

Physical Education Curriculum Implementation a Basis for Involvement of Technocrats in Sports Management Practice for National Development

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Abstract

The paper highlights the contribution of Physical Education as a teaching subject in the National Policy on Education of Nigeria, and the need to involve more technocrats in its implementation. Physical education was defined as that aspect of general education which aims at the development of the physical, mental and psychological health of every school child. Also discussed in this paper include physical education and sports during primitive time and historical background of physical education in Nigeria. The state of sports in Education as contained in the National Sports Policy and Physical education in National Policy on Education were discussed. The paper highlights the position of Physical education and sports in some African countries like South Africa, Ghana, Cameroon and Niger Republics. The paper concludes that Physical Education and school sports are well focused but the planning is often defective, making implementation difficult. Technocrats available for the implementation of a given educational policy are often overestimated and thereby elicit unrealistic expectations that fail to materialize. The paper recommended that the Federal Ministry of Education shall be responsible for Enunciating a National Policy on Education and ensures its Implementation in all the states of the Federation, it also recommends that only physical education technocrats be employed to teach the subject at all levels of Nigerian Educational system.

Keywords: Physical Education, Sports Management, Sports Policy

Introduction

The main purpose of education is to reveal and disclose the hidden talents and potentials of every individual, harness them and utilizes them to solve the prevailing socioeconomically problems in the contemporary society. In Nigeria and many countries in Africa a large number of people seem to neglect Physical Education and Sports, perhaps due to little or lack of understanding of the values and benefit of Physical Education and Sports, (Umar, 2015).

Physical education can be regarded as educational process that takes place during physical activity that is designed to develop the body and the mind. Physical education is broad in scope and content. There are" several misconceptions about physical education. Some people erroneously believe that physical education consists merely of games and sports while others think of physical education as physical training or body building or physical activities such as running or jumping,(Suleiman, 2023). On the hand Physical training, body building, and other physical activities such as dance, exercises, athletics, gymnastics games and sports are all aspects of physical education. But it is important to point out that physical education is more than just physical training and body building or mere sports and games. It involves physical, mental and social response as well. Early physical education in ancient period was devoted to physical training that emphasized physical development and strength at the expense of other aspects of the individual. Today this is no longer the case, rather physical education is aimed at developing a well-rounded individual that is both physically and mentally educated through planned physical activities. The goal of physical education is the total development of the individual through physical activities designed to promote not only the physical well-being but also the mental and social well-being,

Physical education is that aspect of general education which aims at the development of the physical, mental and psychological health of an individual, among others, it emphasizes the total development of a person. (Yazid, 2021) Physical education is defined as “a field of science that provides the spiritual and physical education of individuals without harming their organism integrity and aims to raise individuals in a manner that they are beneficial to their environment and society. Similarly, physical education helps a child to develop respect for others and contributes the integrated development of the body and the mind, enhances self-confidence, self-esteem and social, cognitive and academic development. Physical education also provides the opportunity to meet and communicate with other people and to learn particular social skills (such as respect for everyone and tolerance with others), to adjust to team/collective objectives (such as cooperation and cohesion) and provide experiences and the expression of emotions that are not available in most of the rest of the school activities (Emeka, 2021).

In South Africa physical education is typically offered as a subject from grades R (reception year) to 12. The curriculum is designed to cater to the physical social cognitive and emotional development of students at different stages of their schooling. It aims to provide students with opportunities to engage in a variety of physical activities develop their skills and enhance their fitness levels. The content of physical education in South Africa covers a wide range of activities such as team sports individual sports fitness training dance and outdoor activities. It also emphasizes the development of skills like coordination agility endurance and teamwork. In Ghana, Physical Education is an important part of the country's education system. It is designed to promote physical fitness health and overall well-being among students. Physical education classes are typically incorporated as part of the curriculum in primary and secondary schools. Ghana the Ministry of Education is responsible for providing guidelines and standards for

physical education in schools. The curriculum usually includes activities such as sports games gymnastics dance and fitness exercises. These activities are aimed at developing students' physical skills teamwork leadership qualities and discipline.

