ENHANCING SPORTS THROUGH INNOVATIVE HANDS-ON PHYSICAL EDUCATION: A RECIPE FOR LOCAL ECONOMIC UPLIFTMENT IN OYO STATE

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Abstract

This study examined the role of innovative hands-on physical education in enhancing sports development and promoting local economic upliftment in Oyo State. Using a mixed-method research design, 150 participants were purposively selected from a population of 300; comprising student-athletes, physical education teachers, and coaches. Data were collected via structured questionnaires and semi-structured interviews. Quantitative data were analyzed with descriptive statistics and Chi-square tests at 0.05 significance level. Findings revealed that innovative hands-on approaches such as practical drills, demonstration-based coaching, and simulation exercises significantly improved skill acquisition, participation and performance in sports. Sports development also generated local economic opportunities, including coaching, equipment supply, event management, and youth employment. Challenges such as inadequate facilities, insufficient funding, and limited teacher training were identified. The study concludes that integrating innovative hands-on learning approaches into physical education programmes strengthens sports development and contributes to grassroots economic empowerment in Oyo State. Recommendations were made that schools and sports training centre's should be provided with adequate sports equipment and technological tools that support hands-on learning and improve the quality of sports training.

Keywords: Physical education, Sports development, Hands-on learning, and Economic empowerment

Introduction

Globally, the sports sector contributes significantly to employment, tourism, and community engagement (World Bank, 2013). In Nigeria, sports remain a strategic tool for youth empowerment, yet the sector has not fully achieved its economic potential (Adekunle, 2025; Sanni et al., 2018). Physical education and sports play a central role in personal development, social inclusion, and economic growth. Innovative, hands-on approaches to PE have been shown to enhance engagement, particularly among students by providing practical learning experiences that foster skills, confidence, and social interaction.

In Nigeria, limited research has explored how these programs can contribute to local economic uplift, although preliminary studies suggest that sports events generate income for local businesses and employment opportunities. Physical education provides the foundation for sports development. Kirk (2010) emphasized that well-structured programmes cultivate fundamental movement skills, talent identification, and lifelong sports participation. However, many Nigerian schools rely on traditional, theory-heavy teaching methods that limit practical skill development (Kirk, 2010; Amua, 2017; Nwabuwe & Okparavero, 2025).

According to Kolb (1984), innovative hands-on physical education based on experiential learning principles engages students in practical drills, demonstrations, simulations, and modern technology-assisted coaching. These methods enhance skill acquisition, tactical understanding, and motivation to participate (Geisen, Fox, & Klatt, 2023; Zha, Li, & Ding, 2025; Lander, Lai, & Salmon, 2025). Moreover, sports development can stimulate local economic activities by creating jobs in coaching, facility management, equipment supply, event organization, and sports tourism (Coalter, 2015; Houlihan, 2011; Barango & Chinonso, 2025). Despite these benefits, challenges such as inadequate infrastructure, limited funding, and insufficient professional development reduce the effectiveness of physical education programs (Kirk, 2010; Sanni et al., 2018; Adekunle, 2025; Omarov, Zhunusbekov & Aliyev, 2025).

Statement of the Problem

Although sports can drive economic growth and youth development, Nigerian schools often implement physical education programmes that are largely theoretical and lack practical engagement (Bailey, 2018; Kirk, 2010; Nwabuwe & Okparavero, 2025). Consequently, many athletes fail to develop necessary technical skills for competitive sports (Amua, 2017; Adekunle, 2025). Additionally, the economic potential of sports is underutilized due to limited infrastructure, lack of modern equipment, and inadequate teacher training. This study investigates how innovative hands-on physical education can enhance sports development and contribute to local economic upliftment in Oyo State.

Purpose of the Study

The purpose of this study was to examine the role of innovative hands-on physical education in enhancing sports development and promoting local economic upliftment in Oyo State.

Specific Purpose:

1. To ascertain how innovative hands-on physical education methods influence sports skills development among athletes.
2. To access the effect of practical training approaches on athletes' participation and performance.
3. To determine how sports development through innovative physical education contribute to local economic uplift in Nigeria.
4. To determine the challenges affecting the implementation of hands-on physical education practices in schools.

Research Questions

1. How do innovative hands-on physical education methods influence sports skills development among athletes?
2. What is the effect of practical training approaches on athletes' participation and performance?
3. How can sports development through innovative physical education contribute to local economic upliftment in Nigeria?
4. What are the challenges affecting the implementation of hands-on physical education practices in schools?

Research Hypotheses

HO_1: Innovative hands-on physical education has no significant effect on sports skills development among athletes.

HO_2: Practical training methods have no significant influence on athletes' participation and performance.

