

SPORTS AND HEALTH EDUCATION POLICY DEVELOPMENT FOR CITIZENSHIP EDUCATION IN NIGERIA: APPRAISAL OF THE FORE-RUNNERS OF PHYSICAL EDUCATION

Dr. Owajaiye, Sunday Oni

Department Of Physical And Health Education, Faculty Of Education, University Of Jos, Jos Nigeria

Dr. Kayit, Simon Bobai

Department Of Physical And Health Education, Faculty Of Education, University Of Jos, Jos Nigeria

michogun63@gmail.com

ABSTRACT

The paper titled “Sports and Health Education Policy Development for Citizenship Education in Nigeria as an Appraisal of the Fore-Runners of Physical Education” was written. Issues galvanized to irk out the variables appreciative of citizenship education are: (i) Greek physical education and values, (ii) Physical education philosophers (iii) Physical education in Nigeria (iv) Reason for underdevelopment of sports in Nigeria (v) Concept of sports as courage, love and peace medium (vi) Behaviour as the aftermath of behaviour learning (vii) A movement model of behaviour (viii) Compendium of behavioural machine (ix) Motor learning and behaviour. It was observed that: (A) Sport was developed to foster national unity and promote peace. And its promotion was for detection of sports talents. (B) For creation of awareness in sports among citizens in the country regardless of age, class or position. (C) Create innate tendency to endure. (D) Combat the stressful and embarrassing situations. It was however concluded that, the sport and health policy essential for effective citizenship development, the following recommendations were made: (1) Due to the fact that sports possess cognitive control, which is retention of conceptualized ideas, issues and knowledge and utility of these variables of human’s capabilities, it necessary to make life easy, through instilling quality leadership directions, learning, planning and feedbacks.

Keywords: Sport, Health Education policy development, citizenship education, & fore_runner

INTRODUCTION

Physical education in ancient Greece will always be looked upon with pride by members of the profession. The high ideals that motivate various gymnastic events will always be objectives that all should emulate. Such great men of history as (i) Socrates (ii) Plato (iii) Aristotle (iv) Hippocrates and (v) Galen proclaimed their value for all. The large expanse of ruins excavated at: Olympia and the relics, sculptures and statutes especially the one of Herman by Praxiteles, are evidence of the emphasis on physical perfection and pride in Hellenic culture that exalted Greek civilization (Ajayi, (2003).

The Greeks held another aim of physical education. In addition to serving as a recreational pursuit and as an aid to aesthetic development, physical education was also utilized as therapy for the infirmed and for the diseased. The growth of this phase of physical education was stimulated as a result of a social trend in later Greek history. Many individuals, because of wealth and idleness obtained inadequate exercise and indulged in luxurious living at the expense of their health. Adapted physical exercise proved to have therapeutic value on many such cases. By paying attention to diet and exercise, evil consequences to health could be avoided.

The use of physical education as an aid to medicine can be identified as early as Herodotus period and about the middle of the 5th century B.C. its worth was emphasized by year in to four (4) seasons and recommended suitable diet and exercise for each season for example, in winter, one should eat lightly and exercise should be procured by engaging in many kinds of activities. He listed running wrestling and brisk walks as possible sources of activity (African, 2012).

STATEMENT OF THE PROBLEM

Nigerians do not recognize the values of sports and healthy state of the body, except illness catches up with them and they have to attend the hospital; and are advised to exercises. Sport is not only for therapy against illness alone. It is also for development of personality traits, resilience, endurance, love, patience and humane character. All these are lacking in Nigerians. Exemplary physiological characteristic of past leaders of sports (physical education) have not been imbibed by the elders and indeed leaders in Nigeria.

PURPOSE OF THE PAPER

This write-up is undertaken to:

- i. Expose the values of sports to human body; with the intention to irk out their beneficial characteristics.
- ii. Elucidate on the lives and times of philosophers of sports (physical education) as they relate to behaviour modification and formation.
- iii. Encourage youths to study physical education, so that the youths can imbibe the ideal characters that would make them good citizens; that are found worthy to organize human behaviour for good governance.