Physical Education in Nigeria was between 1842 and 1882. This was the time when the Western type of Literacy education was introduced in their mission schools, but 'it was called Physical Training (P.T). It was indeed physical training because the method of conducting it was much of military drill. It is important to note that Physical Education in Nigeria took the British pattern as it was introduced to our schools by the British people, during this period,

Concepts of Physical Education

The term 'physical education' is a combination of two words, "physical" and "education". The term "physical" pertains to the body and other bodily characteristics such as physical appearance or physical strength while "education" pertains to learning experience. Thus Physical education has undergone changes in both concepts and practices. In the past, physical education was known as physical training or muscle building because early concept of physical education emphasized development through physical training or conditioning. Then, the main objectives of physical education were to develop human structure and improve function, (Smith, 2022). The term, physical education, which was once thought to be appropriate for the discipline no longer describes the modern and contemporary knowledge expansion. Many names have been used by many universities in the world to capture this knowledge expansion. Some of such names include: Human Movement Studies; Human Movement Science; Kinesiology; Sports Science; movement education; Human Kinetics; Sports Education, among others. None of these terms has been universally accepted. The fact that finding a widely or universally accepted name for the discipline remains a persistent source of debate, and perhaps, indicates the relative immaturity and diversity of this field of study, (Hoffman and Harris, 2009 in Emeka, 2021). He furthered that, in the late 1990s, many Departments of Physical Education began to train students in many more careers in physical activity. Human Kinetics then became popular in many universities in Nigeria, as an appropriate name for modern physical education. Many universities now have Department of Human Kinetics and not or no longer Department of Physical Education

Physical Education and Sports during Primitives

Ladani, (2018) trace the history of physical education during the primitive times, as a means of survival, He furthered that, their physical activities for the most part was used in the search for food, shelter and protection from the hostile environment or forces. Besides, human beings have a natural tendency or urge to play and engage in other physical activities such as dance, running and so on. The instinct to survive motivated the early men to use physical

education to educate and train their young ones in various physical activities. As mentioned in the introduction, there was no formal or structured physical education in the primitive times. The ancient Greeks were noted for being the first to establish a structured physical education programme. The ancient Greeks recognized the importance of physical education in the development of the body, mind and spirit. The Greeks devoted most of their early physical education programme to physical training with the aim of developing strong men with unsurpassable strength and endurance and powerful army. Even then physical education was equally used for aesthetic development and therapy as well as for recreation and religious worships. It has been written that no country in the history of the world has held physical education in such a high respect as did the ancient Greeks.

The two major city states of Greece, Sparta and Athens contributed immensely to the development of physical education not only within their borders but also the world at large. In Sparta, the main aim of physical education was to develop a strong army for aggression or self-defense. On the other hand, the Athenians de-emphasized the military objectives of physical education and balanced it with all phases of education including philosophy, music, literature, painting and sculpture. Athenians unlike the Spartans participated in physical activity to develop their bodies for aesthetic values and to live a more vigorous life. The combination of physical activities with religious and national festivals helped lay the foundations for the modern Olympic Games. The Olympic Games were one of the main national festivals designed to honor their heroes and gods. The Olympic Games is still held every four years in many countries of the World today. The Olympic Games was first held in 776 BC but was abolished when the Romans conquered Greece in 394 BC. The Olympic Games is one of the important contributions of Ancient Greece. The Greeks recognized the importance of physical education not only on the development of the body but also in the development of character and personality traits. The city-states of Athens and Sparta had strong influence on the theory and practice of physical education for centuries and up to the present day. Physical education in Greece was very structured and organized. They gave physical education a respect that it has never since achieved. They accorded to the body the same dignity with the mind. Sports were associated with different aspects of life. They strove to develop both the physical and mental potentials of the youths. They contributed to educational gymnastics, competitive sports of track and field, classic dance and the Olympic Games. The Spartan Greeks demonstrated that a strong and healthy body can be developed through physical exercise, (Bucher, 1979 in Matazu, 2021)

