be inactive and unfit, a tendency that could be consistent with this trend (Dikke. 2002: Lamba, 1995; Amusa et al, 1993, Elnasher and Mayhem, 1984 and Whitebrook, 1962). Several studies examined strategies to increase adolescents' physical activity levels and ways to established good health habits which brings about recent interest on pediatric and youth fitness, perhaps principally because of the understanding that a number of preventable disease especially of cardiovascular disorders are incubated within this period (Dikki, 2002; Harrell, Gansky, McMurray Bangdwala, Fruman and Bradley, 1998; Hopper, Grubder Munoz and MacConnie, 1996; Killen and Robinson, 1989). It is rather unfortunate that most adolescents in the study area rarely engage in any exercise in their spare time.

The national policy on education (1981) stressed the need to direct the quality of instruction at all levels of secondary schools towards the promotion of the physical and psychological health of the students. The focus was on maintenance of health through proper physical health and also the understanding of the relationship between physical health and environmental conditions aimed at accomplishing the desired promotion of cognitive, affective and psychomotor domains. However, Umar (2002) reported that healthful practices within most of our schools are discouraging, partly due to non earnest individuals and partly resulting from lack of facility that could be used to keep fit. In related studies Johns and Ha (1999) reported that in Hong Kong, lack of space and limited athletic facilities adjacent to home and school environments are factors that also limit children's activity levels. It was revealed

that activity participation is often influenced and determined by situational factors both in Hong Kong, North America and Nigeria (Umar, 2002; Johns and Ha, 1999; McKenzie, Sallis, Nader, Broyles and Nelson, 1992).

In the context of social psychology, attitude is a predisposition to classify objects and events and to react to them with some degree of evaluative consistence. Attitudes are inferred but not objectively observable. They are manifested in conscious experience, verbal reports, gross behaviour and physiological symptoms. Mukherjee (2000) reported that a person of some status and a common man when presenting the content of the same message to a group of individuals, the highly place person's communication would have positive effects on the change of attitudes of his audience than that of the common man. Because the level of status of the communicator determines change in attitude, therefore the researchers conducted this research to determine attitude of secondary school students towards health and physical education programme, bei. g a subject area taught by trained teachers.

Methodology

- **Population:** The population of this study comprised of senior secondary schools students in Giwa education zone which consist of Sabon Gari and Giwa local government areas of Kaduna State.
- **Research method:** The research design was an expost-factor design that utilized inferred methodology.
- **Sample and Sampling Techniques:** The sample of this study consists of (286) senior secondary school students in Giwa education zone. A total of 138 male and 148 female. The schools were purposively sampled and they include: Demonstration Secondary School, Ahmadu Bello University, Zaria; Government Girls Secondary School Samaru; Government Secondary School Basawa and Government Secondary School Bomo. The respondents were randomly sampled from these schools. Classes were stratified into SSS1, SSS2, and SSS3 as found in the schools.
- **Research Instrument:** The researchers together with three trained research assistants administered the questionnaire and collected the Data within three days. Hundred percent (100%) of the questionnaire administered were retrieved and analyzed. It was possible because all the respondents were required to fill the questionnaire immediately as it was given without restriction to time limit; however, it was retrieved the same day.
- **Data Analysis:** Inferential statistics was utilized for the purpose of data analysis. One-way ANOVA mean and standard deviation were utilized.

Results and Discussions

The following hypotheses were formulated and tested in order to address the problem.

1. Attitude of senior secondary school students in Giwa education zone is neither positive nor negative towards health and physical education programme.
2. There is no significant difference between male and female students of senior secondary school students in their attitude towards health and physical education programme.
3. There are no significant differences among the student of SSS1, SSS2 and SSS3 in Giwa education zone in their attitude towards health and physical education programme.