LITERATURE REVIEW

Socrates' perception of Physical Education

Socrates viewed the physical education as a essential aspect which is important for health towards achieving life's purposes. The philosopher pointed out that it essential for the upright thinking and body building is used very little; bad health can contribute to graves mistakes.(owojaiye (2015)

Plato's perception of Physical Education

Plato recognized that physical education is good for both men and women; he recognized that both physical education and music were important phases of education. Physical education for total body development and music for the soul for spiritual development. To be spiritually developed is to train the mind for the total body functions.

Aristotle's View on Physical Education

According to Jimba(2015), Aristotle held that body and soul are closely interrelated and that boldly movement and conditions of the body health affect mental faculties. He thought that one should engage in lighter exercises such as dancing, running, jumping and throwing until 14 or 18 years of age. Heavier exercises could be engaged in later and they would not impair the body. Excessive or deficient exercise is similar to excessive or deficient food and drink, both result in harm to the body. Physical education should help one to have a virtuous life and not one of conquest, xylophone, a temporary of Plato thought of physical education as important for building up of a strong army. He felt that soundness of body and mind was essential to success in life. However, Plato main thought were war and his thinking in regard to physical education was mainly in terms of military.

Decathlon (Men's Event)

1st day: 100 metres; long jumping; short put; high jump.

2nd day: 110 metres hurdles; discuss; pole vault; javelin and 1500 metres.

Pentathlon is mainly for women, although young men complete in the event as a build up to the greater demands of decathlon.

N.B: i. Sport was recommended as enhancing health.

ii. Drugs were detected; it was view as destroyer of health.

iii. Diet was said to be valuable but should be diligently selected for consumption.

iv. Physical exercise (sport) are subordinate to medicine.

v. Dietary recommended are supposed to be recognized each season; in winter, athletes should eat highly lie running, walking and wresting are activities recommended during winter period,

vi. Exercises recommended for adolescent 14-18 year old are:

(a) Dancing (b) Running (c) Jumping and (d) Throwing.

vii. Soundness of mind in sound body was view to enhance life.

viii. The soundness of mind in sound body was view to enhance life.p.23

PHYSICAL EDUCATION IN NIGERIA

After the 1st world War, the English people sat down to think and realized that if they had not been aided by French and American's, Russians and other Nationales, they could not have won the battle against Germany. They therefore considered the cause why the other soldiers of other countries were stronger. They observed that these soldiers were in some ranks were sent abroad to hold positions and were in some ranks were sent abroad to hold positions in and taught how to behave. It was this same year 1932 that soldiers in England complied with a complied syllabus in P.E which was released in 1933. This was what brought the 1933 syllabus in all schools in the British colonial territories and Nigeria in particular.

This syllabus was first sent to America for review and was condemned without any reservation by the Americans because it was military in Nature. But since much money had been spent on it, they were sent to other colonies in 1938. When the ex-service men returned from Britain, they started teaching children in sports and Games in school. This syllabus entailed a lot of Gymnastic. The objective of physical Education is development for

physical fitness. Therefore people that were made to participate in these activities have military notion of physical education.

Apart from physical fitness, our people development alertness and reaction time to some extent that the end results was mobility and agility. From this time people started with marching and during empire days, people (pupils) came out to partake in track and field events and marching. These activities continued up to a time when they thought that people that are good in the physical activities will also be good in sports. Therefore all school were made to participate in physical training to produce sportsmen and women from 1938-1940.

Some men and women who performed creditably in some events were made coaches. However, some of the coaches had no sound educational background for many of them to progress. Some of the people who have made impact in the promotion of physical education in Nigeria are: (1) Lord Baden Powel; (2) H.J. Ekperin; and (3) Isaac Akiyo.