HO_3: Sports development through innovative physical education has no significant impact on local economic upliftment in Nigeria.

Methodology

Research Design

This study adopted a descriptive survey research design. The survey design was considered appropriate because it allowed the researcher to collect data from a large number of respondents in order to examine the role of innovative hands-on physical education in sports development and its contribution to local economic upliftment in Oyo State. The design also enabled the researcher to obtain opinions and responses from athletes and other participants concerning the variables under study.

Population of the Study

The population of the study consisted of athletes, sports participants, and individuals involved in sports-related activities in Oyo State. These participants were considered suitable for the study because they have direct experience and knowledge of physical education practices and sports development within the state.

Sample Size and Sampling Technique

A total of 150 respondents were selected as the sample size for the study. The respondents were selected using a simple random sampling technique, which gave every member of the population an equal chance of being selected. This sampling technique helped to ensure fairness and reduce bias in the selection of participants.

Instrument for Data Collection

The instrument used for data collection was a structured questionnaire designed by the researcher. The questionnaire consisted of statements related to innovative physical education practices, practical training methods, athletes' participation and performance, and sports development in relation to economic uplift. The questionnaire was structured using a four-point Likert scale, which included the following response options:(Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The questionnaire was divided into sections to cover the research objectives and hypotheses of the study.

Validity of the Instrument

The validity is the degree to which a test or instrument measure what supposed to measurer. In order to ensure validity of the instrument, a copy of the questionnaire was reviewed by experts in physical education and research methodology to ensure that the items were clear, relevant, and adequately measured the variables under study for thorough assessment, face, content and construct validity of the questionnaire. Corrections and suggestions made by the experts were incorporated into the final version of the questionnaire.

Reliability of the Instrument

To ensure reliability, the questionnaire was tested using a test re-test method in a pilot study on a small group of respondents who were not part of the main study. The responses were analyzed to determine the consistency of the instrument. A reliability co-efficient of 0.82 was adjudged satisfactory.

Method of Data Collection

The researcher personally administered the questionnaires to the 150 respondents. The purpose of the study was explained to the respondents to ensure their cooperation. After completion, the questionnaires were collected immediately to ensure a high response rate.

Method of Data Analysis

The data collected from the respondents were analyzed using descriptive statistics such as frequency and percentage. The hypotheses formulated for the study were tested using the Chi-square (χ^2) statistical method. The Chi-square test was applied at a 0.05 level of significance to determine whether there was a significant relationship between the innovative hands-on physical education in enhancing sports development and promoting local economic uplift in Oyo State.

Results and Discussion

Hypothesis

Table 1- HO_1: Innovative hands-on physical education has no significant effect on sports skill development among athletes.

Respondents	O	E	O-E	$(O-E)^2$	$\frac{(O-E)2}{E}$
SA	72	37.5	34.5	1190.25	31.74
A	48	37.5	10.5	110.25	2.94
D	18	37.5	-19.5	380.25	2.94
SD	12	37.5	-25.5	650.25	17.34
Total χ^2					**62.16**

Table 2

Hypothesis	Cal χ^2	Critical Value χ^2	df	Level of sig	Decision
HO_1: Innovative hands-on physical education has no significant effect on sports skill development among athletes	62.12	7.815	3	0.05	Rejected

Since:$62.16 > 7.815$Decision: Reject the null hypothesis

From Hypothesis one, innovative hands-on physical education has no significant effect on sports skill development among athletes. The calculated Chi-square value (χ^2 = 62.16) was greater than the critical table value (χ^2 = 7.815) at 0.05 level of significance and 3 degrees of freedom. Therefore, the null hypothesis was rejected. This indicates that innovative hands-on physical education significantly influences sports skill development among athletes.

Hypothesis

Table 3- HO_2: Practical training methods have no significant influence on athletes' participation and performance.

Respondent	O	E	O-E	$(O-E)^2$	$\frac{(O-E)2}{E}$
SA	**65**	**37.5**	**27.5**	**756.25**	**20.17**
A	**50**	**37.5**	**12.5**	**156.25**	**4.17**
D	**20**	**37.5**	**-17.5**	**306.25**	**8.17**

SD	**15**	**37.5**	**-22.5**	**506.25**	**13.05**
Total χ^2					**46.01**

Table 4

Hypothesis	**Cal χ^2**	**Critical Valueχ^2**	**Df**	**Level of Sig**	**Decision**
HO_2: Practical training methods have no significant influence on athletes' participation and performance.	**46.01**	**7.815**	**3**	**0.05**	**Rejected**

Decision Rule: Since Calculated χ^2 = **46.01>** Critical value**7.815**
Decision: Reject the null hypothesis (HO_2).

