

# Assessing Physical Education Curriculum On Martial Arts For Junior Secondary School: Pedagogy For Effective Self Defense Program And Technique

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*Abstract: The study is aimed at the assessment of the physical education curriculum on martial arts for junior secondary school, pedagogy for effective self-defense programme and techniques. The researcher made use of survey research design with one hundred and twenty five physical education teachers' respondents as sample size and questionnaire was used as research instrument. In data analyses, mean and grand mean was use in analyzing research question. The research findings shows that there is adequacy of the content of physical education curriculum on martial arts but the contents are not covered before the end of the term. It was revealed that techniques use in teaching practical are difficult for the teachers to implement and practical's are not usually taught.it was also found that qualified and experience teachers of physical education was employed. Also the study revealed inadequate learning environment for learners. It was recommended among others that more lesson periods should be allotted to physical education; government should organize extra training and workshops for teachers of physical education and learning environment should be improved.*

*Keywords: Curriculum, Physical Education, Martial arts and Self-defense.*

## I. INTRODUCTION

The level and objective of education a country wants to achieve cannot be actualized if the planned programme for such level of education is not well implemented (Onyechu, 2008). Observing this, he also asserted that: "No matter how well a curriculum of any subject is planned, designed and documented, its implementation is important". This is because the problem of most programmes arises at the implementation stage. Recognizing this, Babalola (2004) and Mkpá (2011) remarked that it is at the implementation stage that many excellent curriculum plans and other educational policies are marred without any trace.

Physical Education is a systematic instruction in sports, training, practice, gymnastics, exercises, and hygiene given as part of a school or college programme. Physical Education is the study, practice, and appreciation of the art and science of human movement (Hardman & Marshall 2010). Physical Education is a course in the curricula that utilizes the learning in the cognitive, affective, and psychomotor domains in a play or movement exploration setting (Kirui, 2007). In this study, it refers to an instructional program built around basic motor activities, which help achieve the goal of physical, emotional and mental wellbeing for every pupil, student and student-teachers. It includes education in health, hygiene, first aid, personal safety, and the teaching of manipulative skills. It is an integral part of the schooling process.

Physical Education is a formal content area of study in schools that is standard based and encompasses assessment based on standards and benchmarks. It is defined as a planned sequential standards-based programme of curricula and instruction designed to develop motor skills, knowledge, and behaviors of healthy active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence.” As a school subject, physical education is focused on teaching school-aged children the science and methods of physically active, healthful living (NASPE, 2012).

Physical education is one of the subjects in secondary schools which goal is the total development of the individual through physical activities. Educational activities in physical education are designed to promote not only the physical well-being but also the mental and social well-being of the participants. Wuest and Bucher (2006) assert that it is the education process that uses Physical activities as a means to help individuals acquire skills, fitness, knowledge and attitude that contribute to their optimal development and well-being. According to Singh (2011), the aim and objective of physical education is to develop human personality in its totality. He also noted that physical education help to instill in the students the value and skills of maintaining a healthy life style through physical activities. The person will learn skills necessary to perform variety of physical activities, is usually physically fit and participates regularly in physical activities as well as its contribution to healthy life style.

Etymologically, the word curriculum was coined from the Latin word “curare” meaning “race course”, referring to the course of deeds and experiences through which children grow to become mature adults (Collins English Dictionary, 2012). Curriculum is the set of courses and their contents offered at a school or university. A curriculum is prescriptive and is based on a more general syllabus, which merely specify what topics must be understood, and to what level to achieve a particular grade or standard. That is, a curriculum may be referred to as all courses offered at a school. According to Kelly (2008), “Curriculum is all the learning which is planned and guided by the school, whether it is carried out in groups or individually, inside or outside the school”. In other words, curriculum specifies in advance what we are seeking to achieve and how we are to go about it. Offorma (2010) sees curriculum as a planned leaning experience offered to a learner in school, adding that it is a program of studies made up of three components program of studies, program of activities and programme of guidance. Hence the meaning of the term curriculum has also been changed to meet the needs of education of different courses of studies. Blenkin (2012) defined curriculum as a body of knowledge contents and or subjects. That is, curriculum is the process by which knowledge and skills are transmitted or delivered to learners by the most effective methods that can be devised. Curriculum is an organized plan of course outlined with the objectives and learning experience to be Curriculum as an educational term implies “planned learning experiences offered to learners in the school” (Offorma, 2010). It is a programme consisting of three major components namely programme of studies, programme of activities and programme of guidance respectively. These components represent contents, activities and related experience/guidance given to learners by teachers