These were the worthy men in Physical Education in Nigeria. By 1933, nothing was done in Nigerian schools concerning physical education because the expatriates then knew nothing about the subject; their major game was soccer. There were no warming up and no conditioning exercise, which resulted to many injuries and hazards. Also, in 1933 sports were not given its rightful place in few school curriculum. Those who decided to take up this discipline (P.E) were regarded as people that cannot do well and people of low mentality.

Some worked for several years without promotion. It was thought that the highest one can get in Physical Education (P.E) is a diploma. No university offered Physical Education except university of Nsukka in 1960 where this subject was studied up to First Degree Level (FDL). Contemporarily, all the 1st generation Universities and the majority of second Universities generation university offer. Degree, Master and Ph.D (Doctor in philosophy) in Physical Education. From all indications we should realize that the colonial master deliberately refused to introduced the sports skills to our schools to and this is why Nigeria is lagging behind in producing World reknown Athletes for a long time.

From the X-ray of the syllabus of Physical Education in our school, we will observe that when pupils were taken out for 35 minutes, they gained nothing. There was no external competition for those who were interest, and there was no found. From 1960, the independence, the 1st Republic took over from the colonial masters but not encouraging sports and that was why Nigeria suffered humiliation from Ghana. Thanks to the military regimes who have done everything possible to produce adequate fund, scholarship, manpower, building stadia, clinics, technical knowledge for sports. From the foregoing explanation, and factors, we would realized that Physical Education suffered a great set back in Nigeria. However, from 1968, the sports gain recognition with the establishment of National Sports Commission with the objectives as follows.

ORGANISATION OF THE NATIONAL SPORTS COMMISSION

The national sports commission has complete control over the sports festival and appoints committee for the sports festival. The committee comprising the members of the sports commission is:-

- i. A chairman
- ii. The state's sports council
- iii. Any other member that the committee may deem fit to co-opt.
- iv. The directors of sports may be invited without voting right. The festival is conducted by the rules laid down by the organizing committee.

Objectives of the National Sports Commission

1. To encourage the organization of amateur sports competition throughout the country in order to raise the standard of sports participation in the country.
2. To foster national unity and promote peace and sports enhance the promotion in order to detect talents.
3. To broaden the base of sports development and promotion in order to detect talents.
4. To create an awareness in sports among the citizens of the country regardless of age, class or position.
5. To stimulate interest in competitive sports, PHE and recreation and to emphasize the desirability of a well rounded personality development.
6. To promote and strengthen friendship among participants throughout the country.

Despite the laudable programmes of the National Sports Commission however, the objectives of the Commission was not totally achieved due to some bottlenecks. Adesoye (2016) highlighted some reasons for underdeveloped sports in Nigeria and also spelt out trainings for National development that sports development proffered; to include the followings:

REASONS FOR POOR DEVELOPMENT OF SPORTS IN NIGERIA

Sports activities was poorly developed in Nigeria because of the following reasons:

1. Lack of encouragement from the parents and the government
2. Poor technological knowledge
3. Lack of competition
4. Non recognition of the professionals
5. Ethnic chauvinism; where sports men and woman from coaches home town, State or local governments are favoured rather than qualified athletes.
6. Embezzlement of sports funds; non-purchase of quality sports implements
7. Sycophancy from poor sports men and woman/athletes; in securing position; And placement in sports; to later disgrace the L.G.A, State and the Nation.

Concept of Sports as Courage, Love and Peace Medium

Nigerians do not significantly conceive the intrinsic values of sports. Since it is regarded as simply running and jumping. However, Obiyemi (2016) posited that sports possess the propensity to evolve in human being the excellent human nature characterized by the following values as presented in table 1 as follows.