.Physical Education and Sports in Nigeria

There was no formal and organized Physical Education in Nigeria before the Europeans arrived in the country in order words, physical education was informal in Nigeria. As at then, man used physical education to overcome and survive in their environment. Man needed more strength to face all challenges across their way in a local way. Some of their challenges then were wars, fighting, wrestling, resistance to any trait that came from the enemies. They also

needed strength to perform some of the social activities like dance and free play. Physical activities were also present in their traditional activities like hunting, canoeing and horseback riding. Some people engaged in some of these activities for fun and relaxation, while others engaged in some of the activities as a means of earning a living. Then, our ancestors have their ways of doing their physical education especially during festivals, coronation of Kings and other important activities. In the Pre-colonial Period, there was no formal teaching of Physical Education. The participation in the activities was not organized, (Subery, 2021)

He was also of the view that, the Europeans brought a great civilization to Nigeria when they came. The missionaries started the establishment of schools and western education was introduced. They introduced modern games to schools such as hockey, volleyball, basketball, tennis, soccer etc. The colonial masters later started taking Nigerians to Britain to learn more and become independent and responsible in the year 1930. People were then trained as good soldiers, sportsmen and administrators. It was then that these elites encouraged other people to develop interest in physical education. In fact, part of the colonial period that could be regarded as important in the history of Physical Education in Nigeria was between 1842 and 1882. This was the time when the Western type of Literacy education was introduced in their mission schools, but it was called Physical Training (P.T). It was indeed physical training because the method of conducting it was much of military drill. It is important to note that Physical Education in Nigeria took the British pattern as it was introduced to our schools by the British people, during this period, The Military regime in Nigeria added and continues to add its own weight in the development of sports, which in turn has aroused a greater awareness of many Nigerians about Physical Education. Decree No. 34 of 1971 which established the National Sports Commission and the State Sports Councils was a big blessing to Physical Education. As a result of this decree many Nigerian youths have shown interest in sports and Physical Education. Physical Education is now recognized as a spring board for the development of sports skills.

Today, Nigeria is blessed with sports clubs and associations, sport promoters and physical educators at the local, state, national and international level. The sports associations include Nigerian Association for Physical, Health Education, Recreation, Sports and Dance (NAPHER-SD), Sports Writers Association of Nigeria (SWAN) and Nigeria Society for Sports Management (NSSM).

The National Sports Policy of Nigeria and Sports in Education

Chapter four article number one of National sports policy of Nigeria (2009) stated Successful organization of Sports requires effective and efficient management skills and structures. While such responsibility lies principally with the National Sports Federations and State Sports

Associations, Local Government Sports Departments and Committees, stakeholders' efforts shall be harmonized to achieve higher standards in administration and management.

In chapter four article five and six of the sports policy stated that Government shall put in place sports competition programmes at the National, State and Local Government levels that will facilitate identification of young and budding talented athletes. The programme shall include the following:-

- (a) Primary Schools Sports Competitions
- (b) Secondary Schools Sports Competitions
- (c) Annual Inter-House Sport Competitions for Primary Schools
- (d) Annual Inter-House Sports Competitions for Secondary Schools
- (e) Intra-Zonal Annual Sports Competitions for Secondary Schools
- (f) Intra-Zonal Annual Sports Competitions for Primary Schools
- (g) Inter-Zonal Schools Sports Competitions
- (h) Inter-State Schools Sports Competitions
- (i) Institutional/Collegiate Sports Competitions
- (j) National Sports Festivals

Sport is an integral part of the formal system of education. It is essential for the total development of an individual. Sport shall therefore be part of the School Curriculum from Nursery School to the University level.

4.6.1. In other to have an all-round development of the youth, sports shall be offered **as compulsory subjects** at the Nursery, Primary and Secondary School levels of the formal education system.

4.6.2. All primary and secondary schools shall have play grounds for sports as a condition for approval for their establishment.

4.6.3. No pupils or students (including those in tertiary institutions) shall suffer any penalty or discrimination for participating in sports.

