

Influence of Environmental Serenity and Sound Knowledge of Physical Education Teachers in Government Secondary Schools in Ilorin East, Kwara State.

***¹DAUDA – OLAJIDE, R. O.**

**Department of Human Kinetics Education,
University of Ilorin, Ilorin, Nigeria.**

Corresponding Author: dauda.ro@unilorin.edu.ng

Abstract

As an integral part of education, Physical education develops man physically, mentally, socially, emotionally and intellectually sounds in meeting a day's work productively. Most schools in the area under studying are usually filled to the brim which calls for urgent intervention. This study, therefore, examined influence of Environmental Serenity and Sound Knowledge of Physical Education Teachers in Government Secondary Schools in Ilorin East, Kwara State. The study determined whether school climatic condition; availability of school sports facilities and overpopulated classroom predicting sound knowledge in physical education teachers in government secondary schools in Ilorin East, Kwara State. A descriptive research design of the survey method was used and the population of the study was one thousand two hundred and sixteen (1,216) Students in Ilorin East, Kwara State. Purposive sampling technique was used with the help of the research advisor to select three hundred and fifty (350) respondents from the total population. The researchers - developed instrument was employed and validated. Tests and retest method was used to measure the reliability and 0.76 coefficient was obtained. The instrument was administered, the data collected was subjected to statistical analyzes using frequency and percentages to answer research questions and chi-square was employed to examine the three formulated null hypotheses at 0.05 level of significance. The findings from the study were that; school climate significantly influence environmental serenity and sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State with the X^2 value of 304.6 > Critical table value of 21.03 with 12 degree of freedom @ 0.05 level of significance; availability of sports facilities and equipment significantly influence environmental serenity and sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State, with the X^2 value of 74.9 > Critical table value of 21.03 with 12 degree of freedom @ 0.05 level of significance; overpopulated classroom significantly influence environmental serenity and sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State, with the X^2 value of 397.6 > Critical table value of 21.03 with 12 degree of freedom @ 0.05 level of significance. The study concluded based on the findings, that school climate, availabilities of sports facilities and equipment, overpopulated classroom are challenges to the sound knowledge of physical education in government secondary schools in Ilorin East, Kwara State. However, the study recommended that, teachers should ensure that physical education classes are done

in a conducive and favourable climate condition, The government and public, private partnership and other stakeholders in the field should established thorough visibility study before situating schools setting as teaching and learning of physical education is enhanced either negatively or positively based on atmospheric condition and Adequate facilities and equipment should be provided to enhance the sound and healthy knowledge of physical education, The government and stakeholders should ensure that appropriate numbers of students are in a class to ensuring that effective teaching is carried out in a serene environment

Teaching: Environmental Serenity, Sound Knowledge, Physical Education

INTRODUCTION

Education is the most important component of human resources development and is accorded a pride of place in many countries" as developmental activities. It is very germane that importance of education cannot be underscored because no country has ever succeeded without educating its people. Education plays a vital role in the promotion of respect for human right and democratic values, creating the condition for the legality, mutual understanding and cooperation among its citizenry. Education enables individual and society to make all-round participation in the developmental process by getting acquainted themselves with adequate knowledge, ability, skill and attitude in progressing for future endeavours. Education does not operate in isolation, and rather it must be integrated with quality research, practice and development that contribute towards an all-rounded development of the society (Ministry of Education, MoE 2016).

Teaching professional as defined by Merriam-Webster, an Online Dictionary (2021), as a process or activity aimed at enlightenment and an experience that educates learners (Mawer, 2014)): to encourage and prepare learners for their lives and understand the world. In contrast, 'learning' is a process in which behaviour changes in the student as a result of experience or 'teaching', could occur through the ongoing acquisition of knowledge, or through a formal, directed, educative process (ICDR, 2017)). Thus, the quality of a learning system depends largely on the quality of teaching (Rink, 2014)). Enhancing the quality of learning and teaching is significant in improving education of a country.

The primary purpose of the teaching and learning process is to bring about in the learner desirable change in behaviour, character through critical and constructive thinking. This process, however, does not take place in a vacuum but in an environment structured to facilitate learning. Organization for Economic Co-operation and Development (OECD 2009) described learning environment as a physical space that supports multiple and diverse teaching-learning programmes including current technologies, one that demonstrates optimal, promotes effective

performance and operation over time; one that shows respects and is in harmony with the environment; and one that encourages social participation, provide a healthy, comfortable, safe, secure and stimulating setting for its occupants. Thus, the learning environment has also been emphasized as an essential requirement for smooth teaching and learning process to take place (National Teachers' Institute, NTI 2008). This is because students study habits are to a large extent tied to it. A good learning environment presents learning as a lifelong enterprise and enables students to discover appropriate value system that can be their compass for self-awareness and national consciousness.

