

## HUMAN KINETICS AND HEALTH EDUCATION CURRICULUM FOR SUSTAINABLE DEVELOPMENT OF NIGERIAN ADOLESCENTS

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**Abstract:** *The paper examined Human Kinetics and Health Education Curriculum for Sustainable Development of Nigerian Adolescents. It identified the objectives of General education, Human Kinetics and Health Education and the impact on achieving the objectives of sustainable development. It identified the career opportunities that are available for sustainable development of Adolescents in which physical educators can specialize apart from teaching as: physical fitness instructors better known as gym or aerobics instructors, Dietician, sports medicine physician, sports directors, sports writer, sports editors, sport publisher, sports photographer, broadcaster, sports information director, T.V or Radio reporters, sports event managers, exercise physiologists and sports psychologists. It concludes that Education, Human Kinetics and Health Education Curriculum enhances sustainable development of Adolescents through career opportunities provided in the curriculum for the Adolescents. It recommends that the available career opportunities should be expanded, so that new career opportunities in wealth/fitness promotion and leisure business will emerge.*

**Keywords:** *Adolescents, Career, Curriculum, Sustainable development, Human Kinetics and Health Education.*

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### INTRODUCTION

The rationale for sustainable development is to meet human needs while preserving the environment so that these needs can be met not only in the present, but also for the generations to come. The 1987 World Commission on Environment and Development (WCED), otherwise known as the Brundtland Commission, defined sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. The report of this commission looked at sustainable development as a process of change in which the exploitation of resources, the direction of investments, the orientation of technological developments, and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations. There are four objectives of sustainable development. These include social progress and equality, environmental protection, and conservation of natural resources and stable

economic growth. Everybody has the right to a healthy, clean and safe environment.

Puja (2021) submitted that sustainable development promotes harmony between environment, society and economy, the environmentally sustainable economic growth is synonymous to the prevalent concept of ‘sustainability. Sustainable development consists of a long-term, integrated approach to developing achieving a healthy community by jointly addressing economic environmental, and social issues, whilst avoiding the over consumption of key natural resources. Sustainable development encourages us to convene and enhance our resource base, by gradually changing the ways in which we develop and use technologies. Companies must be allowed to meet their basic needs of employment, food, energy, water and sanitation.

There should be right to a healthy, clean and safe environment, a good standard living, with

better job opportunities. Global environmental threats, such as climate change and poor air quality must be reduced to protect human and environmental health. These can be achieved by reducing pollution, poverty, poor housing, and unemployment. Adolescents must be educated through a well-planned school curriculum.

### **Achieving these laudable objectives in the sustainable manner through education, Human Kinetics and Health Education Curriculum**

Curriculum is the planned interaction of adolescents with instructional content, materials, resources, and processes for evaluating the attainment of educational objectives. Stotsky (2012) defined curriculum as all the learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school. Curriculum is the medium for translating educational philosophy into teaching procedures. It refers to the collection of learning that the teacher considers imperative for achieving objectives, thus making philosophy a living reality. Education is the process of gaining information about the surrounding world in order to see the world as a just and fair place where everyone is given equal opportunities. Human kinetics and health education stem out of general education. It is an integral part of education. General education includes those skills, knowledge and appreciation which enable the individual to be a contributing member of the group. It is concerned with the development of the total personality of the individual, (Charles, 1983)

Physical education curriculum aims at the development of the individual personality, such as the way a person thinks, moves, talks and the way he behaves himself in society. The development of personality starts from childhood whereby a child learns to eat, crawl, run, talk, throw and catch and develops numerous skills according to his natural curiosity. The school curriculum caters for all these through infant games, minor team games, conditioned games and major games. The games make provision for specific values: they give the individual participant enjoyment and recreation, teach the participants fair play and co-operation,

give entertainment to spectators and create the opportunity for friendship with other people. The acquisition of these skills brings about reasonable standard of skill for participation in the major games during competition and for recreation activities, (Michael, 2010)

Major games taught in schools enable the adolescents to acquire the following qualities for sustainable development ability to: move with speed and control, anticipate the flight of the ball, cooperate with other members of the team, interpret the roles of the game and apply them during play, this promotes games etiquette and sportsmanship and ability to acquire the tactical knowledge of when to defend, attack, advance, retire or change from defence to attack. All these will serve as a carryover value for the adolescents after living school, (Charles, 1983).

### **Contribution of Human Kinetics and Health Education to the Achievement Objectives of General Education for Sustainable Development**

What the education objectives should strive to achieve are stated in the objectives of general education and objectives of human kinetics and health education as an integral part of general education for the sustainable development of adolescents. The Educational Policies Commission of the National Education Association (2007) stated objectives of education as self-realization, human relationship, economic efficiency and civic responsibility. Physical educators consider these objectives as laudable and strive to achieve them. Some of these objectives are clearly stated in Nigeria National Policy on Education (2013) that for the philosophy to be in harmony with Nigeria's national objectives, it has to be geared towards self-realization, better human relationship, individual and national efficiency, effective citizenship, national consciousness, national unity, as well as towards social, cultural, economic, political, scientific and technological progress. All these amount to sustainable development of the individual and the community.