Physical Education and Sports in the National Policy on Education of Nigeria

The National Policy on Education seeks to fulfill that role. Government has stated that for the benefit of all citizens, the country's educational goals shall be clearly set out in terms of their relevance to the needs of the individuals and those of the society, in consonance with the realities of our environment and the modern world. The need for a national policy on education came about as a result of the 1969 National Curriculum Conference which was attended by a cross section of Nigerians. The conference was a culmination of expressions of general dissatisfaction with the exiting education system which has become irrelevant to national needs, aspirations and goals. After the National Curriculum Conference, a seminar of participants drawn from a wide range of interest groups within Nigeria was convened in First-Tag the seminar, which included voluntary agencies and external bodies, deliberated on what a national policy on education for an independent and sovereign Nigeria should be. The outcome of the seminar was a draft document which, after due comments were received from the states and other interest groups, led to the final document, the National Policy on Education, first published in 1977, the 2nd and 3rd

editions were published in 1981 and 1993 respectively in keeping with the dynamics of social change and the demands on education. The fourth edition was in 2004. This edition was necessitated by some policy innovations and changes, and the need to update the 3rd edition (1998). The fifth edition was published in 2007 while the sixth edition in 2013, (National Policy on Education, 2013)

The first attempt to introduce the First Physical Training syllabus in the Nigerian primary schools was in 1918. That was later changed in 1927. All this time there were no trained teachers to teach physical training in schools. Each teacher was expected to take his/her class in physical training as it is the practice today. The last syllabus for Physical Training was introduced in 1933. That was published by the British Board of Education in 1930. The syllabus was then used in all primary schools and teacher training colleges where Physical Training was one of the subjects which a student teacher must pass for certification. Physical Education only existed as sports and games in secondary schools. It was not taught as a school subject during the colonial period, (National Policy of Education, 1979).

A new trend in the style of conducting Physical Training emerged in the middle of 1950's when some Nigerians traveled to Britain to study Physical Education in Royal College London. The pioneer in this attempt was the late N. Ekporigin, who could be described as the 'god father' of Physical Education in Nigeria, (Ladani, 2018).

With the establishment of the College of Arts, Science and Technology in Zaria, now Ahmadu Bello University (ABU) Physical Education was introduced there in 1957 as one of the courses leading to Diploma in Education in the area of Physical Education. This date could be regarded as the birth day of the name physical Education in the history of Nigerian education system. The graduates of Zaria were to teach Physical Education in Teacher Training Colleges and Secondary Schools. After the Nigerian Independence in 1960 Physical Education took a new turn as a school subject. It was no longer called Physical Training. It was compulsory in elementary schools, but not so in secondary schools. In the latter, keen interest was shown only in sports organized mainly in the evening as extracurricular activity. The greatest pace in the development of Physical Education in Nigeria was set, when the first autonomous University in Nigeria, the University of Nigeria Nsukka, introduced a degree programme in its department of Health and Physical Education. Some other Nigerian Universities followed the foot step of Nsukka by introducing degree programmes in Physical Education. Today, in Nigeria almost all the Federal and States Governments own Universities, Colleges of Educations and Institutions are offering different Programmes in both Undergraduates and Postgraduates levels, (Ladani, 2018).

The Nigerian Primary Education Policy 1977/81 policies on primary education are expressed in seven general objectives:

- i. The inculcation of permanent literacy and innumeracy and the ability to communicate effectively,

- ii. The laying of a sound basis for scientific and reflective thinking.
- iii. Citizenship education as a basis for effective participation in and contribution to the life of the society
- iv. Character, moral training and the development of sound attitudes.
- v. Development in the child the ability to adapt to his changing environment.
- vi. Giving the child opportunities for developing manipulative skills that will enable him to function effectively in the society within the limits of his capacity.
- vii. Providing basic tools for further education advancement, including preparation for trades and crafts of the locality.

The first major step taken by Government towards the realization of the declared objectives was the introduction of the Universal Primary Education (UPE) Scheme in 1976. From that year primary education in Nigeria was supposed to be free and accessible to all children in all parts of the country. The curricular activities are broad-based. They include the following; -

- ✓ The inculcation of literacy and numeracy.
- ✓ The study of science,
- ✓ Civics and social studies.
- ✓ Health and physical education
- ✓ Moral and religious instruction
- ✓ Creative activities
- ✓ Music
- ✓ Domestic science - Agriculture.