Meantime, learning environment includes architectural characteristics (the interior and exterior decoration of the classroom) and organisational planning (the arrangement of the classroom) as well as teaching practice (how the teaching is been carryout) and the study focuses on the quality of interior classroom spaces in terms of size, rainfall, nutrition, lighting, seating arrangements, noise and temperature. An increasing body of literature indicates that there is a strong positive relationship between the environment and learning outcomes (Rink, 2014). However, literature on the study reveals few studies that are focused on the physical environment; little attention has been paid to the educators, interior designers and architects as to what constitutes an effective learning environment.

There is a general belief that the condition of schools learning environment including infrastructure has an important impact on teachers' effectiveness and students' academic performance. The facilities that are needed to facilitate effective teaching and learning in an educational institution include the lecture rooms, offices, laboratories, conveniences and other buildings as well as furniture items and sporting equipment. Comfortable lecture room temperature and smaller classes enhance teachers' effectiveness and provide opportunities for students to receive more individual attention, ask more questions, participate more fully in discussions, reduce discipline problems and perform better than students in schools with substandard buildings by several percentage points. Mcdonald (2010) affirmed the environment in which you study can have a big effect on how efficient your study time is. He identified noise, interruptions, lighting, temperature, neatness, comfort, instructional materials, facilities such as buildings and equipment to have a potential effect on study habits. However, to determine the performance of students in any of the courses offered in tertiary institution, a performance test is to be conducted. Singer (2001) described a performance test as the type of mental test in which the subject is asked to do something rather than to say something.

These studies confirm that the quality of the physical learning environment affects the students' and teachers' perceptions, behaviour, and outcomes. The physical aspects of the learning environment have both direct and indirect influences on learning and teaching performance. They impact the potential to inspire desirable behaviour or can also contribute to students' misbehaviour (Kopeck, 2012; Wannarka and Ruhl, 2010). Improving the quality of the physical environment within the school design is one of the key issues that harnesses the influence of the learning environment in developing and enhancing the education system (Frith, 2011).

Maintaining a sound and healthy environment has always been a challenge to man (Kyriacou, 2017). For example, the different inputs from anthropogenic activities include energy generating heat, the uncontrolled sound turning into noise, and other land-using agencies that causes degradation of the physical environment. Various human activities that require planning and coordination demands comprehensive and deliberate efforts to keep the physical environment fit for the total man to function well. Hence, the management of the built environment is determinant to the quality of man at any given time. Where this is undermined, there is bound to be poor physical conditions and the consequence is poor human output.

The physical outlook of the school environment is very important in contributing to healthy academic exercise. It forms the fulcrum on which other activities revolve. This is because it creates an enabling atmosphere through the mind for studies (ICDR, 2017). The duty of teaching and learning, if effectiveness is the goal, is a great one; one of such is the school location. Where a school is located determines to a large extent the stability of the student's mind for academic readiness. School environment is managed in aesthetics, recreation, waste, drainage pattern, and another physical outlook of the environment has a greater effect on the quality of studying and learning. It is opined that regular grass clearing, sweeping of the school compound and painting, landscaping and planting of flowers, good drainage, refuse disposal, provision of fields, playgrounds and sporting facilities are strategies adopted to ensure effective teaching and learning (ICDR, (2017)). In this study, however, the focus is on the impact of environmental factors on the effective teaching of Physical Education in public secondary school in Ilorin south local government, Ilorin, Kwara State.