Self-realization promotes development of the inquiry mind; skill in fundamental processes such as speech, reading, writing and numbers, health knowledge, development of health habits, concern for public health, development of recreational, intellectual and esthetic interests, development of good character. Human Kinetics and Health Education as an integral part of general education promotes this objective for sustainable development of the individual through knowledge of, and a certain skill level taught in several sports which resulted in a wider choice of recreational activity for sustainable development of the individual.

Human relationship objectives inculcate respect for man, friendship, cooperation, courtesy, homemaking and democracy in the home. Human kinetics promotes the development of this objective for sustainable development by the development of good sportsmanship through cooperation among team members and fair competition between teams, achievable in team games such as soccer, basketball, volleyball and other team games. Through this objective, friendships are formed with one's associates in sports, either when one is a competitor or when one is a spectator.

Economic efficiency promotes respect for work, occupational information, choice, adjustment, and appreciation of vocation, personal economics, consumer judgment, efficiency and protection. Human kinetics and health education aided this objective for sustainable development of the individual through classes in consumer health which is designed to produce more intelligent consumers. Physical educators assist adolescents to be wise buyers of sporting and recreational equipment by discussing the equipment used in each activity in the programme. Civic responsibility is achieved, in promoting sustainable development of the individual through sports and games rules enforceable by the officials whose responsibility is to ensure that appropriate behaviour is demonstrated by the participants, (Deborah & Jennifer, 2014).

### **Contributions of Human Kinetics and Health Education Objectives to Sustainable Development**

There are four specific objectives of Human Kinetics and Health Education which contribute to developmental goals of adolescents. Human kinetic and health educators should strive to meet these developmental needs of the adolescents for sustainable development. The specific objectives are development of organic power, development of neuromuscular skill, development of desirable personal-social attitude and development of intellectual awareness (Deborah & Jennifer, 2014).

These objectives are achieved when adolescents participate in physical activities through which they meet the physiological demands of their bodies. The vigorous muscular activities increase their muscular strength and endurance, and enhance cardiovascular efficiency, thus enabling the adolescents work longer with lower energy expenditure. The activities enable the adolescents to be proficient in a series of movements, when performing the activities they are placed in situation that encourage individual self- confidence, sociability, initiative, self-direction, and a feeling of belonging, adjustment to both self and others is encouraged, (William, Timothy, Gregory, Garry & Timothy, 2016)

Through the activities, the development of self-expression, poise, and creativity are promoted. Situations are provided for wholesome social interaction within and between groups of adolescents. The well-coordinated programme contributes towards the social-emotional stability and effective total integration of the individual towards sustainable development.

The interpretive or intellectual development is encouraged in human kinetics through presentation of information on the origin, development, rules, techniques, and strategies appropriate to each sport or activity. Adolescents are encouraged to approach problems with active imagination and originality; to develop the ability to solve these problems by thinking, analyzing, abstracting and exploring alternative solutions. The stated objectives, contribute to sustainable development of the adolescents, (Deborah & Jennifer, 2014).

Deborah and Jennifer (2014) opined that adolescents need individual sports to provide an opportunity for self-achievement. There is greater interest in a variety of activities, particularly those which are suited for leisure time use and/or dating. Activities are provided for a period of time which permits adolescents to progress sufficiently to feel a sense of achievement. A continual emphasis on sportsmanship and safety in the use of equipment and facilities is necessary to ensure the security of the adolescents.

### **Sustainable Development through Field Trips, Leadership and Citizenship Course**

Physical educators organize field trips for Adolescents to promote independence and character development in them. Every year, Adolescents are selected for the leadership and citizenship course. This course gives them an opportunity to develop their character and trains them to use their initiative in various circumstances. They also learn the art of community development and to appreciate the value of hard work and physical fitness.

### **Sustainable Development through International Sport**

Physical education curriculum aims at promotion of international cooperation, this is achieved by encouraging organized international sport in which nations can forget their ideological differences in an atmosphere of friendly rivalry. The cooperation is achieved through international championships like Olympic Games, Commonwealth Games, West African Games, Nigerian University Games and all other international sports competition in which nations meet in spite of their ideological leanings.

### **Community Contributions to Sustainable Development of Adolescents**

The presence or absence of certain facilities, equipment and supplies will regulate the physical educator's choice of activities. When the facilities, equipment and supplies are

inadequate, the physical educator should survey nearby community resources, perhaps there is a pool, soccer pitch, or volleyball court which can be used to supplement school facilities and permit the offering of a broader programme to adolescents. With variety of activities, they are in a better position to make a choice of activity after leaving school for their recreational activities. To corroborate this, Sterling (1990) noted that "the well-being of the individual, the community of humanity and natural world must be seen as simultaneously and mutually interactive". Thus, the individual's interest, the collective interest and the ecological interests are mutually interdependent and each interest is refined by this interdependence. Physical activity presents a context within which this interdependence can meaningfully be explored for sustainable development of adolescents.