The National Policy on Education (1977/1981) included physical education in the curriculum of all primary and secondary schools and this was strengthened again by the NPE (2004).

National Policy on Education (1981) emphasized that the practical aspects should be allotted 60% and the theoretical 40%, but it seems that most of the primary school teachers in Katsina state show no concern for that time structure. Therefore, they fail to recognize that teaching physical education and sports in schools provides the opportunity and the chances for the discovery of potential class athletes in educational institutions in Nigeria. Formal teaching of the subject in primary schools will give more students the opportunity to acquire better sports skills at the early stage of their life.

Babajide, (2021) further opined that when physical education is adequately taught in primary schools to a reasonable extent, it will lay a solid foundation at the early years. Pupils are able to build interest and possess adequate knowledge of physical education for later years. More so, many people will also come to realize that physical education is not just running and jumping or playing football but a professional discipline. No educational system can rise above the quality of its teachers. As a result, there must be a sufficient number of well qualified, efficient and committed physical education teachers that could deliver well.

The main emphasis of the NPE (1988) (6-3-3-4) System of Education is to produce technically minded individuals with the right social values and attitudes. This requires a certain competence on the part of the teacher. In order to lay a solid foundation for the better understanding and acquisition of necessary skills in physical education, positive attitudes towards practical classes must be exhibited by the teachers in primary schools. Teachers must employ effective methods of teaching practical lessons so that pupils can practice freely, discover for themselves, learn better and choose freely what and how they perform various activities. Teachers are expected to guide their pupils in developing greater efficiency in their own problem solving techniques. This can be achieved only when teachers demonstrate, observe, make correction and stimulate students to participate actively in practical lessons (National Policy on Education, 1988).

Chapter Five (5) of 2007 fifth edition of National Policy on Education clearly stated the responsibilities of the three tiers of Governments in Nigeria on Educational policy as follows:

103. The Federal Ministry of Education shall be responsible for

- (a) Enunciating a National Policy on Education;
- (b) Setting and maintaining uniform standards;
- (c) Coordinating educational practices in Nigeria;
- (d) Establishing a Federal Inspectorate Services
- (e) Planning and research on a national scale;
- (f) Acquiring, storing and disseminating national education data;
- (g) Coordinating non-formal education including adult education, vocational improvement centers correspondence courses, etc.
- (h) Co-coordinating educational services;
- (i) Coordinating international co-operation in education; and coordinating national examinations, testing and evaluation.

104. State Ministries of Education shall have responsibility for the following:

- (a) Policy and control over primary, secondary education and tertiary institutions owned by the state in accordance with the requirements of the National Policy on Education;
- (b) Planning, research and development of education;
- (c) Inspectorate services for monitoring and improving standards; (d) the provision of broad educational services;
- (e) Co-ordination of the activities of school boards and/ or Local Education Authorities as prescribed by law;

- (f) Examinations, testing and evaluation at primary and junior secondary school levels; and
- (g) Proving appropriate education laws and ensuring their enforcement.

105. Local governments shall, through their Education Authorities (LEAs) have responsibility for the financing and management of primary education within their local government areas, in particular the Local Education Authorities shall be responsible for:

- (a) The appointments, promotion, discipline and transfer of primary school teachers and non-teaching staff within their areas of jurisdiction;
- (b) The payment of primary school teachers' salaries and allowances,
- (c) The payment of pensions and gratuities;
- (d) The retraining of teachers;
- (e) The overall management of their educational plans; and the supervision and quality control in all primary schools in their areas in conjunction with federal and state authorities.

The 2013 sixth edition of the National Policy on Education section three (3) has stated clearly the Post-Basic Education and Career Development (Senior Secondary Education) Article 38: 2: Field of Studies to include:

38. 2. 1 Science and Mathematics

- i. Biology
- ii. Chemistry
- iii. Physics
- iv. Further Mathematics
- v. Health Education
- vi. Agriculture
- vii. Physical Education, and
- viii. Computer Science.

