

## Effect of Gender on the Achievement of Secondary Schools Students on Physical Education, Kogi State, Nigeria

**Bamidele, Benson Babatunde, Ph.D**

Department of Human Kinetics & Health Education

Kogi State University, Anyigba.

[bamidelebensonbabatunde@yahoo.com](mailto:bamidelebensonbabatunde@yahoo.com)

&

**Ige Peter Taiye**

Department of General Education,

Kogi State College of Education (Technical),

Kabba.

### **Abstract**

*The study examines the effect of gender on the achievement of secondary schools' students on physical education in Kogi State, Nigeria. Two (2) research questions and two (2) null hypotheses was formulated to direct the study. The population of the study consisted of all the secondary school students in the area. Descriptive research of survey method was used. A multi-stage sampling techniques of stratified random sampling techniques was used to select two hundred (200) respondents. A likert scale format questionnaire which was validated by the three experts from the department of Human Kinetics and Health Education, Kogi State University, Anyigba, was used for the study. A reliability coefficient of 0.80 was obtained through test retest of 18 students. The instrument was administered by the researcher and research assistant. The data collected was analyzed using inferential statistical of three chi square ( $X^2$ ) statistical method. The result of the study revealed that gender of the students has significant effect on the achievement test scores in physical education. The result further revealed that students taught by the male teachers are significantly better in physical education activity than the students taught by the female teachers in Physical education activity. It is therefore recommended that physical education specialists should be employed to handle both the theoretical and practical aspects of the subject as such will enhance equal participation of the students. It was further recommended that parent should encourage their children and wards to have interest in physical education most especially the female children.*

**Keywords; Achievement, Physical Education, Students, Teachers.**

### **Background of the Study**

The improvement of play to man cannot be over-emphasized, hence, man has struggled to ensure the recognition of his participation in physical activity and sports in schools. According to Volter and Esslinger (2000) man has always wanted to play and has

played when possible; but it was recently that he has ventured to play in the schools. They noted that the play was neither recognized not included in the school curriculum. Since sports at this time were not a part of the school curriculum, students indulge in various sports in their leisure moment. They are not perhaps without the problems of choice of activities and time since certain variables could at times affect the choice of activities that the students would want to participate. Nixon & Jewett (2000) pointed out that the inclusion and exclusion of the types and varieties of sports in sports programme are based within the financial limitation of the instructions.

Interscholastic sports were eventually accepted as an essential part of the school curriculum in the United States of America. It was later found that sports under proper guidance and leadership could become a powerful educational force, particularly in the development of social and moral as well as physical qualities. Today, the physical activity and sports programme is considered an essential phase of the total physical education programme in Nigeria as well. Bucher (1979) explained that physical activity and sports, athletes and team games become more important in the early twentieth century, together with broad and extensive programme being established in schools, recreational organization and other agencies.

Prior to 1930, there was a traditional feeling among professional leader that females should be excluded from strenuous activities. The judgement was predicted upon both physiological and socio-cultural grounds which some scientific base. This wrong notion is also being upheld by many uneducated Nigerians and some religious fanatics.

Volter and Esslinger (2000) remarked that woman has greater freedom today, however, than ever before. More and more, she is participating in the social, political and economic life of the world. It was asserted that if she is to fit harmoniously into this different life, she would need a different training. Available parts of this training would be gained through competitive sports. Volter and Esslinger (2000) were of the opinion that attainment of physical fitness in no small measure could enhance a woman's efficient participation in her commitments of human endeavor. Bucher (1979) concluded that physical activity, athletes,

and sports have been advocated for many years ago for the athletically gifted. Therefore, there should be full opportunities for both male and female students to participate in physical activity and sports.

Ladani (2008) remarked the values of physical activity and sports/invariably mention the contribution that is made to health. There can be no doubt that sports programme if well conducted would make a significant contribution to the health of the athletes. It was also referenced that in advanced countries organizations were dedicated to the problems encountered in physical exercise and sports. Adeyemi (2004) concluded that the acquisition of physical activity and sports knowledge, skills and abilities are capable of making individuals functional and proactive for effective round development such as mental, social, intellectual and emotional well-being. obiyemi (2005) posits that the effective inclusion of physical education activity and sports in the curriculum will be vigorously pursued in the secondary schools in the state in order to give the basic foundation in physical education and sports in which they will build upon in the future.

