



PHYSICAL AND HEALTH EDUCATION: PATHWAY TO SOCIO-PEACE STABILITY AT TERTIARY INSTITUTIONS IN NIGERIA

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ABSTRACT

Descriptive survey research was used. The population comprised Physical and Health Education Lecturers in public tertiary institutions in Nigeria. The sample size was Ninety (90), through simple random sampling technique. Fifteen (15) respondents were selected from the first established University in six geo-political regions in the country, Nigeria. Two research questions were raised to guide the study. Data were obtained through a self-designed instrument titled: "Questionnaire on Physical and Health Education: Pathway to Socio-peace Stability at Tertiary Institutions in Nigeria (QPHEPSSTN)". It was fashioned on four point Likert scale format; Strongly Agreed (SA), Agreed (A), Disagreed (D), and Strongly Disagreed, rated on 4, 3, 2 and 1. The research instruments were validated by two experts in Measurement and Evaluation, while its consistency was determined through test-retest method with correlation co-efficient of 0.70. Data were analyzed using, descriptive statistics. Based on the results of the research, conclusions were made that, PHE could maintain and sustain social cohesion, as well as, build positive social skills at tertiary institutions in Nigeria. Based on the conclusions, recommendations were therefore, made that government and managements of tertiary institutions in Nigeria should implement PHE programme. Also made available good facilities for the programme.

Keywords: Physical, Health education, Pathway, Socio-peace, Stability

Introduction

Ability to manage and sustain socio-peace is a major challenge which the managements of educational institutions, specifically, at tertiary level (Colleges of Education, Polytechnics and Universities) have been contending with over the years in Nigeria. The state of socio-peace stability in educational institutions is a precarious one, and often marked and characterized with challenges like; religious differences, cultism, ethnic differences, riots, protests, and so on. The breakdown of socio-peace makes educational institutions very unfriendly for acquisition of desirable values, skills and knowledge which individuals needs for overall development of the nation. This has been an ugly and unsavory trend for many decades in Nigeria during the military and civilian era, alike. Socio-peace breakdown had claimed many lives while, property were also,

destroyed. Several reasons have been adduced to this situation at tertiary institutions in Nigeria.

Oyekan,(2004) stated that poor management, leadership, poor condition of the school, lack of commitment to students' plights, gap in communication between students and management, hardship and other factors are often exacerbating socio-peace breakdown at tertiary institutions in Nigeria. Thus, throwing at times tertiary institutions to confusion, panic, negative psychologically induced, environment.

Okediji (2015) stated that peaceful co-existence is necessary for the preservation of the centrality and integrity of the society's common interest. Ditto, to human organizations. Peace is not just a human

mind which is personal but also, that which could be interpersonal, inter communal, inter regional, and global (Odia, 2014). At any educational institution, be it primary, secondary and tertiary, if there is no peace to achieve the lofty set- goals, mission and vision statements of such educational institutions may be a mirage, and impossible. Effective teachings and learning take place in an environment devoid and freed of conflict (Oyekan, 2004).

The principle of unity of purpose and action will duly gained ground and thrive where peace is allowed to reign. In Nigerian universities lack of peace has been a primordial issue. It is the responsibility of the management of schools to mobilize and harness the available resources within the school system to guarantee and promote socio-peace. Longman Dictionary of Contemporary English describes peace as a combination of the followings; A condition where there is no war, violence or hostility, a state of freedom from disorder within a country, a state of agreement of friendliness among people living or working together, calmness, quietness, freedom from anxiety or troubling minds, general security of life and property. However, in recent time, government and the management of educational institutions in Nigeria animalist the rising occurrence and incidence of security challenges and breakdown of peace stability have come up with copies strategies will the ugly situation and scenario in bud.

Literature Review

According to Agazuma and Solomon (2021) the level of insecurity in Nigeria has become a social problem, and a hydra-waded monster that cannot be over emphasized because of its far-reaching implications and direct consequences on education, the economy and society in general most of worrisome is the emerging new forms of insecurity challenges in contemporary Nigeria which have taking a disturbing dimension to the extent that it has almost crippled the various sectors, especially the educational sector in Nigeria.