Similarly, Abinet Ayalew (2018) identified the characteristics of teaching-learning efficiency noted to include the following conditions:

- Where teachers create learning environments where students are active participants as individuals and as members of collaborative groups;
- Where teachers encourage students to accept responsibility for their learning and accommodate and diverse learning needs of all students
- Where teachers motivate students and nurture their desire to learn in a safe, healthy and supportive environment which develops compassion and mutual respect;
- Where teachers cultivate cross-cultural understanding and the value of diversity;
- Where they display effective and efficient classroom management which includes classroom routines that promote comfort, orderliness and appropriate student behaviours;
- Where teachers provide students with equal access to technology, space, tools and time;
- Where they effectively allocate time to students for engaging in hands-on experiences, discuss and process content and make meaningful connections;

- Where teachers design lessons that excite students to participate in activities in which they understand, make mistakes and are empowered as a natural part of learning

STATEMENT OF THE PROBLEM

Observations during various casual visits to some of the secondary schools in Ilorin east local government areas in Ilorin was that most of the classes are usually overcrowded, and the location where these schools were situated affects sound teaching of physical education. Most of the schools are located near to markets with which noises emanated from the market greatly affect the student's assimilation during physical education classes. This study considers how the learning experience, attitudes, interaction and behaviour can be enhanced through the development of an appropriate learning environment for physical education programmes in school. Environment plays a major role in all the ramification of teaching and learning. School physical environment includes dilapidated buildings, congested classroom, faulty furniture and equipment; outdated instructional materials, libraries, playing grounds and faulty pitches and courts. There has been a public outcry on the poor quality of education and continual decline in the standards of education in the country. A careful examination of the environmental factor revealed some of the problems bedevilling the system, and which have been hindering the effective administration of any school in Nigeria. Education stakeholders have blamed the quality assurance agents (school supervisors and inspectors of education) for the falling standard due to dilapidated school buildings and structures. The complaint was that infrastructures and facilities are fast decaying and depreciated and that the quality of inspection is below expectation. Good quality education as well as having standardized school in place depends heavily on the provision of adequate educational facilities. Educational curriculum cannot be sound and well operated with poor environmental factor and badly manage school facilities. Based on the foregoing, the researcher is interested in investigating in influence of environmental serenity and sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State. The purpose of this study was to examine environmental serenity Sub-objectives of study include the following: to determine whether school climate have influence on sound knowledge of teaching physical education in government secondary schools in Ilorin East, Kwara state; examine whether sports facilities have influence on sound knowledge of teaching physical education in government secondary schools in Ilorin East, Kwara state and determine whether over populated classrooms have influence on sound knowledge of teaching physical education in government secondary schools in Ilorin East, Kwara state.

Research Questions

The following research questions were formulated and answered during this study;

1. Will school climate have influence on sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State?
2. Will the availability of school facilities and equipment have influence on sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State?
3. Will over populated classroom have influence on sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State?

Research Hypotheses

1. School climate will not significantly have influence on sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State.
2. Availability of school facilities and equipment will not significantly have influence on sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State.
3. Over populated classroom will not significantly have influence on sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State.

SIGNIFICANCE OF THE STUDY

1. This study will benefit school Administrators, Ministries of Education, stakeholders, teachers, students and affiliated government agencies. The outcome of the study will facilitate school resource manager towards effective administration.
2. The research study outcome will help to utilize all types of modern management techniques like school supervision, management by objectives, decision making, and other management tools that will influence effective school administration in secondary schools in Ilorin.
3. The study will help various school administrators to understand the benefit of healthy school environmental factors at various levels of education. It will enable school administrators to know the best management techniques and practices to adopt to maintain sound school effectiveness. It will also enhance school administrators to understand of their position on their job towards effective routine supervision of Teaching staff, non-teaching staff, and students' academic performances.

Methodology

The descriptive research design of survey type was used and the study population for this study consisted of Physical Education teachers in government secondary school in Ilorin east local government, Ilorin, Kwara State. The total numbers of teachers in Ilorin east local government are one thousand two hundred and sixteen (1,216) (Kwara Annual School Census Report 2014). The total population used for this study comprised of 350 teachers in government secondary school in Ilorin east local government, Ilorin, Kwara State. Purposive sampling technique was used with the help of the research advisor to select twenty (20), public secondary school in Ilorin east local government, Ilorin, Kwara State and a total number of three hundred and fifty (350) teachers serve as respondents for this study. The research instrument for this study was researchers - developed questionnaire. The questionnaire will be administered to the selected teachers in government secondary school in Ilorin east local government, Ilorin, Kwara State. The questionnaire adopted Four points Likert-scale formats to elicit relevant information from the respondents using SA- Strongly Agreed, A- Agreed, D- Disagreed, and SD- Strongly Disagreed. Validity was conducted with reliability of the instrument was tested using spearman rank order to obtain coefficient of .76. The data was distributed to the respondents and immediate retrieval to ensure maximum collection of the instrument. The completed questionnaire collated and analyse using frequency and percentage to answer research questions while inferential statistics of chi-square was used to analyse the formulated hypotheses at 0.05 level of significance.

