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## Positioning physical and health education for creativity: Need for skills acquisition in the 2020:20

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### Abstract

One of the specific objectives of lifelong education is ensuring the acquisition of the appropriate levels of literacy, numeric, manipulative, communicative and life skill as well as ethical, moral and civic values needed for laying a solid foundation for life-long learning. This paper advocate enhancement of creative skill learning through Physical and Health Education teaching by employing process-skill approach. This approach exposes learners to problem solving skill which if well-inculcated can have general educative value and produce school learners who will well be adjusted to tackle problems arising in everyday life. Also advocate for the development of skills among learner as a sure way of implementing a qualitative education and ways to acquiring skill. Recommendations are suggested for positive change, how problems which could impede the success of skill acquisition can be overcome through proper planning.

**Keywords:** Positioning physical, health education, creativity, skills acquisition, 2020:20

### Introduction

Education as they say is no doubt the key to successful skills acquisition and development of an individual, family, community and larger society. It is on this premise that Okeke (2001), opined that any nation that toys with the education of her youths endangers their future and success in life. It is a well known fact that education is the key to national and societal transformation (FGN, 1981, Afe 2000, Adeyanju 2006)<sup>[3, 1]</sup> on this basis government strived to give the best qualitative educational opportunities for her citizens.

It is well known fact that education is the key to national and societal transformation (FGN 1981, Afe 2000, Adeyanju 2006)<sup>[3, 1]</sup>. Knowing this the government strive to provide educational opportunities to her citizens. Physical and health education is bedrock of physical fitness, mental ability, healthy development and skills acquisition.

Skills acquisition is absolutely inevitable in positioning physical and health education for creativity. Creativity skills have been identified as one of the most distinct of human attributes and are basic skills (Yanger 1981). It is indeed a special case of problem solving in which the originality of the solution is emphasized. The encyclopedia Britannica (1983)<sup>[9]</sup> defined it as the ability to make or otherwise bring to existence something new, whether a new solution to a problem, a new method or device or a new artistic object or form.

Awotunde and Uzor (2002)<sup>[5]</sup> defined creativity as the ability to produce a novel ideas or product which society values as a breakthrough in the effort to solve certain problems that have hitherto posed a problem even to the producer. From the above definitions creativity can be seen to be a process and product. The process component of creativity involves skills which are also employed in science processes. These skills are the foundation for both scientific inquiry and development of intellectual skills (Nwosu 1994, 2004)<sup>[23]</sup>. The process skills are the mental and physical abilities and possession of strategies used in conducting scientific inquiries which are observing, measuring, classifying, communicating, predicting, using member questioning, controlling variables, formulating models, designing experiment and interpreting data.

Physical and Health education is a bedrock to physical fitness, mental ability, healthy development and skills acquisition. Zamani (2004)<sup>[7]</sup>, The data was collected on pulse rate for both the groups under similar conditions.

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In order to determine the significant difference between experimental group and control group after degrees of freedom. It is also evident from same table that there was no significant difference in the obtained “t”

opined that most effective public relation assets in which countries use to develop both the individual and society at large are embedded in physical education activities; participation in these activities enhances both the physical and mental development; Physical and Health Education is therefore a powerful tool for the improvement and expansion of human resource capacity which leads to skill acquisition.

Nixon and Jewett (1980) <sup>[21]</sup>, observed that Physical Health Education as a product of education that developed the three tier of life, (intellectual, skills and emotional) which help individual to exploit resources in his environment they further said, sporting activity is a competitive activity that involves vigorous physical exertion, or the use of relatively complex physical skill by individuals, whole participation is motivated by a combination of intrinsic satisfaction associated with the activity itself and the external reward earned through participation. It has proven that participation in sports on a regular basis builds and promotes fitness.

Creativity is synonymous with productive thinking, critical thinking and problem solving and it can be developed through training. Creativity is the capacity to originate, invent, reflect, analyses and syntheses, (Ekpenyong 1992, Yanger 1991) <sup>[10]</sup>. Sees creativity as abilities characterized by good memory, logical thinking, knowledge of facts, generating ideas, recognizing alternative possibilities, seeing unexpected combination etc. Nwosu (2004) <sup>[23]</sup> sees creativity as the highest form of application of intellect, sensitive to problems, deficiencies, gaps in knowledge, disharmonies and so on as well as identifying the difficulty and searching for solution.