Lehr (2014) stated that the noble goals of education can never be achieved without conducive and peaceful atmosphere. This bore down to the fact that, quality education cannot be achieved in a condition characterized by insecurity, thuggery and violence. In Nigeria, as at today, one of the pro-active strategies and approaches to guarantee socio-peace stability at tertiary level of education the incorporation, fusion and merging of Physical and Health Education

with programme or courses of study. Physical and Health Education PHE is a programme that combines the study of education with the science of human movement health renovation. PHE aims to produce qualified professionals like teachers, sports, exercise, physiology, and health education. "A sound mind is a sound body in a sound environment". Every person must possess a health mind to have a health mind one must have a health physique .Healthy persons could only make a health society (Bwarathidasam University nd). It can also be sub-summed that the following are benefits of Physical Education, specifically; development of organic fitness, development of mental health, social development Development of muscular co-ordination, desirable habits, personality, mental hygiene functional knowledge and qualities of good citizenship. Beyond these, Physical and Health Education has been included among extra- curricular activities in Nigerian schools for diverse reasons. Apart from the academic values of PHE it also has extra-curricular benefits to students and academic institutions at large. PHE engages students and interests thus, taking away times some of them would have be devoting on crimes and unethical behaviours.

The researchers observed, that PHE programme has been a good source of carrying or researches by the academics. However, from the extant studies and researches much attention and focus had not been on Physical and Health Education as pathway to socio- peace stability in tertiary institutions in Nigeria. Also, observed was that most of the past studies had been self-reported by researchers without empirical investigation and validation. The above identified gaps were factors that motivated the researchers to carry out this present study.

Lack of socio-peace stability due, to several reasons has been an issue and challenge confronting all the sectors of the nation, Nigeria, educational sector, inclusively. The challenges have made Nigerian schools, especially, tertiary institutions to be unsafe environment for acquisition of desirable skills, values and knowledge which individuals need for national development. The challenges have made the managements of tertiary institutions to devise several copings strategies to ameliorate the situation of which Physical and Health Education was incorporated with the existing extra-curricular activities.

The researchers therefore carried out this study on Physical and Health Education (PHE)



to determine its impact on socio- peace stability at tertiary institutions in Nigeria.

The general objective of the study was on Physical and Health Education (PHE) as pathway to socio- peace stability at tertiary institutions in Nigeria. The specific objectives were to:

1. determine the impact of Physical and Health Education (PHE) on social cohesion at tertiary institutions in Nigeria; and
2. investigate on influence of Physical and Health Education (PHE) on building positive social skills in tertiary institutions in Nigeria.

Two research questions were raised to guide the conduct of the study.

1. Can physical and health education (PHE) sustain social cohesion in tertiary institutions in Nigeria?
2. Does Physical and Health Education has influence on building positive social skills at tertiary institutions in Nigeria?

Methodology

Descriptive survey research design was adopted for the study. The population of the study comprised, Lecturers in the Departments of Physical and Health education in tertiary institutions in Nigeria.

The sample size of the study was Ninety (90) respondents that were selected, through a simple random sampling technique from the first established university across the six geo _ political regions in Nigeria

1. University of Ibadan (South West) 1948

2. University of Nigeria Nsukka (South East) 1960
3. Ahmadu bello University, Zaria (North West) 1960
4. University of Benin (South South) 1970
5. University of Maidus (North East) 1975
6. University of Jos (North Central) 1970

Fifteen (15) respondents were selected from each of the six (6) universities to constitute the sample size 90 (Ninety).

Two research questions were raised to guide the conduct of the study data were generated through a self-structured and developed research instruments, titled, "Questionnaire on Physical and Health Education : Pathway to Socio-peace Stability at Tertiary Institutions in Nigeria (QPHEPSSTIN), four point likert scale was used; Strongly Agreed (SA) ,Agreed(A), Disagreed (D) and Strongly Disagreed(SD).

The research instruments were validated by two experts in Measurement and Evaluation, while its reliability was determined through, test detest method at two weeks interval, and 0.70 coefficient reliability was obtained. Descriptive statistics (simple percentages, frequency counts and mean (x) was used to analyze data generated for the study

Results and Discussion Of Findings

Research Question: Can PHE sustain social cohesion at tertiary institutions in Nigeria?