The last and current edition of the National Policy on Education of Nigeria has boldly and clearly included the Subject Physical Education as a teaching/ career field of study at all levels of Nigerian system of Education. Therefore, the subject is of paramount importance to every nation, since it lays the foundation for all other levels of the educational ladder and thus determines what the child becomes in the future. It is on this premise that the National Policy on Education (2004) prescribed that physical education must be taught at all the levels of education, including primary schools, in Nigeria. Consequently, physical education is an essential component of quality education and an integral part of lifelong learning.

Physical Education and Sports in South African

In South Africa physical education is typically offered as a subject from grades R (reception year) to 12. The curriculum is designed to cater to the physical social cognitive and emotional development of students at different stages of their schooling. It aims to provide students with opportunities to engage in a variety of physical activities develop their skills and enhance their fitness levels. The content of physical education in South Africa covers a wide range of activities such as team sports individual sports fitness training dance and outdoor activities. It also emphasizes the development of skills like coordination agility endurance and teamwork.

In recent years there has been a growing recognition of the importance of physical education in addressing health concerns such as rising levels of childhood obesity and sedentary lifestyles. Efforts have been made to promote physical education and encourage schools to provide adequate facilities and resources for effective implementation. Some of the schools were privileged to have a trained physical educational specialist. The first ever specialist course for physical education was introduced in 1921 at the Cape Town Training College. Considerable development took place in the field of physical education from 1936 until 1939. For the first time in history a degree was offered in physical education at the University of Stellenbosch. As a result physical education formed a central part in the curriculum of the school. Not only physical education was made compulsory in government schools in 1939, but it was also included in the programmes of the Union Defence Force and the South African Railways and Harbors. Considerable interest was attracted to physical education and in 1938 the National Advisory Council for Physical Education was formed. These developments resulted in physical education forming a central part in the curriculum. The main object of the abovementioned Council was to coordinate and stimulate the development of physical education for pupils and students. It did not take long for physical education to establish itself as an indispensable part of education in South Africa (Allix, 2012).

The most significant development regarding physical education and sport in SA was the establishment of a Government Department of Sport and Recreation in 1966. It was the brainchild of the South African Association for Physical Education and Recreation. The Department's aims were to: render a service to the various sport associations; encourage activities which were aimed at the development of a strong and healthy nation and to grant subsidies for such activities. This department also made funds available to scientific research in the field of sport and recreation. Another outstanding feature was the establishment of the Sport Foundation of South Africa by a prominent public company. It was a non-profit organization which provided expert tuition and coaching to amateur sport (). It is necessary to mention that the majority of courses sponsored by the Foundation were presented in rural areas and amongst the Black communities (personal observation).

Physical Education and Sports in Ghana

Physical education in Ghana is an important part of the country's education system. It is designed to promote physical fitness health and overall well-being among students. Physical education classes are typically incorporated as part of the curriculum in primary and secondary schools. Ghana the Ministry of Education is responsible for providing guidelines and standards for physical education in schools. The curriculum usually includes activities such as sports games gymnastics dance and fitness exercises. These activities are aimed at developing students' physical skills teamwork leadership qualities and discipline. Physical education classes in Ghana focus on promoting a healthy lifestyle and instilling values such as fair play respect and perseverance. Additionally they provide opportunities for students to engage in physical activities and develop their motor skills. Physical education teachers are trained to deliver effective instruction and oversee the safety and well-being of the students during physical activities, (Babiak, 2007).

Ghanaian schools also often participate in inter-school sports competitions at the district regional and national levels. These competitions provide students with opportunities to showcase their athletic abilities and foster healthy competition among schools. Overall physical education in Ghana plays a significant role in promoting the physical mental and social development of students as well as instilling values necessary for their overall well-being.

Physical Education and Sports in Cameroon

Physical Education in Cameroon is centrally government funded and a core curriculum subject in Cameroonian schools. Wotany, (2012) outlines the six national standards for Physical Education in Cameroonian schools. The standards show a level of determination by government that physical education is seen as a precursor to better living, through active participation. The six national standards are to;

- 1) Demonstrate competency in motor skills and movement patterns.
- 2) Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
- 3) Participate regularly in physical activity.
- 4) Achieve and maintains a health-enhancing level of fitness.
- 5) Exhibit responsible personal and social behaviour that respects self and others.
- 6) Value physical activity for health, enjoyment, challenge, self-expression and social interaction.