Table 1: Human Nature Characteristics

S/N	Human Attributes	Description	Remarks
1.	Courage	<ol style="list-style-type: none"> i. Conjuring the inner tendency to endure; ii. Undertaking risk; to accomplish task; iii. Targeting a goal with the intent to excel and win; iv. Combating stressful and embarrassing situations. 	Qualities for war for the defence of national and international boundaries.
2.	Love	<ol style="list-style-type: none"> i. Creating avenues for pleasure; ii. Giving a lasting medium of relaxation; iii. Enabling avenue for friendship; iv. Galvanizing the activities that enhances marriage within the inter-tribal ethical understanding; v. Annexing people of different nationals; as in zeal for cultural and economic understanding. 	Qualities of humans to foster inter-personal relations.
3.	Peace	<ol style="list-style-type: none"> i. Creating avenue for peaceful co-existence. ii. Terminating the notion of racism. iii. Ceasing warring countries through sports festivals. iv. Ensuring job opportunities to sports stars; to resolve unemployment, poverty and youths exuberance. v. Curbing youths indulgence in cultism, rape, prostitution, laziness, ideal talks, voyeurism, armed robbery etc. 	Qualities for galvanizing activities for governance.

LEARNING MOTOR BEHAVIOUR

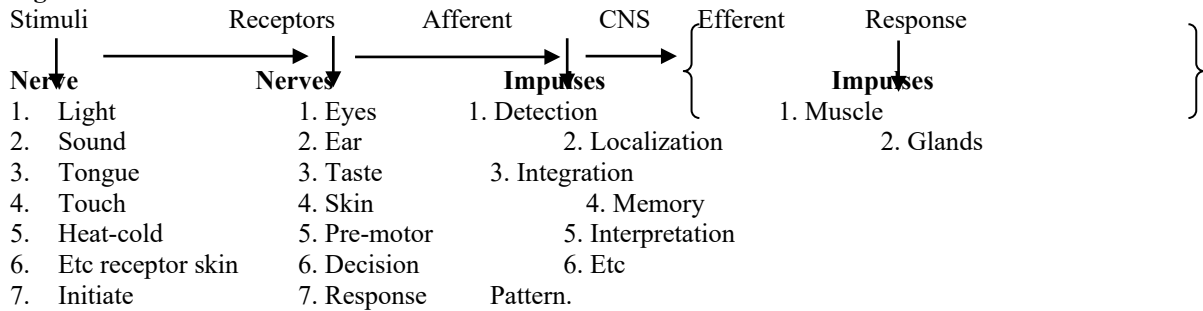
Motor behaviour refers to observable movement of the skeletal muscle. It is also referred to often as movements behaviour. Motor behaviour is a general term and can refer to movements that may be termed “skilled performance” and others that seem purposeless and random. Reflex actions, movements that are elicited in reaction to some stimuli without conscious volition on the part of the individual, can also be considered a facet of movement behaviour. Physical educators are especially interested in motor behaviour, which occur while the individual is engaged in a physical activity such as in a sport, game, exercise and also dance. This means that, they are concerned mostly with such reasonably complex movements referred to as “motor skills”. skills mean that some amount of learning has taken place and at least some behaviours have been Integrated into life abilities to produce a complete man.

Motor behaviour takes place in setting in which a person responds to stimuli. A stimulus which impinges on an individual is in the form of energy, and any energy that influences an individual’s behaviour is called a stimulus. Heat is a type of energy. If heat impinges on an individual and causes him to behave or move in one way or the

other, we call the heat a stimulus. A wide variety of stimuli will produce different kinds of behaviour. The scientific type of behaviour resulting from a given stimulus is called a response. If an individual place a finger on a hot plate, the muscles controlling the finger will contract to remove the finger. Here, the heat of the hot plate is the stimulus and the contraction of the finger muscles is a kind of behaviour called a response.

When a stimulus impinges on any part of an individual’s body. It activates or excites a specific type of nerve organ called a receptor. The skin is an example of a receptor, and when a finger is close to hot plate, the heat, as a stimulus, excites the skin which is receptor. When a receptor is activated, a nerves impulse is transmitted along a nerve fibred (afferent nerves fibre) towards the Central Nervous System (CNS). The CNS is made up of the brain and spinal cord. Many different nerve impulses are being conducted simultaneously from the receptors into the central nervous system. When nerve impulse arrives in the CNS a complex integration and interpretation process, which can be referred to as “data processing” takes place. Then appropriate neurons in the CNS are activated. These neurons transmit efferent impulses. The effectors could be muscles or glands. If a muscle is the efferent activated, it contracts. If gland is activated, it secretes its products called hormones – the thyroid gland secretes thyroxin, the sweat gland sweat; the salivary gland secretes ptyalin etc. Response occurs when an effector is activated. Thus, muscular contraction is a form of response to a stimulus see the following table 1.1 any motor activity, therefore is a form of behaviour.