The Chi-square test was used to test the hypothesis that practical training methods have no significant influence on athletes' participation and performance. The calculated Chi-square value (χ^2 = 46.01) was greater than the critical table value (χ^2 = 7.815) at 0.05 level of significance and 3 degrees of freedom. Therefore, the null hypothesis was rejected. This implies that practical training methods significantly influence athletes' participation and performance.

Hypothesis

Table 5- (HO_3): Sports development through innovative physical education has no significant impact on local economic uplift in Oyo State.

Respondents	**O**	**E**	**O-E**	**$(O-E)^2$**	**$\frac{(O-E)2}{E}$**
SA	68	37.5	30.5	930.25	24.81
A	47	37.5	9.5	90.25	2.41
D	21	37.5	-16.5	272.25	7.26
SD	14	37.5	-23.5	552.25	14.73
Total χ^2					**49.21**

Table 6

Hypothesis	**Cal χ^2**	**Crit valueχ^2**	**df**	**Level of Sig.**	**Decision**

HO_3: Sports development through innovative physical education has no significant impact on local economic uplift in Oyo State.	49.21	7.815	3	0.05	**Rejected**

Since the Cal χ^2 **is >** Crit value χ^2 **, Decision is Rejected**

The Chi-square test was used to test the hypothesis that sports development through innovative physical education has no significant impact on local economic uplift in Oyo State. The calculated Chi-square value ($\chi^2 = 49.21$) was greater than the critical table value ($\chi^2 = 7.815$) at 0.05 level of significance and 3 degrees of freedom. Therefore, the null hypothesis was rejected. This shows that sports development through innovative physical education significantly contributes to local economic uplift in Oyo State.

Discussion of Findings

Hypothesis One (HO_1): Innovative hands-on physical education has no significant effect on sports skill development among athletes. The Chi-square statistical test was used to analyse the responses of the 150 respondents using a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) at 0.05 level of significance. The calculated Chi-square value ($\chi^2 = 62.16$) was compared with the critical table value of 7.815 at 3 degrees of freedom. Since the calculated value (62.16) is greater than the table value (7.815), the null hypothesis (HO_1) was rejected. So, this result indicates that innovative hands-on physical education significantly affects sports skill development among athletes. The responses of the respondents showed that practical and innovative teaching approaches in physical education helped athletes improve their technical skills, performance ability, and overall sports development.

Hypothesis Two (HO_2): Practical training methods have no significant influence on athletes' participation and performance. The hypothesis was tested using the Chi-square statistical method at 0.05 level of significance with 150 respondents. The responses were analyzed based on the four-point Likert scale (SA, A, D, SD). The calculated Chi-square value ($\chi^2 = 46.01$) was compared with the critical value of 7.815 at 3 degrees of freedom. Since the calculated value (46.01) is greater than the critical value (7.815), the null hypothesis (HO_2) was rejected. This implies that practical training methods significantly influenced athletes' participation and performance. The result suggests that when athletes are exposed to hands-on practice, drills, and practical demonstrations, their level of engagement, participation, and performance improves significantly.

Hypothesis Three (HO_3): Sports development through innovative physical

education has no significant impact on local economic uplift in Oyo State.

The calculated Chi-square value (χ^2 = 49.21) was compared with the critical table value of 7.815 at 3 degrees of freedom. Since the calculated value (49.21) is greater than the table value (7.815), the null hypothesis (HO_3) was rejected. This finding indicates that sports development through innovative physical education has a significant impact on local economic upliftment in Oyo State. The result suggests that improved sports programs and physical education initiatives can contribute to economic growth through job creation, sports events, tourism, and increased community engagement in sports activities.

Conclusion

Based on the findings of this study, it can be concluded that innovative and practical approaches to physical education play a crucial role in sports development. Hands-on training methods enhanced athletes' skills, improved their participation levels, and contributes to better performance in sporting activities. Furthermore, the study established that sports development supported by innovative physical education programs can also have positive economic implications, such as job creation, increased sporting activities, and community development within Oyo State. Therefore, the integration of modern and practical teaching methods in physical education programs is essential for promoting both athletic excellence and socio-economic development.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. Educational institutions should incorporate innovative and hands-on teaching methods in physical education programs to enhance sports skill development among athletes.
2. Sports coaches and instructors should emphasize practical training techniques, drills, and demonstrations to improve athletes' participation and performance.
3. Government and sports authorities should invest more in sports development programs that promote innovative physical education practices.
4. Sports facilities and training equipment should be adequately provided in schools and sports centers to support practical training.
5. Local communities and stakeholders should support sports development initiatives, as they can contribute to economic growth through employment opportunities, sporting events, and tourism.

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