

Effect of Reappraisal Of Health And Physical Education Curriculum Content Delivery In Senior Secondary Schools In Onitsha Education Zone Of Anambra State

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Abstract

This paper examines the effects of reappraisal of Health and Physical Education curriculum content delivery in senior secondary schools in Onitsha Education zone of Anambra State, Nigeria. Survey research design was adopted. A population of 150 health and physical education teachers was used from thirty-two secondary schools in Onitsha Education zone. Four research questions guided the study. Questionnaire containing twenty-eight items, were used to elicit information from the respondents. Spearman correlation coefficient was used to establish reliability coefficient of 0.78 using split half method from 50 teachers in Awka Education zone of Anambra State. Data collected was analyzed using mean. Finding revealed that reappraisal of health and physical education curriculum content will result to many positive changes in many sectors of the economy especially as it concerns improvement in the course of study as well as economic stability and crime re-education in Nigeria. It was recommended among others that secondary school health and physical education teachers in Onitsha Education zone should teach the subject with varying skills, adopt modern methods and relate it to daily life activities. Also the government should help in the reappraisal of health and physical education curriculum content as to bring a drop in the high rate of insecurity and banditry in the Nation among other.

Key word: *Education, Health Education, Physical Education, Curriculum Content and Reappraisal.*

Introduction

Recently much attention has been given to the need for students to find meaningfulness in their health and physical education experiences from content. Clear guidance is lacking on how teachers might reappraise, design, select and implement teaching strategies and content that facilitate these experiences for the students in senior secondary schools (Okeke&Ndubuisi, 2021). Education as a concept has been defined by different scholars. However, according to Ejike (2019), education is essential for the achievement of personal goals and individual aspirations. The present national economic crisis and insecurity suggest that the country is in a way between

financial qualitative education and catastrophe. The most significant factor in any educational process is the quality of education a nation offers its citizens. Education which is the process of receiving or giving systematic instruction, especially at school or an enlightening experience, is said to have achieved its goal only when meaningful changes are seen in the products and thus needs constant reappraisal. Education is acknowledged as a means of transforming and empowering communities. Chinedu and Okafor (2018) posited that education is a key agent for development either as a way of developing human capacity, increasing the skilled workforce for modernization or as a matter of personal freedom,

developing capacity and empowerment. It is an instrument of change. It is one of the fulcrums for reappraising humans with others being religion, leadership style and individual families. It is the instrument for affecting national development as cited by Adeniran & Udo (2020). Whatever the society wants at any point in time should be incorporated into the educational system. These should be packaged in the curriculum content, which is a deliberate and systematic plan of activities of the school to be passed on to the learners in the classroom by the teacher, who is the implementer of any curriculum content.

Health Education is the profession of educating people about their health or any combination of learning experience designed to help individuals and communities to improve and behave in a manner conducive of the promotion, maintenance or restoration of health. School health education involves all strategic activities and services offered by or in association with schools that are designed to promote students' physical, emotional and social development. It involves teaching the students about their health and health-related behaviours in which the curriculum content and program are based on the schools' expectations in health (Oladejo, 2019).

Health is comprehensive rather than merely physical. It is qualitative rather than quantitative. Health education is not only concerned with communication of information but also with fostering the motivation, skills and confidence necessary to take action to improve health. Health education includes communication of information concerning the underlying social, economic and environmental conditions impacting on health as well as individual risk factors and risk behaviour, according to Okeke & Musa (2020).

Popular beliefs concerning health are seen

like if you are not sick then you are well that is, freedom from illness but WHO in 1947 defined health as a state of complete physical, mental, social and psychological well-being and not merely the absence of disease or infirmity. Healthy individuals are able to mobilize their physical, social, mental and spiritual resources to improve their chances of survival, live happy and fulfilling lives, and are of benefit to their dependents and society. Nwachukwu (2018) stated that over 99 percent of people are born healthy and made sick as a result of personal behaviour and environmental condition. This being sick as a result of behaviour and environmental condition is what health education corrects in schools. One of such forms of education that can help to achieve dynamic development is health and physical education, which is the focus of this paper (Eze & Nwankwo, 2022).

Physical education is used to refer to that area of school curriculum content concerned with developing students' physical competence and confidence and their ability to use these to perform in a range of activities as cited by Okon & Adebayo (2020). Physical education in school is the main societal institution for the development of physical skills and the provision of physical activity in children and young people as according to Nnamdi et al. (2019). For many children, school is the main environment for being physically active through either physical education and sports programmes or after-school activities. There is evidence that for a growing number of children, school provides the main opportunity for regular structured physical activity as a combination of economic pressures and parental concerns for safety. This means that fewer children are able to play games in non-school settings. Moreover, school-based physical education offers a regulated opportunity for

usually qualified, accountable teachers to introduce physical activities and lifestyle skills and knowledge in a structured way to all children within a safe and supportive environment.