through the auspices of the schools (Tanner & Tanner, 2011). Thus, curriculum is viewed as a vehicle for achieving the educational goals or aspirations of the society. In Nigeria most curriculum time is allocated when children are between 9- 14 years of age. With reductions in time as age increases – especially in the upper years of schooling, when it either becomes an optional subject or it disappears from the timetable. “Estimated activity levels increase during childhood into early adolescence, and then decline as youth pass through adolescence. In one European country more than half a million hours of Physical Education have been lost in primary schools in the year 1998-1999 to make time for literacy and numeracy work (Talbot, 1999). Unfortunately, the reality is that not only are the time mandates for Physical Education in public and private schools continually decreasing, but there are many education programmes world-wide whose curriculum does not include Physical Education at all (Bycura & Darst 2011).

According to encyclopedia Britannica, martial arts are codified systems and traditions of combat practiced for a number of reasons such as self-defense; military and law enforcement applications; competition; physical, mental and spiritual development; and entertainment or the preservation of a nation's intangible cultural heritage. Martial arts are defined as: 'any of the traditional forms of Oriental self-defense or combat that utilize physical skill and coordination without weapons ('martial arts', Dictionary.com). Martial arts sports are needed as part of activities in schools' curriculum to effectively mold children's characters and lifestyles. It is necessary for children to be taught on benefits accruable to martial arts sport, such as self-defense, which would help their physical, mental and spiritual development. This sport is a fitness and confidence-building sport, which is discovered to have discipline, respect and character molding effect on children who are exposed to it in schools. Also students with some martial arts foundation knew the importance of strength and power training for self-defense and the consequences, such children would appreciate their abilities, capabilities and the need to respect and restrain themselves where and when necessary, because of the training they had received. Its teaching emphasizes respect for self, boldness, humility, perseverance, self- control and the ability to speak up and defend oneself. Indiscipline and behavioural issues have become a problem among youths an in contemporary society, it is, therefore, imperative for curriculum makers, school administrators to encourage physical education teachers to put more effort on these martial arts and also allot extra time to practically teach the sports to make the docile children more outgoing and the hyperactive ones more controllable. Today, martial arts are studied for various reasons, including fitness, sport, self-defense, combat skills, self-cultivation (meditation), mental discipline, character development, self-confidence, and as a complementary or alternative therapy for some medical conditions.

Self-defense is a counter-measure that involves defending the health and well-being of oneself, or of another, from harm. Physical and mental self-defense is the use of physical force and mental ability to counter an immediate threat of violence. Such force can be either armed or unarmed. In either case, the chances of success depend on a large number of parameters, related to the severity of the threat on one hand, but also on

the mental and physical preparedness of the defender (Dictionary Reference, 2012). Many styles of martial arts are practiced for self-defense or include self-defense techniques. Some styles train primarily for self-defense, while other martial or combat sports can be effectively applied for self-defense. Some martial arts train how to escape from a knife or gun situation, or how to break away from a punch, while others train how to attack. To provide more practical self-defense, many modern-day martial arts now use a combination of martial arts styles and techniques, and will often customize self-defense training to suit the participants' lifestyles, occupations, age groups and gender, and physical and mental capabilities.

