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INFLUENCE OF CULTURAL BACKGROUND ON TEACHING AND LEARNING OF PHYSICAL EDUCATION IN SECONDARY SCHOOLS IN SOKOTO STATE, NIGERIA

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Abstract

This study assessed the influence of cultural background on teaching and learning physical education in secondary schools in Sokoto State, Nigeria. Ex-post facto research design was used. A total of three hundred and seventy-eight (378) secondary school teachers were used as a sample for this study. A close-ended questionnaire was used to obtain responses from the respondents. Three hundred and seventy-eight (378) copies of the questionnaire were administered while three hundred and seventy-one (371) were returned and used for data analysis. Descriptive statistics of frequency and percentages were used for the demographic characteristics of the respondents, means and standard deviation were used for the research question, and Chi-square analysis was used to test the hypothesis at a 0.05 level of significance. The findings of the study revealed that there is a significant influence of cultural background on the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria ($p = 0.001 < 0.05$). The researchers concluded that cultural background influenced the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria and recommended that there is a need for curriculum developers and policymakers to consider one's culture in developing and implementing physical education curriculum in secondary schools in Sokoto State to improve the situation.

Keywords: Cultural Background, Teaching, Learning, Physical Education, Secondary Schools

Introduction

Physical education is a vital part of general education which contributes to the development of educational programmes including the development of health, social, mental, intellectual, physical welfare, emotional, spiritual and recreational well-being of a person. According to Adedeji (2015), physical education is a process of education that concerns physical activities which develop and maintain the human body. The attainment of its objectives may depend on its acceptance by people from different cultural backgrounds.

One's cultural background guards his/her activities as a whole and gives direction often to his/her beliefs. According to Cultural Policy for Nigeria (CPN) (2011), culture is the totality of the way of life evolved by a people in their attempts to meet the challenge of living in their environment, which gives order and meaning to their social, political, economic, aesthetic and religious norms and modes of organization thus distinguishing a people from their neighbours (CPN, 2011). It went further to explain that culture comprises material, institutional, philosophical and creative aspects. The material aspect has to do with artefacts in their broadest form (namely: tools, clothing, food, medicine, utensils, housing, etc). The institution deals with the political, social, legal, and economic structure erected to help achieve material and spiritual objectives; while the philosophical is concerned with ideas, beliefs, and values; the creative concerns the people's literature (oral or written) as well as their visual and performing arts which are normally moulded by, as well as help to mould other aspects of culture.

Culture consists of assumptions with which people in a particular group approach their world as well as what is learned by each new generation while participating in organized transactions. Taken from an ethnographic sense, culture is everything about the way we live and do things which in essence encompasses every aspect of our society, including religion, language, knowledge, morals, laws, politics, technology, habits and social organization.

Teaching and learning physical education can support students in making decisions about their health, well-being, safety and physical activity participation which is guided by their beliefs. Ajala, Amusa and Sohi (2013) asserted that if physical education is a true reflection of the wider school environment, community norms and culture, learning will be more meaningful and reinforced. Students will also be able to practice and reinforce their learning skills in physical education especially if teaching and learning in the physical education curriculum and the whole school environment, vis-à-vis their beliefs are anchored on the needs, peculiarities, and knowledge, as well as understanding of the religion in relation to the conduct and the delivery of physical education curriculum (Adewunmi, 2011).

From an analysis of the concept of culture, taken from different fields and linking them to educate our specific action from the dual-body motion. Taking one by one, the paradoxes of Herskovits and applied to our field would have to face the first one,

universality, in the case of Physical Education, would be given by the confirmation of existence, over a considerable period of European historical time, a deliberate approach to education of the body in which, effectively and in accordance with the first paradox, the local or regional events would be different or unique to your case and the result of the necessities of life, of historical time, the environment and local culture in each case.

Over the past decade, studies have indicated a remarkable influence of cultural background which include; religious belief, norms and behaviour on teaching and learning (Alkhateeb & Alharthi, 2023; Kaur & Kaur, 2022; Zhang & Wang, 2023). It is also extremely difficult to conclude as to whether cultural background influences the teaching and learning of physical education in Sokoto State. Based on the observed gap, this study was conducted to find out the influence of cultural background on the teaching and learning of physical education in Secondary Schools in Sokoto State, Nigeria. The researchers tried to find the answer to the question of whether cultural background influences the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria and hypothesized that cultural background would not significantly influence the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria.