Table 1: Descriptive Statistics denoting percentages and mean scores of Items

S/N	VARIABLE	POSITIVE PERCENTAGE OF RESPONDENTS	MEAN SCORE	STANDARD DEVIATION
1	I look forward to physical activity	79.7	4.091	1.042
2	I wish there were a more enjoyable way to stay fit than vigorous physical activity	61.8	3.612	1.046
3	Physical activity is hard boring work	48.6	2.787	1.223
4	I do not enjoy physical activity	54.6	2.703	1.350
5	Physical activity is vitally important to me	73.8	3.941	1.176
6	Life is so much richer as a result of physical activity	65.4	3.762	1.211
7	Physical activity is pleasant	60.8	3.563	1.460
8	I dislike the thought of doing regular physical activity	45.2	2.878	1.249
9	I would arrange or change my schedule to participate in physical activity	50.4	3.371	1.274
10	I have to force myself to participate in physical activity	49.7	3.273	1.315
11	To miss a day of physical activity is a big relief	45.8	2.878	1.420
12	Physical activity is most consider point of my day	59.1	3.458	1.380

A total of 138 (48.5%) of the respondents were male while female respondents were 148 (51.5%) out of 286 (100%) respondents respectively. Out of the total of 128 respondents, 103 (36%) were in SSS1, 104 (36.4%) were in SSS2 and 79 (27.6%) were in SSS3. the low number of respondents in SSS3 was as a result of low attendance of the students at the period of conducting the research due to writing of their terminal examination. Female had the highest representation of 51.5% as against male with 48.5%.

Most (79.7%) of the respondents claimed to have interest on physical activity. Only 11.2% were undecided while 9.1% shown lack of interest. The mean score was found to be 4.091, denote higher interest. However, 61.8% of the respondents indicated interest on moderate physical activity rather than vigorous physical activity. 23.8% were undecided, while 14.4% were not interested neither in vigorous nor moderate physical activity to keep fit. Mean score of 3.612 was found. This implies that the students of the study area welcomed moderate physical activity to keep fit which aid being healthy. 48.6% of the respondents disagreed that physical activity is a hard and boring activity. 21.0% were undecided while 30.4% agreed that it is hard and boring. A mean score of 2.787 as against 3.000 was found, denote boredom. A relatively lower percentage (26.9%) of the respondents agreed that they do not enjoy physical activity. 18.5% were undecided while 54.6% agreed that they enjoy physical activity. The mean score was found to be 2.703, meaning they perceived lack of enjoyment in physical activity. 73.8% of the respondents reported that physical activity is vitally important to them. 15% did not agree with it important while 11.2% were undecided. A mean score of 3.94 was found; denote actualized feeling of importance attached to physical activity. Most (65.4%) of the respondents agreed that life is too much richer as a result of physical activity. 16.4% were undecided, while 18.2% disagreed that physical activity enriched physiological, biological, psychological, sociological and mental well

being of individuals. A mean score of 3.762 was found; denote significant importance attached to physical activity. a relatively lower (21%) of the respondents disagreed that physical activity is pleasant. 18.2% were undecided, while 60.8% agreed that it is pleasant to exercise in order to be healthy as emphasized by the mean score of 3.563. 30% of the respondents dislike the thought of doing regular physical activity. 24.8% were undecided, while 45.2% respondents favor the thought of doing physical activity. Lack of thought of physical activity was reflected by the mean score of 2.878. Most (50.4%) of the respondents were ready to change their schedules in order to participant in physical activity. 25.1% were undecided, while 24.5% were not ready to either arrange or change their schedules to accommodate physical activity. The mean score was found to be 3.371, denote willingness to change schedule. It implies that physical and health education teachers should be up and doing to establish various avenues through which the students in the study area could realize their feeling. Only 28.3% of the respondents disagreed that they compelled themselves to participate in physical activity. 22% were undecided, while 49.7% agreed with the idea of forcing oneself to participate in physical activity as reflected by the mean score of 3.273. It implies that the students in the study area realized the important of physical activity for health. This made them to believe in forcing themselves to participate despite exhaustion and pains that accompany physical exercise. 45.8% of the respondents did not want to miss a day of physical activity in order to be healthy. 17.1% were undecided, while 37.1% were of the feeling that missing a day of physical activity is a sheer relief as reflect in the mean score of 2.878. Regular physical exercise throughout the week at youthful stage is encouraging, because physiological endurance would develop to it peak. Later in life, the schedule could be changed to at least three times a week to maintain fitness and health. Most (59.1%) of the respondents are of the feeling that they would ensure regular participation in physical activity. 12.9% were undecided, while 28% were with the feeling that it is not necessary to consider physical activity as the most point of their day. A mean score of 3.458 was found; denote significant feeling attached to ensure regular participation in physical activity for health.