### STATEMENT OF THE PROBLEM

Physical education is a discipline that is meant to develop the learner physically, mentally, socially, psychologically for the enhancements and development of their own society. To ensure effective implementation of physical education curriculum in martial arts in junior secondary school is to make use of diverse techniques or methods in order to make learners active. The major concern for worry is that prescribed innovative pedagogies for active participation of the learners in executing the techniques involve in martial arts are not used by teachers who are enveloped in using only theoretical aspects of teaching. Physical education curriculum on martial art has not been properly matched with the need of teaching self-defense to students in schools and with the increase of kidnapping and rape in our society today martial arts need to be taught well in our schools. One of the prevailing problems in Nigerian secondary school physical education curriculum is that our school administrators are not giving adequate attention to time allotted to martial art teaching which is basically practical oriented. This unfortunate development has become a source of worry to many stakeholders in the teaching of physical education in schools. Observation by the researcher indicates that many physical education teachers in Anambra state finds it difficult to teach the practical aspect of martial arts, and in schools where there are no physical education teachers or inadequate number, nonphysical education teachers that studied other subjects teaches it. Such arrangement may affect the teaching of the subject of martial arts because it involves practical and needs a specialist to achieve the desired goal.

The problem facing the implementation of physical education curriculum on martial arts for junior secondary school in Anambra state for the actualization of obtaining self-defense knowledge and techniques is a serious concern to the teachers, learners, government and parents. Hence the work would center on how best to solve this perennial phenomenon.

### RESEARCH QUESTION

- ✓ How adequate is the content of PE curriculum on martial arts for junior secondary school?
- ✓ How adequate is the techniques/ methods used in the implementation of PE curriculum on martial arts for junior secondary school?

- ✓ What are the qualification/ experiences of teachers involved in the teaching of martial arts in junior secondary school?
- ✓ How adequate is the learning environment for the effective teaching of martial arts.

### II. METHOD

The survey research design was adopted for the study. The population of the study consisted of 125 physical education teachers in Anambra state. No sampling was made because all the physical education teachers were used. The instrument for the study was questionnaire. Based on the research question, the questionnaire titled Assessing Physical Education Curriculum on Martial Arts (APECMA) was used for data collection. It consisted of 23 items on 4 point scale of strongly agree (4 points), Agree (3points), Disagree (2points), strongly disagree (1points). The instrument was face validated by two experts. The questionnaire was administered on 125 respondents by the researcher with the help of research assistant, out of the one hundred and twenty-five (125) copies of questionnaire administered, hundred (100) were collected. Descriptive statistics of mean and grand mean were used to answer the research questions. The point for the scale was 2.50. Items with mean above 2.50 represented agree while those with mean below 2.50 represented disagree.

### III. RESULT

*RESEARCH QUESTION 1:* How adequate is the content of PE curriculum on martial arts for junior secondary school?

S/N.	Decision	Mean.	Decision
1.	Am aware of the concept/content in physical education.	3.01	Agree
2.	I have a copy of complete resent curriculum on physical Education.	3.27	Agree
3.	Martial art objective is stated clearly in the curriculum.	2.79	Agree
4.	All the contents on the curriculum is covered before end of the	2.42	Disagree
5.	Physical education curriculum on martial arts was properly broken down into steps.	3.0	Agree
6.	Content in the curriculum contains practical.	2.78	Agree
<b>Grand mean</b>		<b>3.005</b>	<b>Agree</b>

*Table 1: Perceptions of respondents on adequacy of the content of physical education curriculum on martial arts for junior secondary school*

Data presented in Table 1 reveals that all the items except 1 have high mean ratings above the cutoff point of 2.50. This implies that not all the contents in the curriculum were covered before end of term as it had the lowest mean response of 2.42. In the same vein, the sampled teachers had a copy of complete resent curriculum on physical education as this had the highest mean response of 3.27. However, a grand mean of

3.005 confirms overall high perceptions on adequacy of the content of physical education curriculum on martial arts for junior secondary school.

**RESEARCH QUESTION 2:** How adequate is the techniques/ methods used in the implementation of physical education curriculum on martial arts for junior secondary school?

