

Physical Education Students' Participation in Practical Classes among the Tertiary Institutions in Katsina State Nigeria.

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Abstract

The purpose of this paper was to investigate the attitude of undergraduates Physical Education students towards practical classes among the tertiary institutions in Katsina stat, a research question and one research null hypotheses were used to guide the study. Descriptive survey research design was adopted for the study. A total population of three hundred and forty (340) constituted the total population of this study with a sample of One hundred and eighty one (181) The participants were selected using random sampling technique to allowed each participant equal chance of being selected. Self-developed questionnaire titled "Attitude of physical education students towards practical classes' questionnaire" (APESTPCQ) on a 4 point likert scale was used. The instrument was pilot-tested to ensure its reliability using Cronbach Alpha value at 0.70. Frequency count, percentages and t-test statistical analysis were used to analyze the data collected. The finding of this study implies that the attitude of undergraduate physical education students towards practical classes is significantly positive from the above analyses: It is therefore recommended that, Practical classes should be given proper allocation of time in the school time table that will enable students to develop positive attitudes undergraduate physical education students towards practical classes.

Keywords: Physical Education, Practical Classes, Students Participation

INTRODUCTION

Globally more than a quarter of the world adults population (1.4 billion adults) are insufficiently active worldwide, do not do enough physical activity to stay healthy (WHO, 2016). The National Policy on Education NPE, (2013) stated that the purpose of education is to ensure that learners acquire skills which will enable them to develop into useful members of the society. The significance of education cannot be overemphasized. The link between education and society has been very pronounced as stated by the National Policy on Education (NPE, 2013). It is in recognition of this importance that the international community and governments all over the world have made commitments for its citizens to have access to education. The society is not static, therefore, education for any given society must also change in order to meet the needs of the changing nature of the society in particular and the nation at large. Yahaya (2021) asserted that the inability of education to meet the needs as well as promotes the economic self-reliance and sufficiency has resulted into youth joblessness (unemployment) and increasing incidence of social ills among the youths. It is against this background that in Physical Education becomes imperative in this present day Nigerian Educational sector. The Nigerian Educational system is stratified into basic education, junior and secondary education as well as tertiary and university education.

The Ministry of Education in Katsina state prescribes the level of physical activities and how the practical classes should be conducted. In many institutions, the practical lesson is scheduled once per week while in some institutions students go for voluntary practical classes to help them learn more and to be able to cope in class. When a student has a negative attitude towards education, it may influence his performance as a physical education student. The quality of learning is also a function of love, dedication and devotion of the student towards the subject. Many factors can encourage or inhibit learning, such as a student attitude and the personality traits of the student.

Student's attitudes could be influenced by poor condition of education, shortage of school infrastructure, lack of incentives and inadequate financial resources to support their personal as well as educational needs inadequate of qualified teachers, equipment among others. The study, therefore," investigates the physical education student's attitude towards practical classes among tertiary institutions in Katsina state.

The main goal of education is to reveal the talents and hidden potentials of individuals and support the development of the mentioned features to the peak. The physical, mental, social and emotional development of students as a whole is one of the basic principles of modern education system. Physical education, conceptually, is defined as "an effective educational activity that is directly related to human health, character development and increasing morale efficiency, and the upbringing of a human resource who is strong in a national sense with high collective spirits and behaviors (Aras, 2023). However, Sport is an integral part of our culture, students should learn as the subject matter of physical education should be a development of skills and strategies necessary to participate in sports. Participation in sports should be modifying to contribute to the students understanding and ability to play sports successfully.

Charlotte (2013) in Imam (2025) opines that physical education has the potential to make significant and distinctive contributions to the development of each domain of learning: the cognitive, the affective and the psychomotor, every child fundamental movement skills and physical competences are necessary precursors to activities in later life. Similarly, physical education helps a child to develop respect for others and contributes to the integral development of the body and the mind. It also enhances self-confidence, self-esteem and social, cognitive as well as academic excellence. It is known that participating in sports and physical activities has positive effects on public health (Keskin, 2024). Physical education course has several positive

effects on areas of student's development. Primarily, it is a fact that physically active students have higher levels of academic motivation (Aras, 2023). Also it has been pointed out that being involved in physical education and sports is highly beneficial in supporting social, physical, mental and motor developments (İmamoğlu, 2021). In children and youth, sports play a major role in reducing aggressive behavior to a minimum. Sports is an element that directly increases assertiveness level (Eraslan et al., 2025). The students' attitude and involvement to sports activities believed to be of great help to the health condition of the individuals particularly involving into sport and recreation activities produces significant benefits to students, even after graduating.

In the literature, several definitions regarding the term, attitude, which affects human life on a significant level, were made. Imam, (2025) defined attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations to which it is related". Katz (2022) defined attitude as "an individual's tendency of evaluating a symbol, an object or an event in the environment positively or negatively (İnceoğlu, 2025). On the attitudes of people, especially their experiences in early life, previously obtained prejudice, dogma, beliefs and values, place of individuals in a group or society, "sense of self" of individuals and an individual's education are significant determiners (Özyalvaç, 2025). Brandt (2013) in Imam, (2025) opined that attitude is a relatively stable evaluative disposition directed towards some event. The concept of evaluation is referring to a dimension of attitudes that include such notions as being for or against, or positive and negative.. In this regard, major responsibilities fall onto the shoulders of families and education facilities providers in order to motivate children to participate in sports and physical education activities in early ages. If this is provided, it can be expected that the students will demonstrate a positive attitude towards practical classes. However, initially, it is important to determine the

factors which affect students' attitudes towards practical classes. Kangori (2024) observed that a teacher occupies an important place in the total educational growth of students. One problem facing education today according to Kangori the fact that teachers have negative attitudes towards science. Kangori further stated that some teachers' negative attitudes stem from a belief that they do not have strong practical content knowledge in teaching Physical Education effectively.