Advocates of physical education have listed numerous benefits associated with participation in these activities. Ibrahim (2021) claims that physical education helps children to develop respect for the body—their own and others—contributes towards the integrated development of mind and body, develops an understanding of the role of aerobic and anaerobic physical activity in health, positively enhances self-confidence and self-esteem, and enhances social and cognitive development and academic achievement.

According to Cambridge Dictionary, reappraisal simply means the act of examining and judging something or someone, whereas Oxford Dictionary sees it as an assessment of something or someone in a different way. When the issue of reappraisal of health and physical education content is being discussed, it shows that there are some areas that need to be assessed either to add or to remove an existing content which is under study. The process of reappraisal refers to creating a new piece of software with similar functionality from an existing one as cited by Adeyemo (2019). When any situation is seen as a setback, there is need to do some exercise by taking another route, and this phenomenon is known as reappraisal (Chidiebere et al., 2018). This is to say that once the word reappraisal is mentioned, there are some things or processes that are no longer accepted, which need to be overhauled. It involves application, modification, and management of an existing process, thereby making it more effective.

Reappraisal strives to break away from old rules, recognizing and rejecting some of them

and finding imaginative new ways of accomplishing work. At the heart of reappraisal is discontinuous thinking—of recognizing and breaking away outdated rules and fundamental assumptions that underlie the style of education (Olaoye&Nnaji, 2022). This is to say that unless there is constant reappraisal of health and physical education curricular content, there will not be a breakthrough in modern performances in the subject area.

Curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet, the units and lessons that teachers teach. It also involves assignments, projects, practical lessons given to the students, the books, materials, videos, presentations and readings used in a course, and tests, assessments and other methods used to evaluate students' learning (UNESCO, 2021). It is split into several categories—the explicit, the implicit, the excluded, and extracurricular—as pointed out by Adeleke (2019).

Curriculum is seen as the totality of students' experience that occur in the educational process. It can be a set of learning goals articulated across grades that outline the intended content and process goals at a particular point in time throughout the school programme, as stated by Okonkwo (2020). It therefore means that all the planned learning sequence of instruction in health and physical education is contained in the course curriculum content of health and physical education in senior secondary schools.

To achieve the goals of secondary education, there are two stages lasting six years, which comprise a junior secondary school stage of three years and a senior secondary school stage of three years. Health and physical education is offered at the junior level, while health education

and physical education are offered separately at the senior secondary school level (Federal Ministry of Education [FME], 2020).

A careful glance at the current Nigerian secondary school curriculum content shows clearly that they are highly deficient in addressing the techno-vocational and current environmental problems of our times like in areas of information and communication technology (ICT) entrepreneurial skills in science Education, climate change, global warming, ozone layer depletion and anthropogenic greenhouse gases, lesser fever, meningitis, Covid 19 related cases and other epidemiological diseases. Some of the above issues are contained in recent health and physical education curriculum content at different levels hence the serving teachers would find the innovative areas difficult to teach in the secondary schools. There is need for inculcation of these innovative areas in the secondary school health and physical education curriculum content to make the delivery easy hence reappraising the curriculum content.

Statement of the Problem

The increasing insecurity and moral problems in Nigeria like armed banditry, corruption, greed, dishonesty, violent crimes, political killings, drug peddling and other destructive behaviours calls for total reappraisal of the curriculum content even from primary schools. The federal Government of Nigeria through the decision of the National council an Education mandated the Nigerian Educational Research Development Council (NERDC) to evolve a curriculum that will address issues of the nation on job creation, wealth generation, poverty eradication and value re-orientation. Despite all these majority of the people in Nigeria live in war zones without peace, insufficient income to cover minimum standard of food water, shelter, medical

care and schooling. These and lots move have inspired the researcher to examine the effects of reappraisal of health and physical Education curriculum content delivery in secondary schools in Onitsha Education zone.

Purpose of the Study

This study examines the effects of reappraisal of health and physical Education curriculum content delivery in Onitsha Education zone.