Tables 1: Showing simple percentages, frequency counts and mean (\bar{x}) on can PHE sustain social cohesion at tertiary institutions in Nigeria

N= 90

C= 2.5

S/N	ITEMS	SA %	A %	D %	SD %	N	MEAN (\bar{x})	DECISIONS
1	Can PHE promote solidarity among students	69 76.66	11 12.22	4 4.44	6 6.66	90	3.58	Agreed
2	Students solidarity can't be guarantee through PHE	3 3.33	7 7.77	13 14.44	67 74.44	90	1.4	Disagreed
3	PHE can promote social inclusion in the institution	66 73.33	13 14.44	9 10	2 2.22	90	3.58	Agreed
4	Social inclusion can't be promoted through PHE in the institution	3 3.33	1 1.11	9 10	77 85.55	90	1.22	Disagreed
5	PHE can foster peaceful co-existence among the students	59 65.55	11 12.22	9 10	11 12.22	90	3.31	Agreed
6	PHE cannot foster peaceful co-existence among the students	3 3.33	12 13.33	16 17.77	59 65.55	90	1.54	Disagreed
7	PHE can sustain mutual respect and understanding among students	64 71.11	16 17.77	9 10	1 1.11	90	3.58	Agreed
8	PHE cannot sustain mutual respect and understanding among students.	6 6.66	14 15.55	19 21.11	51 56.66	90	1.77	Disagreed
	TOTAL WEIGHT	273 37.91	85 11.80	88 12.22	274 38.05		2.50	Disagreed

Source: Field Survey, 2025.

Keys:

N = Total Number of Respondents, C = Cut-off-Points, SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed.

Table 1 present the finding on research question one. On item (1), responses got were, 69(76.66), 11(12.22), 4(4.44) and 6(6.66) for strongly agreed, disagreed and strongly disagreed respectively. On item (2), 3(3.33), 7(7.77) , 13(14.44) and 67(64.44) were got for strongly agreed, disagreed and strongly disagreed. On item (3), the following responses were obtained, 66(73.33), 13 (14.44), 9(10) and (2.22) for strongly agreed disagreed and strongly disagreed. on item (4), 3(3.33) , 1(1.11), 9(10) and 77(85.55) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed also on item (5) responses obtained indicated, 59(65.55), 11(12.22), 9(10) and 11(12.22) for strongly agreed, agreed, disagreed and strongly disagreed, as well on item (6) the following responses were got ,3(3.33) ,12(13.33) ,16(17.77) and 59(65.55) for strongly

agreed, agreed,disagreed and strongly disagreed. On item (7) responses got were , 64 (17.11) 16 (17.77) , 9 (10) and 1(1.11) for strongly respectively .On item (8) responses got should , 6(6.66) , 14(15.55) ,19(21.11) and 51(56.66) for strongly agreed , agreed , disagreed and strongly disagreed .

Generally speaking, the total weight of the findings indicated that the average rating scale of four (\bar{x} =2.5) was not lessen than the mean (\bar{x}) of average ratings scale of four (\bar{x} =2.5) the result .Therefore, portends that physical and health education (PHE) could sustain and maintain social cohesion in Nigerian Universities.

Research Question Two: Does PHE has influence on building positive social skills at tertiary institutions in Nigeria?

Tables 2: Showing simple percentages, frequency counts and mean (\bar{x}) on does PHE has influence on building positive social skills in at tertiary institutions in Nigeria.

N= 90

C= 2.5

S/N	ITEMS	SA %	A %	D %	SD %	N	MEAN (\bar{x})	DECISIONS
9	Does participating in PHE activities promote interaction among student	69 76.66	11 12.22	9 10	1 1.11	90	3.64	Agreed
10	PHE does not was a strong influence on promoting interaction among student	6 6.66	4 4.44	19 21.11	61 67.77	90	1.5	Disagreed
11	Through PHE conflicts among students can be resolved	63 70	13 14.44	9 10	5 5.55	90	3.48	Agreed
12	Through PHE conflicts among students cannot be resolved	9 10	2 2.22	13 14.44	66 73.33	90	1.48	Disagreed
13	PHE can build strong relationships among students	62 68.88	13 14.44	6 6.66	9 10	90	3.42	Agreed
14	PHE was in impact in building strong relationship among students	2 2.22	12 13.33	13 14.44	63 70	90	1.57	Disagreed
15	PHE enhances cooperation and teamwork among students	66 73.33	14 15.55	8 8.88	2 2.22	90	3.6	Agreed
16	PHE has no position influence on enhancement of cooperation and teamwork among student	3 3.33	9 10	16 17.77	62 68.88	90	1.47	Disagreed
	TOTAL WEIGHT	280 38.88	78 10.83	93 12.91	269 37.36		2.52	Agreed

