PERCEPTION OF PHYSICAL AND HEALTH EDUCATION STUDENTS ON DIGITAL PODCAST AS CORRELATES OF SPORTS AND PHYSICAL EDUCATION ACTIVITIES IN DUTSIN-MA METROPOLIS

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Abstract

This study examined the perception of Physical and Health Education Students on Digital Podcast as correlates in sports and Physical Education activities in Dutsin-Ma Metropolis. Descriptive survey design was used for the study. The population was six hundred (600) Human Kinetics and Health Education and sports athletes in Isa Kaita and Federal University Dutsinma. This comprised of both the male and female athletes from the two tertiary institutions in Dutsin-Ma Metropolis, Katsina State. The sample for the study was 235 target respondents in Dutsin-Ma Metropolis, Katsina State. A self-developed questionnaire was used to collect data from respondents in this study. The instrument was validated by two lecturers of the Department of Human Kinetics and Health Education and Department of Educational Statistics, Faculty of Education, Federal University Dutsin-Ma, Katsina State. *The reliability of the instrument was established using test re-test and the reliability co-efficient value of 0.70 was obtained. The findings of this study showed that, podcast can be produced and can be a means of Business Potentials among athletes because of its benefits. In addition, there is no significant difference in the Perception of Physical and Health Education Athletes about Podcast as a Business Potentials in Dutsin-Ma Metropolis based on gender. The paper recommended that Government should encourage the production of digital podcast for individualized training and the practical classes among athletes.*

Keywords: Physical and health education, Digital podcast**,** sports, physical education activities, human kinetics

Introduction

It is glaring that the student athletes and other Sports lovers need some varieties of digital media that could serve as an advance organizer or as remediation training materials and the production of these digital training materials can serve as a business opportunity for the professional athletes who have the knowledge of the subject matter. This is because, there is a need for such digital materials to be made available for student athletes and sports lovers who are just coming up in the field for their individualized or personal training. (Heilesen 2010

The benefits attached to information and communication technology and the coming of web 2.0 should be seriously maximized in the field of Physical and Health Education as it has been adopted in other sectors as this is very crucial in order for athletes to be able to cope with the current trends in Sports activities digitalization. Some of the uniqueness that web 2.0 brought to every field is ability to create content and share content which is not possible or difficult to do in web 1.0. Herman, (2013) opined that one of the digital file platforms athletes can have access to in this era is 'podcast' and this can be a beneficial Business Potential in the field.

Podcasts as reported by Abulencia, (2006); Frydenberg, (2006); Richardson, (2006) and Kaplan-Leiserson, (2005) are digital media files (audio and video) that can be downloaded by

learners via RSS (Really Simple Syndication) or other social media platforms. A podcast is a digital packet of audio which is generally part of a series, released at regular intervals and automatically downloaded to personal media devices when made available through Really Simple Syndication (RSS) feeds (Bonini, 2015)

Gay & Mayer (2001) Opined that a podcasting is a method for distributing any digital media file (podcast), or series of files, over the Internet for playback on portable media players, such as iPods, and personal computers (Lazzari, 2009). Podcasting stands for Portable on demand Broadcasting. Podcast is an audio or visual content that is automatically delivered over a network via free subscription. Podcasts can be regularly distributed over the internet and other social platforms and this kind of podcast contains multimedia information, such as slides, pictures, images, photographs, short videos, and chapters that help users to increase their perception about the topic (Fernandez, Simo, and Sallan, 2009))

According to Fernandez, Simo and Sallan (2009) posit that there are three different types of podcasts:

1. A basic podcast contains only audio content and is the easiest to create and listen to

2. An enhanced podcast has both audio and video slides.

3. A Vodcast (or video podcast) podcast which contains the both video and audio files. He further stated that any of the three types mentioned above can be used in the teaching/learning activities in the school. That is to say that pod-casting can offer an innovative way to support learning. Podcast can be used to provide introductory material before lectures, or, more commonly, to record lectures and allow students to listen to the lectures again, either because they were unable to attend, or to reinforce their learning. Moreover, podcast can be presentations of learning material by lecturers.

Bonini, (2005) stated that most basic level, pod-casting can be used as a substitute to the traditional lecture where students can access an entire recording of the lecture. Pod-casting can also be used to provide supplementary material to assist learning. He continued by positing that supplementary materials can be in two different forms. He further states that first, and most common form, is their use in providing summaries or syntheses of course material. It can as well be used to provide revision and summary material inform of supplementary material which can be in the form of additional material to broaden or deepen the student's understanding of a concept.