S/N.	Decision	Mean.	Decision
7.	Lecture method is dominantly used.	2.76	Agree
8.	Practical are properly taught on martial art.	2.18	Disagree
9.	Time/lesson period allotted to Physical education in the school time table is enough.	2.3.	Disagree
10.	I know the techniques of teaching practical in martial arts.	2.56.	Agree
11.	I use demonstration as a teacher's strategy.	3.01	Agree
12.	The techniques are difficult to teach.	2.86	Agree
<b>Grand mean</b>		<b>2.611</b>	<b>Agree</b>

Table 2: Perception of respondents on the adequacy of the techniques/methods used in the implications of physical education curriculum on martial arts for junior secondary school

Table 2 above showed that all the items scored above the mean ratings of 2.50 except items 8 and 9. This implies that most teachers do not teach practical aspects of martial arts and the time and lesson period allotted to physical education in the school time table is not enough, as they have the lowest mean response of 2.18 and 2.03 respectively. On the other hand, teachers use demonstration as teaching strategies as this has the highest mean response of 3.01.

**RESEARCH QUESTION 3:** what are the qualification/ experiences of teachers involved in the teaching of martial arts in junior secondary school?

S/N.	Decision	Mean.	Decision
13.	Qualified teachers of physical education are usually employed.	2.93.	Agree
14.	Most teachers have experience to impact martial arts to students.	1.86.	Disagree
15.	Physical education teachers who are opportune to attend training or workshop perform better in teaching physical education.	3.17.	Agree
16.	Teachers that majored in physical education teaches the subject in my school.	2.56.	Agree
17.	Teachers are aware that they are potential agents of achieving physical education objective In schools curriculum.	3.02.	Agree
<b>Grand mean</b>		<b>2.708.</b>	<b>Agree</b>

Table 3: Perception of respondents on the adequacy of the qualification and experiences of teachers involved in the

*teaching of physical education curriculum on martial arts in junior secondary school*

The data in table 3 confirm that all the items scored above 2.50 cut off point with a grand mean of 2.708 except item 14 which disagree that most teachers have experience to impact martial arts on the students. Specifically, physical education teachers who are opportune to attend training or workshop perform better in teaching physical education. Also teachers are aware that they are potential agents of achieving physical education objective in school curriculum as this item has the second highest mean response of 3.02.

**RESEARCH QUESTION 4:** How adequate is the learning environment for the effective teaching of martial arts

S/N.	Decision	Mean.	Decision
18.	The learning environment in my school is conducive.	2.8	Agree
19.	There are enough classes in my school to accommodate the students for learning.	2.74	Agree
20.	There are empty rooms where these martial arts can be practice.	1.09	Disagree
21.	There are changing rooms where students can change their sports wear.	1.91	Disagree
22.	Fully equipped first aid box are available in the school.	2.32	Disagree
23.	My school has a sick bay where students that are sick are taken care of.	2.58.	Agree
<b>Grand mean</b>		<b>2.375</b>	<b>Disagree</b>

Table 4: Perception of respondents on the adequacy of learning environment for the effective teaching of martial arts

Table 4 above showed that items 20, 21, and 22 have low mean score of 1.9, 1.91 and 2.32 respectively; this implies that there are inadequate empty rooms where martial arts are practiced, inadequate changing rooms and inadequate fully equipped first aid box. Availability of sick bay has the highest mean response of 2.58. However, a grand mean of 2.375 confirm poor perceptions on the adequacy of learning environment for the effective teaching of martial arts.

#### IV. DISCUSSION

Data analysis on table 1 revealed high perceptions on adequacy of the contents of physical education curriculum on martial arts for junior secondary school among physical education teachers, except item 4 which disagree that all the contents in the curriculum were covered before the end of the term with a mean score of 2.42 which is lower than the mean cut off point of 2.50. The findings were corrugated with the research carried out by (NCCA 2005; 2008) Teachers reported that they had insufficient time to fully implement curriculum subjects or to address all of the objectives within each of these subjects. For example, they explained that it can be difficult to plan for so much in so short a time scale (NCCA, 2005), meaning that they cannot finish all the content in the curriculum before the end of the term.