Source: Field Survey, 2025

Keys:

N = Total Number of Respondents, C = Cut-off-Points, \bar{x} = Mean, SA = Strongly Agreed, A = Agreed, D = Disagreed, SD = Strongly Disagreed

Tables 2 presents the findings on research question two as follows: On item (9), responses obtained showed, 69 (76.66), 11 (12.22), 9 (10), and 1 (1.11) for strongly agreed, agreed, disagreed and strongly disagreed. On item (10), the following responses were got also; 6 (6.66), 4 (4.44), 19 (21.11) and 61(67.77). On item (11) responses obtained showed 63 (70), 13 (14.44), 9 (10) and 5 (5.55) for strongly

agreed, agreed, disagreed and strongly disagreed. On item (12), the followings responses were obtained; 9 (10), 2 (2.22), 13 (14.44) and 66 (73.33) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (13) responses got showed, 62 (68.88), 13 (14.44), 6 (6.66) and 9(10) for strongly agreed, agreed, disagreed and strongly disagreed, also, on item (14), responses got

were, 2 (2.22), 12 (13.33), 13 (14.44) and 63 (70) for strongly agreed, agreed, disagreed and strongly disagreed, as well on item (15), responses got were, 66 (73.33), 14 (15.55), 8 (8.88) and 2 (2.22), for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (16), responses got were 3 (3.33), 9 (10), 16 (17.77) and 62 (68.88) for strongly agreed, agreed, disagreed and strongly agreed.

However, the total weight of the findings revealed that the average rating scale of four ($\bar{x} = 2.5$) was lesser than the mean (\bar{x}) of average rating scale of four ($\bar{x} = 2.52$), thus, indicated that Physical and Health Education could build positive social skills among students tertiary institutions in Nigeria.

Discussion of Results

The results on research question one indicated that Physical and Health Education (PHE) could sustain and maintain social cohesion at tertiary institutions in Nigeria. This result aligns with the view of Adetunji, Silva, Tulsiani and Adeniran (2023) that connectedness, solidarity and trust through sporting activities could be achieved. Further, those sports could encourage positive social interaction and foster unity. Also apart from the psycho-social benefits of PHE to students, sporting activities can easily channel minds and energies of students away from re-furious activities that can truncate peaceful atmosphere and affect schools' climate negatively.

The results on research question two also, indicated that through, Physical and Health Education positive social skills could be positively build in at tertiary institutions in Nigeria. The result was corroborated by the submission of Oyekan (2004), that one of the benefits of PHE is that it provides a practical environment for warning and practical teamwork, cooperation, communication and sportsmanship. Through team sports and group activities, students learn to work together, resolve conflicts, and develop empathy, respect and leadership abilities.

By and large, PHE programme offers many advantages to students and management of Nigerian Universities by engaging, specifically in sporting activities this

thus, enhance peaceful co-existence, interaction and development of solidarity.

Conclusion

Based on the results of the study conclusions were made that Physical and Health Education (PHE) could maintain and sustain social cohesion as well as, build positive social skills at tertiary institutions in Nigeria.

Recommendations

Based on the conclusions the followings recommendations were made;

1. The management of tertiary institutions in should mobilize enough and adequate resources for a proper implementation Physical and Health Education programme.
2. Since PHE could sustain pecile, it should be made a compulsory course for all students in respect of their courses.
3. Physical and Health Education programme should be prioritized by the management of tertiary institutions in Nigeria.
4. There should be a proper monitoring and supervision of the implementation of PHE programme at tertiary institutions in Nigeria.
5. Students should be encouraged to develop interest on PHE programme due, to its benefits socially, mentally,, physical development, and so on.
6. The appropriate facilities should be made available for PHE programme management and implementation at tertiary institutions in Nigeria.
7. Government sub-ventures should be timely made available for PHE programme by governments and other provider of tertiary education in Nigeria, and so on.

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