Finally, the frequently mentioned use of pod-casts in education is described as the creative use. This is where students become more engaged in the learning through constructing knowledge rather than simply receiving it. Students can create their own podcast to share their learning experiences with each other and also with other students from other schools (Mckinney, Dyck & Luber, 2009). The students are required to have a deep level of knowledge of the subject matter if they are to successfully construct a suitable podcast, and therefore this type of uses challenges the student to critically examine the material they have been exposed to previously and can also develop students' Information and Communication Technology (ICT) skills through the creation and manipulation of digital media. When provided as a group task, other important social skills, such as the students' ability to collaborate and participate effectively in

a group can be developed. According to Oliver (2009), creating podcast allow students to develop skills such as researching, writing, speaking effectively, solving problems, managing time, grabbing attention and improving their vocabulary.

A key benefit of podcasting is that, it enables students to listen to a course related material while they are engaged in other activities (Heilsen, 2010; Jowett, 2008). In the past, a highly motivated student might have used such time for revision of their lecture notes, or reading literature references, but the use of digital media players provides a level of portability and ease of file transfer that has not previously been feasible. The most common application of podcasting in face-to-face education is to capture lectures and make them available online for students (Heilesen, 2010 & Jowett, 2008). Evans (2008); Fan, (2002) stated that students use these podcasts for the purpose of reviewing concepts and issues presented during lectures. There is a clear consensus in literature that podcasting is extremely effective as a revision tool. Evans (2008); Fan, (2002) continued by stating that students perceive podcasting as a more effective revision tool than textbooks and consider it to be more efficient than their own notes.

The use of podcasts has several benefits compared to the face-to-face lecture, among them is the ability to repeatedly access the same content and the ability to listen whenever and wherever they like (Jowitt, 2009). Abdous (2012) opined that students see podcasts as additional resources rather than as a substitute for lectures and written course materials. Podcasts in the form of recorded lectures can also be used in distance education as the synchronous virtual classes for many courses. These sessions are recorded and made available for all students who enrolled in the course. Students who attended the virtual class can review them, also, the students who did not attend the class can have the instructional content downloaded for their personal use. (Hargis & Wilson 2005)

Instructors have used podcasting in two forms: repetitive, i.e., recording lectures, including lecture slides, demonstrations and supplemental, i.e., providing material like interviews with external resources (Hürst, & Waizenegger, 2006; Norman, 2004). In spite of podcasting recent emergence as a viable tool, instructors are creating an extremely wide variety of objectives and use them for two podcasting forms, including enrichment of distance learning, facilitation of self-paced learning, remediation for slower learners, enrichment for advanced and/or highly motivated learners, assistance for students with reading and/or other disabilities, auditory support for multi-lingual education, and collaboration among transnational students (Fernandez, Simo, & Sallan 2009; Oliver, 2005).

Purpose of the study

The purpose of this study was to examine the Perception of Physical end Health Education Students on creation of digital podcast as a business potential in physical Education in Dutsin-Ma Metropolis. Specifically, the study sought to:

(i) Examine the perception of Physical and Health Education students on creation of digital Podcast as business potentials, in Physical and Health Education in Dutsin-Ma Metropolis.
(ii) Find out the different levels of Perception of Physical and Health Education students on creation of digital podcast as business potentials in Physical and Health Education in Dutsin-Ma Metropolis based on gender.

Research Questions

The following research questions were formulated to guide the study:

(i) What is the perception of Physical and Health Education students on creation of digital podcast as a business-potentials in Physical and Health Education in Dutsin-Ma Metropolis?

(ii) What are the different levels of perception of Physical and Health Education students on creation of digital podcast as a business potential in Physical and Health Education in Dutsin-Ma Metropolis based on gender?

Hypotheses

On the basis of the research questions, this hypothesis was generated and tested in this study:

Ho1: There is no significant difference in the perception of Physical and Health Education students on creation of digital podcast as a business-potentials in Physical and Health Education in Dutsin-Ma Metropolis based on gender.

Methodology

This study adopts descriptive research survey. The target population was all the Physical and Health Education students in the two tertiary institutions in Dutsin-Ma metropolis. Simple random sampling technique was used to select two hundred and thirty-five Students for the study. The instrument used for this study was a researchers 'self-designed questionnaire of Likert scale of Agree, Strongly Agree, Disagree and Strongly Disagree. The face and content validations of the instrument was carried out by two jurors drawn from the Department of Human Kinetics and Health Education and the Department of Educational Statistics, Faculty of Education, Federal University Dutsin-Ma, Katsina State. The instrument was pilot-tested using Twenty (20) Students who do not take part in the main study and the reliability co-efficient of the data collected were computed using Pearson Correlated Co-efficient for internal consistency of the instrument of 0.70 reliability index was obtained as such the reliability co-efficient value was considered appropriate for the study. The researcher administered the questionnaire to the respondents and waited and collected the dully filled questionnaire which was subjected to data analysis. The data collected were statically analyzed using descriptive statistics of frequency count, percentages, mean, and standard deviation to answer the research questions while inferential statistics was used to test the hypotheses at 0.05 significant level.