Physical education in Cameroon encompasses various aspects of physical fitness sports and overall well-being.

In primary schools physical education is usually taught by classroom teachers who have received training in the subject. The curriculum focuses on developing basic motor skills coordination and physical fitness. Students are introduced to a variety of games and sports which helps them develop teamwork leadership and fair play. In secondary schools physical education becomes more specialized. Students are exposed to a wider range of sports and physical activities including athletics soccer basketball volleyball handball and swimming. They have the opportunity to participate in inter-school competitions and develop their skills further. The government of Cameroon encourages physical education by providing sports facilities and equipment in schools. Additionally there are regional and national sports associations that organize competitions and tournaments for students at various levels. However it is worth noting that the implementation of physical education programs in Cameroon can vary across different schools and regions. Some schools may have better-equipped facilities and more qualified teachers than others. There is ongoing work to improve the quality and availability of physical education throughout the country.

Physical Education and Sports in the Republic of Niger

Niger also emphasizes the inclusion of physical education in the curriculum to promote a balanced education. The government has recognized the importance of physical activity in the overall development of students and has taken measures to incorporate physical education programs in schools across the country. It is worth mentioning that the availability of sports and recreational facilities may vary across different regions of Niger. However efforts are being made to improve infrastructure and provide more opportunities for students to engage in physical activities. Niger is a country in West Africa with a rich culture and a variety of traditional sports. Some of the most popular traditional sports in Niger include wrestling, horse racing, and archery. Wrestling is a popular sport in Niger, and it is often used to settle disputes between villages. Horse racing is also popular, and it is often used to celebrate special occasions. Archery is also popular, and it is often used to test the skill of hunters. Niger has also produced some of the greatest female athletes in the world, such as Hawa Diallo, a professional sprinter who won the African Championships in Athletics in 2011, and Aminatou Seyni, a professional basketball player who won the African Basketball Championship in 2012. These athletes have all made a significant impact on the world of sports and have helped to put Niger on the map, (Babiak, 2013).

Conclusion

From the literature reviewed, we can conclude that Physical Education and Sports is a very strong tool for sustainable national development in our contemporary Nigerian society looking at the various contributions of the subject to harness the human resources. People of the primitive society used physical Education as a means of survival, searching for food, shelter and ultimately to depend their territorial areas against their enemies. The Greeks devoted most of their early

physical education programme to physical training with the aim of developing strong men with unsurpassable strength and endurance and powerful army.

Most of the educational policies on Physical Education and school sports are well focused but the planning is often defective, making implementation difficult. Technocrats available for the implementation of a given educational policy are often overestimated and thereby elicit unrealistic expectations that fail to materialize. Since educational policies are usually translated into plans before implementation, studies have shown that the cost of implementing such plans have often been underestimated. Most educational policies have become stalled at the planning stage. Reliable data have not been a popular feature in planning education in Nigeria. This situation has not facilitated the effective implementation of educational plans. The implantation of educational policies is also often hindered by the interplay of policies, which may sometimes relegate reality to obscurity. Qualified Physical Education teachers are not in sufficient numbers in the entire educational system in Nigeria, for example in Katsina State, many junior and senior secondary schools are not offering Physical Education as a teaching Subject due to the lack of technocrats.

Recommendations

Base on the on the above conclusion, the following recommendations were made:

1. The Federal Ministry of Education shall be responsible for Enunciating a National Policy on Education and ensures its Implementation in all the states of the Federation.
2. The Federal, States and local Governments Education Authorities should employed only physical education technocrats to teach the subject at all levels of Nigerian Educational system.
3. Adequate and available Physical Education and Sports facilities, equipment and supplies be made by the Governmental and Non-government organizations in schools to aid and facilitate learning in Physical Education and Sports.
4. Regular organizations of Intramural and Extramural sports competitions be revive in all the schools in the federation as it was decades ago.
5. Funding of Physical Education and sporting activities be adequate and available to schools Headmasters, Principals and Games/sports Masters to carryout activities and programmes in their respective schools.
6. Sports sponsorship be made available to every intended school for sports competitions nationwide.

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