Venkateswarlu (2002) concluded that it is very necessary to consistently know the effect of gender on the performance of students in physical activity and sports. This is to make learning and teaching of physical education and sports very interesting and understandable to both male and female learners for greater achievement in the indispensable subject. It has been reported by some researchers that gender difference exists in performance of students in physical education activity and sports while some researchers reported that gender difference does not exist. Fasan (2000), Obiyemi and Adesoye (2003) in one of their works reported that male students' athletes performed better in physical activity and sports than the female students athletes counterpart in the sport competition.

Adewumi(2005) concluded that there is significant difference in performance of male and female athletes in physical activities. Based on the above reasons, hence the need to assess the effect of gender on the achievement of secondary school students in physical education in Kogi State became necessary.

## Research Questions

The following research questions were formulated to guide the study;

1. Is there any significance difference in the achievement test scores of male and female students in physical education in the secondary schools of Kogi State?
2. Is there any significance difference in the achievement test scores of students taught by the male and female teachers in physical education in the secondary schools of Kogi State?

## Null Hypotheses:

The study is guided by the following null hypotheses.

**H<sub>01</sub>** There is no significance difference in the achievement test scores of male and female students in physical education in the secondary schools of Kogi state,

**H<sub>02</sub>**. There is no significance difference in the achievement test scores of students taught by the male and female teachers in physical education in the secondary schools of Kogi State.

## Methodology

The information required to assess the effect of gender on the achievement of secondary student's on physical education in the secondary schools of Kogi State Nigeria was already available without manipulation of variables. Therefore, ex-post facto research design was used in the study. The sample for the study consisted of one hundred (100) subjects from the population of eight hundred(800) subjects from the secondary schools of Kogi State using multi-stage and random sampling techniques. The main instrument used was a structured and validated questionnaire to elicit appropriate information from respondents. The designed questionnaire was presented to the experts from the department of Human Kinetics and Health Education, Kogi State University, Anyigba. The experts' comments and corrections were adopted in the final print out of the questionnaire which was personally distributed to the selected subjects in their various secondary schools for the study. The test of reliability coefficient was 0.90 while the Guttman split half of 0.80 was obtained after a test-retesting of 20 students in the secondary of Kogi State. The findings of the study revealed that

significance difference exists on the effect of gender on the achievement test scores of secondary students in physical education in Kogi State, Nigeria.

## Results and Discussion

The result of the study is presented below:

**Table 1: T-test analysis on the achievement test score of the male and female students in physical education in secondary schools of Kogi state.**

Gender of Students	No. of Students	Mean	SD	Df	T. Calculated value	T Critical value	P (Sig)	Decision
Male	60	33.30	15.25	99	2	1.96	0.002	Rejected
Female	40	30.40	14.30					
Total	100	63.70	29.55					

Alpha; 0.05, df=99 t=1.96

The result of the above table one (1) revealed that the mean scores test of male student was 33.30 with the standard deviation of 15.25 while the means scores test for female was 30.40 with the standard deviation of 14.30. the calculated T-value of 2 was obtained and higher than the critical value of 1.96. the null hypothesis that states there is no significance difference in the achievement sore test of male and female students in physical education in secondary schools of Kogi State was rejected at 0.05 alpha level.

The result of table one(1) shows that there is significance difference in the achievement scores test of the male and female students in physical education.

**Null Hypothesis 2:** *There is no significance difference in the achievement of students taught by the male and female teachers in physical education in secondary schools of Kogi State.*

**Table 2: T-test analysis on the achievement test scores of the students taught by the male and female teachers in physical education in secondary schools**

Gender of	No	of	Mean	SD	df	Calculated	Critical	P(Sig)	Decision
-----------	----	----	------	----	----	------------	----------	--------	----------

Teachers	Students				Table Value	Table Value		
Male	60	33.30	15.25	99	2	1.96	0.002	Rejected
Female	40	30.40	14.30					
Total	100	63.70	29.55					

Alpha: 0.05, =df=99 critical t=1.96

The result of the above table two (2) revealed that the mean scores test of the students taught by the male teachers was 30.40 with the standard deviation of 14.30. The calculated T. value of 2 was obtained and higher than the table critical value of 1.96. The null hypothesis that states there is no significance difference in the achievement scores test of the students taught in physical education in the secondary schools of Kogi State was rejected at 0.05 alpha level. The result of the table two (2) shows that there is no significant difference in the achievement scores test of the students taught by the male and female teachers in physical education in the secondary schools of Kogi State.

### Findings of the Study

The following are the findings of the study;

1. The study revealed that the male students of the secondary schools significantly achieved better than the female students in physical education.
2. The finding revealed that students in the secondary schools taught by the male teachers also achieved better than the students taught by the female teachers in physical education.