### **Need for Human Kinetics and Health Education in School Curriculum for Sustainable Development of Adolescents**

Inactivity has increased among adolescents due to the influence of automation and cybernation which not only reduced the work week for many of the adolescents, but has also greatly reduced muscular work. With television, radio, movies and other sedentary recreational activities, and the wide use of automobiles with power steering, "push button" windows and seats, man is not satisfying his biologic need for physical activity. This has resulted in illness and death from degenerative diseases increasing on daily basis. Automation also reduces the pride and satisfaction man takes in his work, and the population explosion, increased urbanization, and growing pollution limit the freedom and enjoyment of his leisure time. Human Kinetics and Health Education is needed in schools today, because it is the only in education capable of improving Adolescents presents and future health and fitness for sustainability, (Deborah & Jennifer, 2014).

Human Kinetics and Health Education may also play an important role in stimulating involvement in programmes that promote physical activity and environmental protection.

For example, the “Safe Routes to School” initiative as cited by Jeffrey, Gareth, Duncan and Mike (2001) aims to provide parents and pupils with alternatives to car use. It is a valuable case study of the challenges that society faces in promoting sustainable active living as well as the ways in which people’s behaviours and the environment are intimately related. In recent years, roads have become increasingly congested; as a result, there have been growing concerns about pollution and road safety. Consequently, more parents have felt it necessary to drive their children to school. Both then, are less active, pollution increases and road safety deteriorate, leading even more parents to drive their children to school. These sedentary ways of life is detrimental to the health of the adolescents. Therefore, the need for the inclusion of Human Kinetics and Health Education in the school curriculum for sustainable development.

### **Career Opportunities in Human Kinetics and Health Education for Sustainable Development of Adolescents**

The first set of physical education teachers mostly focused on teaching (Bucher, 1979 & Chang, 1994). To corroborate this statement, Morakinyo (1999) and Awosika (2001) cited by Esan and Adewunmi (2010) opined that since the inception of Physical Education into the Nigerian educational system, through the Nigerian College of Arts, Science and Technology, Zaria, “the focus has been to produce more teachers that will further promote the teaching of physical education”.

It should be pointed out however, that this trend of producing only teachers is fast changing since acceptable trends in physical education (Bird, 1988 & Wade, 1991). Chang (1994) endeavour to justify the change in the focus of physical education worldwide as follows:

- a. From the middle 1960s, physical education has been conceptualized as an academic subject, which allows for research;
- b. The world population is increasing with the trend in birth and death rates declining. This will bring about a large proportion of older people who

will be healthier and active compared to the younger generation; and

- c. Over the past 20 years, there has been tremendous expansion of health, fitness and sports occupations. This has created more employment opportunities outside education.

There has been a high level of unemployment in the society, most especially in educational sector. According to Obayuwana (1997) and Abe (1999) cited by Morakinyo (2003), “70.6% of Nigerians are currently unemployed”, a situation that has now called for a review of the educational system, to that which will “offer usable options relevant to the background of its recipient and with a good focus on the future and preparing the recipients for adaptability to changing conditions and circumstances” (Abe, 1999). This assertion does not preclude departments of physical education, to equip the Nigerian physical educators for career relevance in the twenty-first century.

### **Curriculum innovation in Human Kinetics and Health Education for sustainable development of Adolescents.**

Morakinyo (2003) identified career in Human Kinetics and Health Education curriculum in which physical educators can specialize apart from teaching as Sports Administration, Sports Trainers, Corporate Fitness Programmes, Adult/Elderly Physical Fitness Instructors, Recreational Therapy, Movement Therapy, Sport Broadcasting, Sports Editors, Sports Journalists/Writers, Sports Photography, Sports Information Director, Sports Sales, Exercise Psychologists, Sports Psychologists, Dieticians, Sports Medicine Physician, Sport Publishers, and T.V or Radio Reporters.

Physical education is throwing off the garb of being focused only on preparation, for teaching. There is no doubt that the future will witness many programmes, which will usher in specialization and diversification. Colleges and Universities having physical education departments will be forced to find ways of accommodating these other disciplines and

physical education practice that will emanate through exercise, sports and dance (Chag, 1994).

## CONCLUSION

Innovation in Human Kinetics and Health Education curriculum enhances sustainable development of Adolescents through career options in Human Kinetics and Health Education, sports and allied areas apart from teaching.

### Recommendations

1. More emphasis should be on calisthenics and dance in the school curriculum for sustainable development of Adolescents
2. The Human Kinetics and Health Education curriculum should be reviewed to meet realities.
3. New career opportunities should be included in the school curriculum.
4. Trained professionals in the specialized areas should be provided.
5. More researches should be conducted in the areas of physical fitness, recreation, administration, school physical education, disease prevention and other health-related activities, so that Human kinetics and Health education can be relevant in the society for sustainable development.
6. The available career opportunities should be expanded so that new career opportunities in health/fitness promotion and leisure business will emerge.

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