Specifically, the Study

- ❖ Investigates aspects of secondary school health and physical education curriculum contents required by learners to improve their standard of living in the society.
- ❖ Determines the various areas of health and physical education curriculum that should be re-appraised in secondary schools to bring about qualitative youth development.
- ❖ Identifies the possible ways the government can help to reappraise the health and physical education curriculum content delivery in secondary schools to bring about drastic positive change in the high rate of insecurity in Nigeria.
- ❖ Identifies various positive effects reappraisal of health and physical education curriculum content can foster in promotion of peace and stability in the Nation.

Research Questions

The following research questions were formulated to guide the study.

1. What are the aspects of secondary school health and physical education curriculum contents that are required by learners to improve their standard of living in the society?
2. Which areas of health and physical

Education curriculum need to be reappraised in secondary schools to bring about qualitative youth development?

3. In what ways can the government help to reappraise health and physical Education curriculum content delivery in secondary schools to bring about drastic positive drop in the high rate of insecurity in Nigeria?
4. What are the positive effects reappraisal content can foster in promotion of peace and stability in Nation?

Method

The population of this research work consists of one hundred and fifty (150) secondary school health and physical Education teachers from thirty two (32) secondary schools in Onitsha Education Zone of Anambra State. There was no sample as the population was considered small. The instrument used for data collection was structured questionnaire of modified four point likert scale. For research question 1, there were eight (8) items eliciting information on aspects of secondary school curriculum contents required by learners to improve their standard of living. For research question two (2), there were eight (8) questions for teachers to respond on how curriculum reappraisal in secondary schools can bring about qualitative youth development. For research question three (3), there were six (6) items on ways the government can help in youth development. For research question four (4) there were six (6) questions on the positive effect reappraisal of health and physical Education curriculum content can bring in promotion of peace and stability in the Nation. The instrument was validated by two experts in the department of human kinetics and health Education of NwaforOrizu College of Education, Nsugbe, Anambra State, Nigeria. Their corrections and

comments were very useful in the modification of the instrument. The reliability of the instrument was obtained using spearman correlation coefficient and found to be 0.78 using slit half method of 50 teachers in Awka Education zone of Anambra State. The research questions were answered using mean in each of the twenty eight items. Four point likert scale of 4,3,2 and 1 representing strongly agree, Agree, Disagree and Strongly Disagree respectively were used. Scores of 2.5 and above was interpreted as Agree while mean scores below 2.5 was interpreted as Disagree.

Research Question 1

What are the aspects of secondary school health and physical Education curriculum content that are required by learners to improve their standard of living in the society?

Table 1 Mean of aspects of curriculum content required by learners to improve their standard of living.

No 150

S/N	ITEMS	SA	A	D	SD	N	\bar{X}
1.	Concept of HPE helps everyone to carry out their daily activities effectively without undue stress.	102	48	-	-	150	3.68
2.	Basic topic like male reproductive system help the growing boys to learn about themselves.	105	30	10	5	150	3.57
3.	Topics on female reproductive system/care helps the growing girls to learn about themselves.	110	28	8	4	150	3.64
4.	Concept of family planning help the students to learn about value of life and care of the systems.	100	25	15	10	150	3.43
5.	Topics on sexually transmitted diseases helps the students on avoidance of infections and necessary protection.	125	20	5	-	150	3.81
6.	Topics on child abuse/trafficking enables teachers to monitor their students better.	80	70	-	-	150	3.50
7.	Concept of drug abuse is of immense importance to humans	98	40	4	8	150	3.52
8.	Topics on blood type (Genotype) and blood related diseases help individuals in chorsing of life partners.	90	52	5	3	150	3.53

2.50 which indicated that secondary school curriculum content improves the standard of living of the students.

Research Question 2

Which areas of health and physical Education curriculum need to be reappraised in secondary schools to bring about qualitative youths?

Table 2: Mean scores on the areas of health and physical education curriculum that need to be reappraised.

S/N	ITEMS	SA	A	D	SD	N	\bar{X}
1.	There is poor participation in the schools poor sports participation in the schools.	80	60	3	7	150	3.44
2.	Spaces provided for various sports are enough in the secondary schools.	20	30	50	50	150	2.1
3.	There is lack of provision of sports equipment in schools.	70	65	10	5	50	3.33
4.	There are enough HPE teachers in the secondary schools in Onitsha	10	20	70	50	150	2.27
5.	Many of the HPE models in the schools are obsolete	80	54	5	3	150	3.51
6.	The classrooms are clustered without any space for demonstrations	80	70	-	-	150	3.53
7.	There are few modern books on HPE in the school library	92	52	2	4	150	3.58
8.	Many of the HPE teachers are too old to function effectively in lesson delivery	123	23	4	-	150	3.78

In table 2, the teachers agreed that all the eight items listed need to be reappraised to bring about qualitative youths in the society.