An overwhelming desire for involvement in physical activity for health was revealed as reflected in items 1, 2, 5, 6, 7, 9, 10 and 12. Therefore, physical and health education teachers should create avenues for students' participation in physical activity.

Although, the analysis further reveals that the respondents feel that physical activity is a hard and boring work. Therefore, do not thought about it as reflected in items 3, 4, 8 and 11 respectively. It can be deduced that teachers of physicals and health education in secondary schools within the study area should find a way of encouraging the students hence they are ready to participate in physical activity for health.

The hypothesis raised in this regard was that the attitude of senior secondary school students in Giwa education zone is neither positive nor negative towards health and physical education programme. With emphasis on physical activity being a relevant aspect of physical and health education programme. The one tail t-test was used to determine whether their attitude is negative or positive. The items were pooled together and tested. The result of the test is shown in table 2 below.

Table 2: One tail t-test on attitude towards health and physical education programme

Variable	Mean	SD	SE	t-value	Df	Significant level
Expected	3.000	.000	.000			.000
Attitude	3.3596	.478	.028	12.71	285	

Key: SD – standard deviation; SE – standard error; Df – Degree of freedom

The result shows that the attitude of the subjects towards health and physical education programme was positive. Because the mean score of their attitude was significantly different from the expected mean score.

In order to confirm whether there was difference between male and female attitude towards health and physical education programme, a t-test analysis was used to test the hypothesis that stated no significant difference between male and female of senior secondary school students in their attitude towards health and physical education programme. It is done in order to eliminate gender bias on the observation. Especially that female had the higher number of representation by 10 respondents. Table 3 shows the result of the test.

Table 3: One way t-test on gender's attitude towards health and physical education programme

Sex	Mean	SD	SE	t-value	Df	Significant level
Male	3.2440	.398	.034			
Female	3.4700	.522	.043	4.09	271.74	.000

The result reveals that both male and female have the same attitude towards health and physical education programme. Thus, the observations that the attitude of the students in the study area was positive could be said to be a general phenomenon

To confirm whether there were differences among SSS1, SSS2 and SSS3 students in their attitude towards health and physical education programme a one-way t-test was used to test the hypothesis that stated no significant differences among the students of SSS1, SSS2, and SSS3 in their attitude towards health and physical education programme. Duncan multiple range test procedure was further used to identify the groups that are different. Table 4 shows the result of the test.

Table 4: One way t-test on attitude towards health and physical education programme among SSS1, SSS2, and SSS3

Source	DF	Sum of Square	Means Square	F-Ration	C-value
Between groups	2	3.6654	3.3327	16,0997	2.86
Within groups	283	58.5824	.2070		

The result reveals that SS1 and SS2 student significantly differ in their attitude towards health and physical education programme at 0.05 level of significance, while SSS3 students show no significant different in their attitude towards health and physical education programme when computed at .05 level of significant as tested on Duncan procedure. The mean score of SS1 was 3.5049 that of SS2 were 3.3942 while SS3 had 3.1245. These implies that SS1 had the highest positive attitude toward health and physical education programme which could be attributed to the still fresh memory of physical and health education lessons received at JSS 1 – 3. SS2 was next in line with higher positive attitude. The least in positive attitude towards health and physical education demonstrated by SS3 could be attributed to the interest they had in passing their final year examination.