Methodology

Ex-post facto research design was employed for this study. This is because the research is by nature non-experimental (Uever, 2017). The population of this study includes all secondary school teachers in Sokoto State, Nigeria. Totalling ten thousand, four hundred and eighty-seven (10,487). (Sokoto State Ministry of Basic and Secondary Education, 2019).

According to Research Advisor (2006), 378 respondents are adequate to represent a population of 10,487 people based on a confidence level of 95% with a margin error of 0.05. To select the respondents for the study, stratified sampling technique was used to stratify Sokoto State into 3 senatorial zones namely; Sokoto North, Sokoto East and Sokoto South. Simple random sampling was used to select two local government areas per senatorial zone by writing all the names of local government areas on a piece of paper, folded and dropped in a container, shuffled it and the selection was made using the lucky-dip method. To select teachers per school, 'Yes' and 'No' were written on pieces of paper, folded and dropped into a container and shaken properly. Teachers were asked to pick one piece of paper. Any teacher who picked 'Yes' was given the questionnaire to fill out until the required number for that school was reached. Consider the table below:

Table 1: Sample Proportion

S/N		Local Government Area	Sample
1.	Sokoto North	Tangaza L.G.A.	56
		Gudu L.G.A.	48
2.	Sokoto East	Isa L.G.A.	62
		Illela L.G.A.	97
3.	Sokoto South	Tureta L.G.A.	51
		Kebbe L.G.A.	64
	TOTAL		**378**

Table 1 shows the proportional distribution of the respondents. Observed from the table was that 104 respondents were sampled from Tangaza and Gudu Local Government Areas of Sokoto North Senatorial Zone. 159 respondents were sampled from Isa and Illela Local Government Areas of Sokoto East Senatorial Zone and 115 respondents were sampled from Tureta and Kebbe Local Government Areas of Sokoto South Senatorial Zone. This gave rise to 378 respondents in total.

The instrument used for data collection in this study was questionnaire. The questionnaire comprised two Sections A and B. Section 'A' contained 4 items on the demographic characteristics of the respondents while Section 'B' contained 5 statements on the influence of cultural background on the teaching and learning of physical education in secondary schools. Five-point Likert scale was used with Strongly Agreed (SA) (5), Agreed (A) (4), Undecided (UN) (3), Disagreed (DA) (2), and Strongly Disagreed (SD) (1). Fifty (50) copies of the questionnaire were exposed to pilot testing using the Cronbach Alpha test of reliability in which 0.89 reliability index was obtained rendering the instrument reliable. Three hundred and seventy-eight (378) copies of the questionnaire were distributed by the researchers at Sokoto State Secondary Board through Heads of Planning Research and Statistics of each local government, this process lasted for 3 weeks as each local government was treated at the same time to avoid multiple filling of the questionnaire by one person.

Simple frequency and percentage was used to analyse the demographic characteristics of the respondents. Descriptive statistics of means and standard deviation were used to answer the research question while Chi-square was used to test the formulated hypothesis at 0.05 level of significance.

Results

Table 2: Demographic Characteristics of the Respondents

	Variable	**Frequency**	**Percentage**
Sex	Male	216	58.2
	Female	155	41.8
	Total	**371**	**100.0**
Age Range	18-25 years	11	3.0
	26-35 years	109	29.4
	36-45 years	137	36.9
	45 years and above	114	30.7
	Total	**371**	**100.0**
Experience in Sports Participation	1-3 years	59	15.9
	4-6 years	90	24.3
	7-9 years	121	32.6
	10-12 years	101	27.2
	Total	**371**	**100.0**
Highest Educational Qualification	PhD	5	1.3
	M.Sc	53	14.3
	B.Sc	124	33.4
	HND/NCE	110	29.6
	OND/ TC Grade II	79	21.3
	Total	**371**	**100.0**

Observation of Table 2 above shows that the majority of respondents 216 (58.2%) were males while 155 (41.8%) were female respondents. With regards to age range, the table further reveals that 11(3.0%) of the respondents were of age range18-25 years, 109 (29.4%) of the respondents were of age range 26 – 35 years, 137 (36.9%) of the respondents were of age range 36 – 45 years and 114 (30.7%) were between the age range of 45 years and above. This implied that the majority of the respondents were in the age range of 36-45. The table also, shows that 59 (15.9%) of the respondents have 1 – 3 years of experience in sports participation, 90 (24.3%) of the respondents have 3 – 6 years of experience in sports participation, 121 (32.6%) of the respondents have 7 – 9 years of experience in sports participation while 101 (27.2%) of the respondents have 10 – 12 years of experience in sports participation. This implied that majority of the respondents had work experience of 10- 12 years.