RESULT AND DISCUSSION OF FINDINGS

HYPOTHESES TESTING

Hypothesis one: School climate will not significantly influence sound knowledge of teaching physical education in government secondary school in Ilorin East Local government, Ilorin, Kwara State.

Table 1: Chi-square analysis on School climate will not significantly influence sound knowledge of teaching physical education in government secondary school in Ilorin East Local government, Ilorin, Kwara State.

S/N	Items	SA	A	D	SD	Row Total	CAL X2 value	Df	Table value	Decision
1	Rainfall affects physical education practical classes	135 (38.6%)	141 (40.3%)	35 (10.0%)	39 (11.1%)	350				
2	Temperature of classrooms affect teaching of Physical Education	131 (37.4%)	122 (34.9%)	39 (11.1%)	58 (16.6%)	350				
3	Sunlight affects physical education practical classes	103 (29.4%)	120 (34.3%)	73 (20.9%)	54 (15.4%)	350	304.6	12	21.03	Ho reject
4	Wind speed affects physical education practical classes	89 (25.4%)	157 (44.9%)	61 (17.4%)	43 (12.3%)	350				
	Column Total	458	540	208	194	1400				

@ 0.05

Table 1: revealed that the chi-square value of 304.6 and table value of 21.03 with 12 degree of freedom at 0.05 alpha level. Since the calculated chi-square value of 304.6 is higher than the table value of 21.03, therefore the hypothesis one that stated that School climate do not significantly influence sound knowledge of teaching physical education in government secondary school in Ilorin east local government is not acceptable. This means school climate is significant sound enough for teaching of physical education in government secondary school in Ilorin east Local government, Ilorin, Kwara State.

Hypothesis two: Availability of school facilities and equipment will not significantly influence sound knowledge of teaching physical education in government secondary school in Ilorin East Local government, Ilorin, Kwara State.

Table 2: Chi-square analysis on the availability of school facilities and equipment influence sound knowledge of teaching physical education in government secondary school in Ilorin East Local government, Ilorin, Kwara State.

S/N	Items	SA	A	D	SD	Row Total	CAL value	X ²	D f	Table value	Decision
9	Availability of sporting facilities affect the teaching of Physical education	78 (22.3%)	118 (33.7%)	83 (23.7%)	71 (20.3%)	350					
10	Accessibility of sporting facilities affect both teaching and learning of physical Activities	76 (21.7%)	124 (35.4%)	84 (24.0%)	66 (18.9%)	350					
11	Proper utilization of sporting facilities affect teaching and learning of physical education	75 (21.4%)	111 (31.7%)	102 (29.1%)	62 (17.7%)	350	74.9		1 2	21.03	Ho reject
12	Adequate maintenance of sporting facilities affects teaching of Physical Education	79 (22.6%)	123 (35.1%)	79 (22.6%)	69 (19.7%)	350					
	Column Total	308	476	348	268	1400					

@ 0.05

Table 2 revealed that the chi-square value of 74.9 and table value of 21.03 with 12 degree of freedom at 0.05 alpha level. Since the calculated chi-square value of 74.9 is more than the table value of 21.03, therefore the hypothesis two that stated that the availability of school facilities and equipment do not significantly influence sound knowledge of teaching physical education in government secondary school in Ilorin East Local government, Ilorin, Kwara State is unacceptable. This means the availability of school facilities and equipment is significant enhance sound teaching of physical education in government secondary school in Ilorin east Local government, Ilorin, Kwara State.

Hypothesis three: Overpopulated classroom will not significantly influence sound knowledge of teaching physical education in government secondary school in Ilorin East Local government, Ilorin, Kwara State.

Table 3: Chi-square analysis on overpopulated classroom influence sound knowledge of teaching physical education in government secondary school in Ilorin East Local government, Ilorin, Kwara State.