The findings of this research revealed that the attitude of the students in the study area was positive towards health and physical education programme. This finding is not in line with Usman (2006), Sanusi and Igbanugo (2001) who reported negative attitude toward health practice while Amy et.al (2006) reported negative attitude towards physical activity. The contrast observed in these studies could be as result of the fact that this research was conducted to elicit response on both health and physical education programme while theirs was on health practice while that of Amy et.al was on physical activity among primary school pupils. The result of this study revealed that gender positively influence attitude toward health and physical education programme. This findings was in contrast with that of Usman (2006) who reported insignificant effect of gender on attitude toward health. Changing a person's

feeling is not an easy task. Indeed feelings/beliefs reflect values. Unless a person really believes a particular activity or piece of knowledge is personally important, it is unlikely the person will place a high value on the knowledge or activity. Hence it is probably not feasible to expect profound changes in feelings towards and positive beliefs in, the merits and benefits of healthful practice especially in the far north due to cultural factors. However, children are usually receptive to the values that underlies the information and ideas presented to them by their teachers (Sahota, Rudolf, Dixey, Hill, Barth and Cade 2001). This is why this study was conducted to establish the attitude of the students in the study area in order to inform the physical and health education teachers to harness and fully utilize the findings in creating avenues for improvement of health and fitness as well as popularities of the programme among secondary school students. The findings of this study further revealed a significant different in attitude toward health and physical education programme among SS1, SS2 and SS3 studen' with SS1 having the best attitudinal reaction, consistent with that of Usman (2006), who reported that SS1 demonstrated a better attitude towards health than their counterparts in SS2 and SS3. Amy et.al (2006) opined that it is expected that changes in feelings/attitudes towards physical activity for health would be easier among children. Couple to this is the fact that knowledge improve attitude which justified the better attitude of SS1 because of their fresh knowledge in the area of physical and health education programme acquired during junior secondary school education.

Conclusions and Recommendations

In view of the limitation of this study the researchers drew the following conclusions:

- The attitude of the student in the area of the study was positively skewed towards health and physical education programme.
- Both male and female students in the study area had similar positive attitude towards health and physical education programme.
- Students of SS1 in the study area had better attitude towards health and physical education programme than SS2 who are next to them as well as SS3 who are last in the ranking.
- The students in the study area are generally with the feelings that physical activity for health was hard boring work, therefore they do not enjoy them.
- The study in the study area are generally with the feeling that the thought of doing regular physical activity for health is not interesting, therefore, it is a sheer relief to miss a day of the activity.

Based on the above conclusions, the following recommendations were forwarded.

- Government should encourage health and physical education programme through provision of facilities and equipment in secondary schools to be used for various sporting activities. These would help the specialist teachers to mount various athletic events that would actualize the feeling of the students in the study area.
- Teachers in the area of physical and health education should double their effort to mount programme of interest that would not be too much demanding on the part of the students (low intensity physical activity) e.g to reduce normal duration of any selected athletic and game activity in order to abate hard labouring at the initial but be increasing the duration gradually.
- Rope skipping being an aspect of physical and health education programme should be emphasized in both primary and secondary schools to complement physical and health education classes. American Heart Association (1989) strongly recommended rope jumping as an activity for school children and require no specific facilities or weather condition. It can also be performed in a relatively small space, and large numbers of children can perform rope jumping at the same time, children as well gain exercise, fun

and learn new skills or tricks (Amy, et.al, 2006; Kowalski, 1998; Lipowits, 1997; and Adams, Parham, and Taylor, 1990).

- The recommended amount of time that should be used exercising is a minimum of 30 minutes and up to an hour at most or all days the week (Health Education Authority, 1997; and American College of Sports Medicine, 2000).

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