Objective of the Study

The main purpose of this study was to investigation the attitude of undergraduates Physical Education students towards practical classes in tertiary institutions in Katsina state.

Research Question

This study is guided through this question:

1. What is the attitude of undergraduate physical education students towards practical classes among tertiary Institutions in Katsina State
2. what is the level of participation of the undergraduate physical education students toward practical classes?

Hypotheses

Ho1. The attitude of the undergraduate physical education students toward practical classes is not significantly positive

Ho2: The undergraduate physical education students did not significantly participate toward practical classes.

Methodology

Descriptive survey research design adopted for the conduct of this study. According to Nwana (2015), survey designs focus on people and their behavior, perception, beliefs and opinions. Same vain, Sanusi (2018) supported that survey design is a kind of study through which a person finds out the feeling of others about something. He further maintained that survey design is a systematic description of an event in a very factual and accurate manner. Population of the study comprised the three tertiary institutions that offer Human Kinetics and Health Education, namely: Federal University Dutsin-Ma, Federal college of Education Dutsin-Ma and Isa Kaita College of Education. Thus, there are two hundred and sixty six (266) undergraduates in Human Kinetics and health education students in Federal University Dutsin-ma thirty six (36) undergraduate Physical and Health Education students in Isa Kaita College of Education Dutsin-ma and thirty eight (38) Physical and Health Education undergraduate Students Federal College of Education Katsina. The total stands as three hundred and fourty (340) as at January, 2022.

RESULTS.

4.2 Demographic information of the respondent

		Frequency	Percent
Gender	Male	133	73.5
	Female	48	26.5
	Total	181	100.0
Type of institution	University	142	78.5
	College of Education	39	21.5
	Total	181	100.0

Table above shows that 133 respondents representing 73.5% were males while 48 respondents representing 26.5 % were female. The table also indicated that 142 respondents representing 78.5 % were University students while 39 respondents representing 21.5 % were College of Education

Data Analysis and Results

The result of the study was presented for the responses of the respondents and the scores of the test. The data was obtained from the responses of respondents.

Research Question one: What is the attitude of the undergraduate physical education students' toward practical classes?

To answer the research question, the response of respondents were subjected to descriptive statistics and the result is shown in table 4.1

Table 4.1 Mean and Standard deviation scores of the responses on Attitude of the Undergraduate Physical Education Students' Toward Practical Classes

	N	Mean	Std. Deviation
Equal priority is given to both practical and theoretical classes in yours department	181	3.57	.790
We attend physical education practical classes on time without lateness as done in theoretical lectures in your institution.	181	3.17	.671
I willingly chooses to study physical education.	181	3.10	.775
We willingly and joyfully participate in practical classes as done for theoretical lectures/classes.	181	3.04	.939
We put more emphases on practical than theoretical classes in physical education in our institution.	181	3.04	.878
Practical courses are easy to pass than theoretical courses.	181	3.07	.863

Theoretical classes are easier to pass than practical classes.	181	2.61	.975
Time allocated for practical classes are suitable for practical	181	3.23	.936
Practical classes are more interesting than theoretical classes.	181	2.92	1.016
Practical classes are more demanding compared to theoretical classes in terms of time and materials	181	3.01	1.113
Physical Education Students Participation in practical is always regular and frequent	181	3.29	.941
Physical Education Students Participation in practical classes is irregular and not frequent	181	3.07	.867
Physical Education Students Participate in practical classes more often than theoretical classes.	181	3.17	.918
Physical Education Students Participate more in theoretical than practical classes	181	2.90	.989
Female students participate more in practical than theoretical classes.	181	3.02	.928
Male students participate more in practical classes than theoretical classes.	181	3.17	.910
The level of Physical Education Students Participation in practical classes is encouraging in my school	181	3.15	.855
The level of Physical Education Students Participation in practical classes is not encouraging in my school	181	2.53	.898

Physical Education Students attend practical classes late some even abscond in some tertiary institutions	181	3.18	.838
Some Physical Education Students Participate practical classes under duress and pressure	181	2.09	1.142
Total	181	60.33	18.242

Table 4.1 revealed that the mean of the responses of respondent on the level attitude of the undergraduate physical education students' toward practical classes was 60.33 (average of 3.02) out of the total mean score of 80.0 (average of 4.0) which implies that the level attitude of the undergraduate physical education students' toward practical classes is high based on the responses of respondents.

Testing hypothesis

Hypothesis

H₀₁: The attitude of the undergraduate physical education students toward practical classes is not significantly positive.

Table 4.2: Chi- Square analysis on Attitude of the Undergraduate Physical Education Students toward Practical Classes

	Chi- square	Df	P- value	Decision
Attitude of the Undergraduate Physical Education Students toward Practical Classes	70.68	19	0.000	Significant

Table 4.2 above revealed that the Chi- Square value of 41.00 was computed and the p- value 0.000 was observed. Hence, the study rejected the hypothesis that say the attitude of the undergraduate physical education students toward practical classes is not significantly positive. This implies that

the attitude of undergraduate physical education students towards practical classes is significantly positive.

Conclusion

The attitude of the undergraduate physical education students toward practical classes is significantly positive. The undergraduate physical education students significantly participate toward practical classes. There is no significant difference between the male and female undergraduate physical education students' attitude toward practical classes.

Recommendations

1. Physical Education Practical classes should be given enough time allocation in the school time table that will enable students to participate fully and develop a favorable positive attitude towards practical classes in our tertiary Institutions.
2. There is needs to motivate the students to involve in practical classes both the male and female undergraduate. Under graduate students should be encourage during their matriculation orientation on the importance of attending practical classes.

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