Results

Research Question One

What is the perception of Physical and Health Education Students on creation of digital podcast as a business Potentials in Physical and Health Education in Dutsin-Ma metropolis?

Table 2: Students' Perception of the impact of creation of digital podcast as business potentials in Physical and Health Education in Dutsin-Ma Metropolis

Podcast benefits	**Mean**	**Std**	**Division**
What is your perception on the use of Podcast as Business Potentials?			
Podcast can be produced as digital training kits and be sold to athletes in helping for individualized training on physical sports activities.	3.245	0.8689	Accepted
Podcast can be produced and be sold to help reduce the effect of over population in the stadium and other sports environment.	3.686	0.5934	Accepted
Podcast can be produced and be sold to athletes to assist individual athletes to learn at their own pace since training materials can be posted before coming to practical class or sports environment.	3.547	0.4825	Accepted
Podcast can be produced and be sold to athletes and can be used to meet the needs of both average and slow athletes	3.636	0.5377	Accepted
Podcast can be produced and be sold to athletes to give room for effective group interaction and as well as athletes and trainees interaction	3.483	0.7219	Accepted
Podcast can be produced and be sold to athletes to encourage online and virtual sports training activities in the stadium or at the sport environment	3.372	0.6477	Accepted
Podcast can be produced and sold to give room for e-assessment and athletes can adjust on their performances before coming to stadium.	3.130	0.9263	Accepted
Grand Mean =	**3.442**		

The result from Table 1 above revealed that respondents in this study agreed that podcast can be produced and can be a means of business potential among athletes because of its benefits. This is upheld because the grand mean exceeded the cut-off point of 2.50 (3.442>2.50 cut point).

Research Question Two

Is there any difference in the impact of podcast or blended learning as perceived by Faculty of Education students in Federal University Dutsin-Ma, Katsina State based on gender?

Research Hypothesis

Ho1: Is there any difference in the Perception of Physical and Health Education Students on creation of digital podcast as a business potentials in Physical and Health Education in Dutsin-Ma metropolis based on gender?

Table 2: Difference in the perception of physical and health education students on digital podcast as a business potentials in physical and health education in Dutsin-Ma Metropolis based on gender.

Group	N	X	Std	df	t	Sig. (2-tailed)
M	146	24.107	1.9293			
				233	0.88	0.930
F	89	24.084	1.8672			

The result in table 2 above of independent t-test shows that, there is no significant difference in the perception of Physical and Health Education athletes on Podcast as a business Potentials in Federal University and Isa Kaita College of Education Dutsin-Ma metropolis based on gender. This is because t (233) = 0.88; sig (2-tailed) = 0.930 and p > 0.05. The hypothesis one is hereby retained or accepted.

Discussion

The finding of this study showed that respondents agreed that podcast can be produced and can be business potentials among students of physical and health education. This shows that students will be supported by the use and production of podcast for their training and other practical classes. The implication of this study is that, the professionals and instructional designers to should move into the direction of planning to design and use podcast in engaging their students in course content and practical presentation. The findings of this study is in line with Almasaeid (2014) who posited that podcast had an effect on students' academic achievement and it also increases students' interaction and understanding of the content. The finding was also supported by Abidoye (2015), who stated that podcast is more effective in enhancing students learning.

The finding equally indicated that there is no significant difference in the perception of physical and Health Education students on Podcast as a business-potentials in Dutsin-Ma metropolis based on gender. Since the observed t (233) = 0.8: sig (2-tailed) =0.930 and p>0.05. This means that the respondents opined that the perception on physical and health education students on podcast as business potentials in physical and health education in Dutsin-Ma Metropolis based on gender is accepted.

Therefore, the hypothesis which stated that there is no significant difference between the male and female respondents on the perception of physical and health education students on digital podcast as a business-potentials in physical and health education in Dutsin-Ma metropolis is thus retained. The mean score for the different group in the table 2 indicated that the respondents (males and females) have the same perception on digital podcast as a business in physical and health education in Dutsin-Ma metropolis. The null-significant influence on gender observed in this study agrees with Abidoye (2015). Ezeudu and Ezinwanne (2013) disagrees with the statement by Abidoye (2015).

Conclusion

Based on the findings of this study, it was concluded that the production of podcast can serve as a business potentials among physical and health education students in Dutsin-Ma metropolis due to its benefits to both students and the lecturers.

Recommendations

Based on the findings of this study the following recommendations were made.

1. Government should encourage the production of digital podcast for individualized training for both students and lecturers for practical classes.
2. Sports directors in every institution should encourage and make digital Podcast a priority in sports and other practical activities in sports.
3. Training and re-training on the use of Podcast should be encouraged among the students and lecturers in Nigeria.

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