Research Question 3:

In what ways can the government help to reappraise health and physical education curriculum content to bring about drastic positive drop in the high rate of insecurity in Nigeria?

Table 3 shows mean scores on the responses on how government can help to reappraise health and physical education curriculum content.

S/N	ITEMS	SA	A	D	SD	N	\bar{X}
1.	Government should help out in bringing out spaces for erection of schools as to have sports facilities	70	65	10	5	150	3.33
2.	Government should lift embargo on employment as to have younger generation in the field as teachers	120	20	3	7	150	3.69
3.	HPE teacher should be sponsored for in-service training.	89	61	-	-	150	3.59
4.	The government should help in provision of modern books in the libraries.	58	40	4	8	150	3.52
5.	More school buildings should be built by the government to bring about classroom decongestion.	100	25	15	10	150	3.43
6.	Sports equipment should be provided in the schools to get the youths engaged.	100	25	15	10	150	3.43

In Table 3 above, the respondents accepted that all items are ways that the government can help in reappraised of HPE curriculum content in the secondary schools.

Research Question 4:

What are the positive effect reappraised of PHE curriculum content on faster in promotion of peace and stability in the nation.

Table 4: Man scores on responses of the positive effects reappraisal of HPE curriculum on faster the promotion of peace and stability in the nation.

S/N	ITEMS	SA	A	D	SD	N	\bar{X}
1.	When participation in sports is enhanced in schools, the youths will be engaged and crime will reduce to barest minimum.	70	40	20	20	150	3.07
2.	If spaces are provided in the schools, there will be increase on intra and extra curricular activities thereby reducing insecurity.	75	50	15	10	150	3.27
3.	When modern books are provided the youths will develop reading culture and crime will reduce.	102	48	-	-	150	3.68
4.	Provision of modern sports facilities and equipment will make young adults get interested in teaching the course.	125	20	5	-	150	3.81
5.	Reappraisal of the teaching aids will bring about participation.	80	70	-	-	150	3.53
6.	Increase in sports allowances for the teachers will make people to be interested and make great effort to improve	90	52	5	3	150	3.52

In Table 4, all the respondents are of the view that the six items are positive effects of HPE curriculum content reappraisal which on foster peace promotion and stability in the Nation.

Discussion

The respondents agreed that concepts of HPE, basic topics on male and female reproductive organs, family planning, sexually transmitted infections, child/drug abuse with mean values above 2.5 indicated that secondary school curriculum improves the standard of living of the students in the society in research question one. This finding is in line with Oladejo (2019) who states that curriculum content is based on school expectations.

In research question two, the respondents are of the view that there is poor participation in sports by the students as little or no spaces are provided for extracurricular sports. There is lack

of sports equipment, and respondents disagree that there are enough teachers handling the course and many move.

In response to research question three, the respondents were of the view that the government can help to reappraise the HPE curriculum content through the provision of spaces for erection of schools with sports complexes, lift embargo on employment, sponsor health and physical education teachers for in-service training, provide modern books in the school libraries, build more infrastructure, and provide sports equipment for the schools. The respondents believe that when these areas are looked into, it will result in a positive drop in the high rate of insecurity in Nigeria. This finding is in line with many advocates of physical education who have listed numerous benefits of participation in sports, like Ibrahim (2021), who claims that physical education helps children to develop respect for the body, their own and others, contributes towards integrated development of the mind and body, leads to self-confidence, self-esteem, and enhances social development.

The positive effects of reappraisal of health and physical education curriculum content according to the respondents are reduction in crime through sports participation, development of reading culture, development of interest in health and physical education as a career, while an increase in allowances will serve as a motivational force to the youths which will bring about stability.

Conclusion

Reappraisal of health and physical education curriculum content will result to many positive changes in Onitsha education zone. Effects of reappraisal will be felt in many sectors of the economy especially as it concerns improvement in the course of study as well as economic stability in Nigeria.

Recommendations

It was recommended among others that

- Secondary school health and physical education teachers in Onitsha Education

zone especially should teach the subject by varying the skills, adopt modern methods and relate it to everyday activities.

- The government should help in the reappraisal of health and physical education curriculum content as to bring a drop in high rate of insecurity and banditry in the Nation.
- Positive effects of reappraisal if properly done will lead to crime reduction as many of the youths will engage themselves in one sports or the other.

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