The table also, reveals that 5 (1.3%) of the respondents were PhD holders, 53 (14.3%) of the respondents were M.Sc holders, 124 (33.4%) of the respondents were B.Sc holder, 110 (29.6%) of the respondents were HND/NCE holders while 79 (21.3%) of the respondents were OND/ TC Grade II holders. This implied that majority of the respondents were first-degree holders.

Result

Research Question: Would cultural background influence the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria?

Table 3: **Mean Scores of the Respondents on Whether Cultural Background influence the Teaching and Learning of Physical Education**

S/N		**Mean**	**Std. Deviation**
1	Traditions do not allow female students to enrol in the Physical Education programme	4.0484	1.00229
2	As a result of culture, students do not participate in Physical Education activities	4.0900	.92733
3	The teaching and learning of Physical Education is not encouraged in the state as a result of culture	3.9170	.90140
4	Physical education significantly enhanced the mental attitude of students and prevented them from performing their cultural dress code	3.9343	1.10829
5	Parents see athletic dress as a conflicting norm with their dress code	3.9412	.83333
	Cumulative Mean	**19.93**	

Aggregate Mean = 3.99 **Decision Mean = 3.50**

Table 3 above shows that cultural background influences the teaching and learning of physical education in secondary schools. The aggregate mean of responses 3.99 was found to be higher than the decision mean of 3.50. To answer the research question, since the aggregate mean is higher than the decision mean, it can be concluded that culture influences the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria.

Test of Hypothesis

H_{01}: There is no significant influence of culture on the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria.

Table 4: Summary of Chi-square (χ^2) on the cultural background on the teaching and learning of physical education in secondary schools

	χ^2 cal.	χ^2 crit.	α	df	P-value	Decision
Influence of Cultural background on the teaching and learning of physical education in secondary schools	34.01	26.29	0.05	16	0.001	Rejected

Table 4 revealed that there is a significant influence of culture on the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria. The table showed the p-value of 0.001 which is less than 0.05 alpha level of significance and the χ^2 calculated value of 31.41 which is greater than the χ^2 critical value of 26.29 at df 16. This result indicated there is a significant influence of culture on the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria. Hence, the implication of this result was to reject the null hypothesis that there is no significant influence of culture on the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria.

Discussion

The hypothesis revealed that there is a significant influence of cultural background on the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria. This finding corroborates with that of Oakley (2018), who found that the cultural and religious ideas on the design of the human body and its role, in deciding on the approach, depending on the model society, must apply to the education of the body which will necessarily impact on the educational approach of the discipline known as Physical Education. Drawing on the previous model, attempted to clarify the conceptual differences between the two positions; from a cultural point of view, the first approaches and objectives of Physical Education. As is known, physical education curricula are related to culture, with culturally sensitive elements, and culturally indifferent elements (Tomik, 2017). In future and the European areas most affected by nationalism, this will be the major problem in defining the curriculum in physical education. The probable total administrative decentralization in education in Europe, determined that in the medium term, the municipalities assume the full responsibility in education, including a high degree of involvement in curriculum planning, this will put on the table the problem of culturally sensitive educational materials, as it begins to be in Spain, where the claims of certain autonomous communities, in respect of the contents of physical education to include in the curriculum, are truly aberrant and lacked any scientific basis and there is no discussion on the content to include subjects such as mathematics, physics or natural sciences, On the contrary, culturally sensitive subjects such as social science and physical education, not only 'is not respected' but that is not even taken into account or, in other cases, it seeks the endorsement of an expert closer ideologically to justify the content to be introduced.

Conclusion

Based on the findings of this study, it can be concluded that the cultural background of teachers and learners influenced the teaching and learning of physical education in secondary schools in Sokoto State, Nigeria.

Recommendation

Based on the findings of this study, the researchers recommended that curriculum developers and policymakers need to consider one's cultural affiliation in designing physical education programme in secondary schools for effective teaching and learning process.

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