### Discussion of the Findings:

The purpose of this study is to assess the effect of gender on the achievement of secondary school students in physical education. The result of table one (1) revealed that gender of students has significant effect on the achievement of students in physical education. This is because male student achieves significantly than their female

counterparts. This is clearly showed by mean difference achievement score of 2.9 in favor of male students, this implies that male students has interest in physical activities than their

female counterparts. Volter (2000) noted that if the female students believed that she is meant to be soft, inferior, fragile, weak, and fearful it means that she is not supposed to participate in difficult activities such as physical education activities. Also, Amuche (2000), in Adeyanju (2005) using gender as an independent variable reported that female students in particular has negative attitude towards physical education.

The result of table two (2) indicates that students taught by male teachers achieved significantly in physical education activities than the students taught by the female teachers in physical education.

This is showed by a mean of difference of 2.9 in favor of students taught by male teachers. This implies that the male teachers are more committed to the teaching of physical education than their female counterparts and the students taught by the male teachers understand physical education better than the students taught by the female teachers.

The findings of the study support findings of Amuche (2000), Ladani (2005), who reported that the male students of the secondary schools performed better than their female counterparts. However, the study is at variance with the findings of Venkateswarlu (2006), who reported that there is no significant difference in the performance of male and female students in physical education activity. The reasons for the disparity in the performance of male and female students in physical education activity could be because male students have high positive interest in physical education and do not consider it to be a difficult subject, while female students have little interest in physical education and consider it to be a masculine subject.

## **Conclusion**

Based on the findings, the following conclusions were made

Male students of the secondary schools significantly achieved better than the female students in physical education.

Students taught by the male teachers achieved better than the students taught by the female teachers in physical education.

## Recommendations

Based on the finding of the study, the following recommendations are made;

1. Physical education specialists should be employed to handle both the theoretical and practical aspects of the subject such will enhance equal participation of the students.
2. Female physical education teachers should be more committed to teaching of students' physical education.
3. Physical education teachers in secondary schools especially female physical education teachers should be given adequate incentive allowances closely monitored and strictly supervised in teaching the much dreaded subject.
4. The uplift the achievement of students in the secondary schools in physical education, physical education teachers especially female should be sponsored and allowed to regularly attend workshops, conferences and seminars to update their methodology of teaching physical education.
5. Parents should encourage their children and wards to have interest in physical education especially the female children.

## References;

- Adeyenle K.A. (2004), *Corporate Strategies for combating performance in Physical education in the Secondary School*, Ibadan, Ploxtone Press.
- Adewumi, D. T. (2003) Principles and Practice of Physical Education in Nigeria, *Journal of the Physical Education and Sports, Nigeria*. 4 (2) 40-58
- Adesoye, A. A. (2003), Influence of Sex Difference of Students on the achievement in Secondary School Physical Education. *Journal of the Association of Physical, Health, Recreation and Dance*.5 (3) 60-74
- Bamidele, B. B. (2016), Attitudes of the teachers as a Constraint to the teaching and Learning of Physical Education Programme, *Journal of International Journal of Scientific and Education*. 4 (5) 45-59

- Bucher, C. A. (2000), *Management of Physical Education and Sports*. Mc Graw Hill Companies Inc. New York.
- Esslinger, K. (2000), *Teaching Physical Education for Learning*, : WCB/Mc Graw-Hill Companies Inc. New York.
- Ladoni, B.A (2008), *An Introduction to Sports Management*. Sunjo A.J. Global Links ltd.India
- Fasan, C. (2004), *Introduction to Sports Management*. Minerite Accord Limited Mushin Lagos.
- Soucie, D. G. (2004), Management Theory and Practice **In** Zagler, E. F. *Physical Education and Sports: An Introduction* Lea & Febiger, Philadelphia
- Volta, M. A. (2005), *Effective Teaching Strategies in Secondary Physical Education*, 3<sup>rd</sup> ed. W.B. Saunders Company, Philadelphia.
- Venkateswarlu, K. ( 2002), *Gender Equity and Equality: Issues in Nigeria* University Gomes Association in, Challenges Ahead of NUGA as an institutionalized Sports Organization; 18<sup>th</sup> edition, NUGA Games Seminar, Ahmadu Bello University, Zaria.
- Nixon, A. C. & Jewett, T. I. (2000), Attitudes and Interest of the Students to the Physical Education in Secondary Schools. *Journal of the physical and Health Education* 34 (1), 46-54.