This result is also in line with view of Qui (2007) who posit that although the content of physical education curriculum on martial arts for junior secondary is adequate for all the teachers likewise it has great significance to the improvement of national constitutions, the inheritance of culture and the promotion of national spirit, yet the development and the teaching of all the contents of school martial arts is not satisfactory.

Result of the study on table 2 showed that these items has high mean ratings above the cutoff point of 2.50, lecture method is dominantly used, respondents having knowledge of teaching practical in martial arts, qualified teachers of physical education are usually employed and the techniques are difficult to teach and the time allotted to physical education is not enough, however, 2 items which are, practical are properly taught on martial arts and time/ lesson periods allotted to physical education in the school time table is not enough, has low mean score of 2.18 and 2.3 respectively. The findings is in agreement with Ugwueze(1991), who noted that in many schools lesson periods were too short and therefore discourage the teachers from teaching the practical aspect of martial arts. The result is in line with the view of Oluigbo (2020), that teaching of martial arts verbally will not benefit the students, he also stated that it was necessary to teach students the practical aspect of martial arts and the benefits accurable to it such as self-defense, which he said would help their physical, mental and spiritual development.

Table 3 shows high perceptions on the adequacy of qualified and experienced teachers teaching martial arts with a grand mean of 2.708, except item 14 which has a low mean score of 1.86 were the respondents disagreed that most teachers have experience to impact martial arts on the students. This is in agreement with Murray(2000) who posit that physical education teachers should have proper training on all the practical aspect of the teaching and that co-operation among professionals, walking together in research activities, improvement on curriculum issues as well as attending seminars to enhance teaching is highly needed. However Hardman (2008) asserted that there are more trained physical education teachers at secondary school level, but many physical education classes are still given to untrained teachers.

Result of the study on table 4 revealed that 3 items in table which includes, learning environment is considered conducive, the students have enough classes and schools has sick bays, has higher mean score of 2.8, 2.74, and 2.58 respectively which is above the mean cut off point of 2.50. While the remaining 3 items shows low mean score of 1.9, 1.91 and 2.32 indicating low perceptions the adequacy of learning environment for the effective teaching of martial arts. Humbert and Chad (2005) agreed with the above when they noted that lack of appropriate learning environment for physical education classes in schools constitute a problem. It was also in agreement with Alor (2006) assertion that the available physical education facilities and equipment were not adequate in secondary school. This finding was not surprising because some school administrators were diverting money meant for procurement of physical education facilities and supplies to other areas of needs.

## V. CONCLUSION

The study revealed high point of the analysis which includes, that teachers have copies and are aware of the concepts/content in physical education curriculum, teachers awareness that they are the potential agents of achieving physical education objectives in school curriculum in JSS level, capacity building, workshops help teachers to perform better in class teaching, time/lesson period allotted to physical education in school time table is not enough and also learning environment for physical education classes in schools shows very low mean score indicating that they are not adequate .

## VI. RECOMMENDATIONS

Based on the above discourse and the conclusion that followed, the following recommendations were made:

- ✓ Physical education curriculum in Nigeria should encourage mass participation of Nigerian youths in sports especially in martial arts to enable them to learn the skills of self-defense especially the female ones and also to develop individual fitness value to enable them meet the stress and challenges of social change in the country
- ✓ Time/lesson period allotted to physical education in the school time table should be increased to accommodate the practical aspect of it especially in martial arts.
- ✓ Extra training, workshop and seminars especially on practical aspects should be given to teachers to enable them execute their job effectively.
- ✓ Adaptive and standard facilities and equipment should be provided for all schools.
- ✓ Trained physical education teachers and sports coaches should be employed to all the secondary schools.

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