S/N	Items	SA	A	D	SD	Row Total	CAL X2 value	Df	Table value	Decision
13	Overpopulation in classes affect teaching of Physical Education	137 (39.1%)	117 (33.4%)	53 (15.1%)	43 (12.3%)	350				
14	Overpopulated leads to distraction in classroom	120 (34.3%)	142 (40.6%)	54 (15.4%)	34 (9.7%)	350				
15	Knowledge and skills are easily distorted in physical education classes as a result of overpopulated classes	87 (24.9%)	165 (47.1%)	53 (15.1%)	45 (12.9%)	350	397.6	12	21.03	Ho reject
16	Facilities available for practical class cannot serve the overpopulated class as expected in Physical Education	154 (44.0%)	123 (35.1%)	51 (14.6%)	22 (6.3%)	350				
	Column Total	498	547	211	144	1400				

@ 0.05

Table 3 revealed that the chi-square value of 397.6 and table value of 21.03 with 12 degree of freedom at 0.05 alpha level. Since the calculated chi-square value of 397.6 is greater than the table value of 21.03, therefore hypothesis three stated that the overpopulated classroom do not significantly influence effective teaching of physical education in government secondary school in Ilorin east local government is not accepted. This means overpopulated classroom is significant predicting sound knowledge of teaching physical education in government secondary school in Ilorin East Local government, Ilorin, Kwara State.

Discussion of findings

The research investigated the influence of environmental serenity on sound knowledge of physical education teachers in government secondary schools in Ilorin East, Kwara State. The study revealed that School climate do not significantly influence sound teaching of Physical Education in government secondary school in Ilorin east local government. Based on the data gathered, it was revealed that the hypothesis one that stated that School climate will not significantly influence sound teaching of physical education government secondary school in

Ilorin east local government was not accepted, from hypothesis one, item number 4 agreed with the statement that Wind speed affects sound physical education practices class, and also from the Ho1, item 1 agreed the statement that rainfall affects sound physical education practical classes. This implies that school climate was a significant effect on the teaching of Physical Education. This is in line with Teli, Jentsch, & James (2012), confirmed that these qualitative studies identify the weather as one element of the physical environment as perceived to have an impact on physical activity but do not address the specific types of weather that are problematic, nor the magnitude of the effect exerted by various weather conditions. This implies that climatic condition invariably may mar sound teaching and learning of physical education session in school.

This research established that availability of school facilities and equipment do not significantly influence sound teaching of physical education government secondary school in Ilorin east local government. Based on data collected, it was indicated that the availability of school facilities and equipment will not significantly influence teaching of physical education in government secondary school in Ilorin east local government, Ilorin, Kwara State is unaccepted. This is in line with (Kyriacou, 2017) opined that regular grass clearing, sweeping of the school compound and painting, landscaping and planting of flowers, good drainage, refuse disposal, provision of fields, playgrounds and sporting facilities are strategies adopted to ensure effective teaching of physical education. This implies the availability of school facilities and equipment is significant have effect on teaching of physical education in public secondary school in Ilorin east local government, Ilorin, Kwara State.

The results of the findings revealed that overpopulated classrooms do not significantly influence teaching of physical education in government secondary school in Ilorin east local government. Based on the data collated, it was signified that the overpopulated classroom will not significantly influence sound teaching of physical education in government secondary school in Ilorin east local government, Ilorin, Kwara State was not accepted. This is in line with Ostrosky and Meadan, (2010) overcrowding is a sensation that a student feels, and is subject to the effects of mood, personality, and physical context. However, density does not always create a sense of over-crowding but is affected by a variety of personal, social, and environmental variables. The teacher can divide the class into two sections in other to carry all the students along and to make use of available facilities and equipment sufficient for all the students. This implies overpopulated classroom is significant not healthy in teaching of physical education.

Conclusion

Based on the findings of this study these conclusions were reached;

School climate has a significant influence on sound teaching of physical education government secondary school in Ilorin east local government, Ilorin, Kwara State; the location of the school has a significant influence on sound teaching of physical education in government secondary school in Ilorin east local government, Ilorin, Kwara State, availability of school facilities and equipment has a significant influence on sound teaching of physical education in government secondary school in Ilorin east local government and the overpopulated classroom has a significant predicting sound teaching of physical education in government secondary school in Ilorin east Local government, Ilor east in, Kwara State.

Recommendations

The following recommendations were made based on the conclusion of this study;

1. The teacher should ensure that physical education classes are done when there is a favourable climate in government secondary school in Ilorin east local government, Ilorin, Kwara State.
2. Adequate facilities and equipment should be provided to enhance sound teaching of physical education in government secondary school in Ilorin east local government, Ilorin, Kwara State.
3. The government and private school owners should ensure that appropriate numbers of students are in class to warrant sound teaching and a convenient learning environment in government secondary school in Ilorin east local government, Ilorin, Kwara State.

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