Physical and Health Education has great potential to contribute to economic, development of nations in terms of job creation, it create employment opportunities for coaches, managers, agents and this medical professional such as dieticians, journalists, and security agencies. Physical and Health Education have potentials for building character in children and youth from one stage to another. Olumba (2001) <sup>[25]</sup>, expressed that Physical Health Education the world over is recognized as a means of training and moulding the character of the youth for skills acquisition. Such values of patriotic disposition, fair play, resilience, courage, healthy living are inculcated through physical and health education. Development of traits of good citizenship and qualities of initiative, trust worthiness, dependability, loyalty, respect for the individual and authority, promotion of self-discipline, self consciousness, physical fairness and productivity in society. Physical Health Education plays a vital role in the development of physical fitness of individuals in society. Sedentary lifestyle is responsible for many health problem in society. Health risks prevent citizens from being economically and technologically productive. Health is a prerequisite factor in all-human endeavor. It determines how best an individual can serve his community. Thus, the statement is in support of the common pronouncement which says “a healthy nation is a wealthy nation” (Armstrong and Sarkes 1991) <sup>[6]</sup>. Physical Health Education inculcates in the learners skills relevant to both present and future national goals and aspirations. This appears not so yet as the mode of instruction common in most of our schools (Timothy and Awodi 1997), Nwosu 2004) <sup>[29]</sup>, <sup>[23]</sup> is deficient in preparing learners for future challenges whether personal, societal or national. Hence the products of our schools by their output in terms of services delivery i.e.

productivity do not command our respect and pride Awotunde and Uzor, 2002 <sup>[5]</sup>, Onu 2007 <sup>[26]</sup>, enumerated some challenges hindering the advancement in education standard in get age: as follow:

“Threats to the environment, huge pockets of over-population, Inter-ethnic and tribal conflicts, hunger, refugee problem, urban decay, menace of armed robbery, a host of diseases that have so far resisted any cure, religious clashes, desert encroachment, erosion menace etc.”

All these are indices of poverty and under-development poverty is a state where means of survival and or proper human sustenance is lacking. It prevails where productivity leading to wealth creation is lacking or low (Attah 2002) <sup>[4]</sup>. How can our school leavers be productive? How can wealth be created and harnessed? How can poverty be eradicated through education? What about the many graduates on our streets that cannot make ends meet. Why are they not harnessing wealth? Does the education not have made them more resourceful and innovative?

Therefore, the fact that the unsatisfactory status have remained in Nigeria education and kept in class of developing suggests that refocusing is absolutely inevitable perhaps leads to the clamoring for repositioning or refocusing physical and health education in 21 century program in Nigeria against national goals and societal needs. Hence inquiring teaching methods in physical health education can cultivate and improve creativity (McCormack 1971, Ogunleye 1987, Nwosu 2004) <sup>[18, 23]</sup>. Creative skills if well developed are capable of producing individuals who can take some responsibilities for shaping positively not only their own lives but that of the society (Nwosu 1994, Mari 2002) <sup>[22, 17]</sup>. Skills that can make students think logically, ask reasonable questions and seek appropriate answers will not only solve daily problems but are also useful in day to day situations Physical Health Education taught this way will impart quality and produce learners that will be self reliant, and teaching in our schools should be modeled to achieve this if the desire of the national for educational advancement and skills acquisition is to be realized.

### **Objective of Physical and Health Education through Creativity**

The broad objective of education as entrenched in the National Policy on Education (NPE, 1998, Revised 2004), is the acquisition of appropriate skills and development of the mental, physical and social abilities, competences as equipment for the individual to live and contribute to the development of the society. Effort toward the attainment of this objective is bedeviled by a plethora of problems.

The mission statement for Physical and Health Education as explained in the National Commission for College of Education (NCE) Minimum Standard (2002) among the others include the following:-

- i. View physical and health education as a process of inquiring into the living world.
- ii. Apply concepts and methods acquired in the course in new areas of study and in every day situation.
- iii. Inculcate positively Physical Health Education attitudes and values in the society and promote positive disposition toward Physical Health Education.

From the above it is clear that Physical and Health Education was intended to enable to work out a meaningful substance and cope with the re-think, refocus, redesign, and positioning its teaching in Nigeria educational system from primary school system to our tertiary institution toward attaining the

elusive set objective against this background this paper addressed the issue of positioning physical and health education for creativity. The need for skills acquisition in 21<sup>st</sup> century.

Olumba (2001) <sup>[25]</sup>, asserted that since the inception of Physical Health Education teaching in schools in Nigeria, some of the goals commonly identifies have not been evidence in classroom practice. One of the goals is to improve learner's ability to think critically, reasons logically and ultimately solve problems Udoh *et al.* (1989) <sup>[30]</sup>, PHE in the schools has been dominated by the need to prepared studies to pass examination (Mustapha 2000) <sup>[19]</sup>. Which is this in view the students are prepared largely using the lecture method which is known to the deficient in developing in the learner scientific reasoning skills (Mari 2002) <sup>[17]</sup>. The prerequisite for creativity and skills advancement. The students taught in this manner may take and pass examination lake high level of understanding (Mustapha 2000) <sup>[19]</sup>. And this will have multiplier effect later in the world of work and society at large.

For education to be important in national development it should endow in the citizens attributes such as scientific literacy, ability to exploit resources around him, critical reasoning spirit of enquiring, observation, mastering of manipulative skills and creativity, resourceful, must be activity oriented and relate to the environment (Ezeliora 2004) <sup>[11]</sup>. Activity taught and learnt in this way could be meaningful for the learner and effectively prepare them for the work place. This will imperatively employ methods of teaching that will inculcate in the learners creative skills which will enable them to be enterprising.

Physical Health Education embodies all types of basic knowledge and skills necessary for an individual to improve the quality of a useful and contended life so that the individual can continue to learn. Such skills through problem solving can be classified as:

- A function grasps of literacy and numeracy.
- A scientific outlook and rudimentary understanding of the natural and social environment.
- Functional skill and knowledge for earning a living and;
- The knowledge and skills required for effective civic participation, Ibe Bassey (2001) <sup>[15]</sup>.

The world declaration in physical and health education for all presupposes that education must have the following or elements in problem solving:

- Universalizing access and promoting equity.
- Broadening the means and scope of education.
- Strengthening partnership (WCEFA) 1990).

How can skill are developed through creativity and problem solving. The acquisition of any skill entails the acquisition of practical and theoretical ideas as well as exposure to opportunities. All classroom experiences are geared toward skill acquisition. Gagne (1977) <sup>[14]</sup>, state that learnt capabilities in the classroom include:

- Intellectual (discrimination, rule, concept, problem solving)
- Cognitive strategy
- Information
- Attitude we need to develop in our children.

- a. **Life Skills:** (i.e. health, nutritional).
- b. **Reading Skills:** (i.e. word with different difficulty levels sentence construction, comprehension, passages.
- c. **Writing Skill:** (i.e. names, letter etc.)
- d. **Computer Literacy:** The school acquisition among the learners.

### Skills acquisition through creativity

To attain quantitative and qualitative physical and health education, certain variables have to be implemented and considered.

- The teacher must be well trained and retrained academically and professionally.
- Field and track facilities and equipment for indoors and outdoors must be provided relevant instructional material must be produced and used by teachers as necessary.
- Time table should be adequately scheduled.
- Individualized and small group instruction especially during practical demonstrations must be considered.
- There must be linkage between training centers to complement theoretical learning in the classrooms with practical.
- Guidance service must be introduced into Physical Health Education scheme. This will facilitate the analysis and identify weaknesses for early correction. Appropriate screening of children for placement and early training will be affected.

There should be a re-orientation of general public about the need to study pre-vocational, vocational and introductory courses in our schools at the primary, junior secondary school and adult education levels, Boris hade, (2001) <sup>[8]</sup>, Masha, (2000) <sup>[20]</sup>, Adeyemi, (2000) <sup>[2]</sup> recreational educational education activities should be encouraged. Active participation in recreational activities bring about adaptation in the functioning of the respiratory system. Being physically active favors the smooth and efficient functionary of practically all the locomotors organs of the body. Recreation help to promote functional mental health Udoh *et al.* (1989) <sup>[30]</sup>. All people, including pupils, and students have basic special needs which have to be satisfied if creative education is to be achieved.

### Creativity in national advancement

Creativity should dispose one to make and recognize valuable innovations, (Kanu 2000) <sup>[16]</sup>. It is believed to require divergent production which involves the ability to syntheses and recombine material to form new solution to problem (Smith 1971, Onu 2006) <sup>[27]</sup>. Creative approach to finding solution to some societal problem as seen in these areas is worth, of note –

- i. Growing demand for computer knowledge means that computer education should be taught at all levels of education.
- ii. School should accept the challenge of modern society to develop the total capacity of each child so that in adulthood he or she will be equipped with the skills and knowledge to contribute effectively to the development of self and society.
- iii. Emphasis should be laid in the production of quality materials, bags, shoes, food preparation, and agricultural, arts and crafts as well as physical education should be taught by specialist in the field to promote quality development of skill.

To achieve broad aim of education creative thinking and application of knowledge stand out as innovative development with challenges in the world today the resourcefulness initiative and innovative skill of the individual can be a great asset. Based on our discussion the following recommendations are made:

### Recommendations

- Skills and abilities that can enable students assume responsibilities for expansion of their own learning can be acquired through the learning periods if the learners are exposed to activities that will challenge them mentally and provide them with numerous opportunities to think their way out of such problems.
- Problem solving and training opportunities should be made available to update the skill and knowledge of teachers.
- Process approach teaching can afford learners such challenging opportunities, teachers should consider making this their goal for teaching by employing activities method, guided discovery and guided inquiry among others which will challenge the curiosity of the learners in the learning process.
- A conducive learning environment should be created in all schools for effective teaching.
- A programme of public enlightenment should be mounted to educate parents and children regarding the positive attitude towards skills training and provision of relevant and enough facilities in all schools.

### Conclusion

Physical and Health Education is aimed at producing skilled individual that will become self-reliant, self-dependent, self-employed and self-fulfilled. Appropriate skills and knowledge can be developed through various strategies to achieve functional education through skill acquisition in teaching. Teachers equipped with such skills, the curriculum designed along those lines and the field activities that are well equipped. Also achievement examinations administered by teachers should task learners to face the challenges of economic empowerment and advancement through sound, physical health education during the training period. With this goal in view, our education should transcend passing examination but inculcate in the learner problem solving values and rational decision making skills. There are no doubt several problems impede the achievement of the development of skills.

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