Figure 1: “A Movement Model of Behaviour”.



Source: Kent,J. (2015). Adapted from Introduction to Motor Learning A Neuropsychological Approach. Reading, Massachusetts Addison – Wesley Pub. Page 8.

Table 2: A Compendium of Behavioural Machine

S/N	Human Attributes	Description	Remarks
1.	The Central Nervous System	The physical education teacher and or a coached attitude should have some understanding of the structures and basic functional activity of the nervous system control and directed the voluntary and reflexive human movements. The centre; nervous system (CNS) is composed of a spinal cord, the brain and the stem, which are located in the skull and the vertebrate (see figure 1:1 above) CNS serves two major purposes: (1) To carry information from the external environment and from the body to the brain for storage and integration with previous knowledge; and (2) to relay information from the brain to glands and muscles that produce movements and bodily adaptation to cope with inputs from the environment.	Anatomy of a healthy person for coaching, teaching, modelling or /and governable.
2.	Cerebrum	The cerebrum is the largest portion of the brain and is composed of millions of cell bodies (grey matter). It is divided into right and left hemisphere. In general, the body functions on the right side are controlled by the hemisphere, while functions on the left side are controlled by the right hemisphere. The cerebrum also controls human thought and consciousness.	Organ of human thinking.
3.	Cerebral Cortex	The cerebral cortex, or outer layer of the cerebrum, is about 1A inch thick and contains about nine (9) million neurons. Each sensory system of the human body relays messages to a specific region of the cortex; it exerts the	Organ for adequate coordination.

		<p>highest level of motor control. This consists of:</p> <ul style="list-style-type: none"> i. The motor cortex – The area of integration and control of motor message. Together with the promoter are which lies in front, the motor cortex co-ordinates the outgoing message which have originated from the parts of the CNS to initiate highly complex skilled movements. ii. The prefrontal area is responsible for crucial regulatory directions to the muscles for accurate movements in response to stimuli. iii. The somato sensory cortex – Receives sensory stimuli from the different nerves of the skin and muscles. This area controls the sensations of touch, heat and cold. It also detects changes in spatial relationship of the body and “pint movements”. This area controls reflex movements resulting from visual as well as auditory stimulations. It controls the tonic contraction of muscles. 	
4.	Cerebellum	Otherwise referred to as “little brain”, is mainly responsible for coordinating movements of the skeletal system and movements that originate from other sectors of the CNS. It however, cannot initiate movements, it is involved in the reflex control of bodily balance or equilibrium as detected by the inner ear.	Organ for bodily balance to maintain the equilibrium.
5.	The Brain Stem	Connects the cerebellum and cerebral cortex, which send out motor fibers, and spinal cord, which ascends in to the brain stem. It plays an important role in controlling hand, neck and reflex movement. It also regulates certain vital processes such as artery flow, blood pressure and respiration.	Organ for controlling hand, neck and reflex movement.
6.	The Spinal Cord	The spinal cord also contributes to the control of muscular movement, it is primarily a transmission pathway via which all sensory messages from the organs of the body and receptor and transmitted to the brain and all motor commands are sent from the brain to the muscles and glands. It is center for reflex actions.	
7.	The Peripheral Nervous System	Consists of the spinal cardinal nerves. This system control body functions not directly concerned with skeletal movements, such as the heart, blood vessels, glandular secretions, and smooth muscles.	Cardiac bundle organs of life.

Motor Learning and Behaviour

Because of the complexity of the term “learning” many definition of the term exist, Hilgard and Bower (2006) define learning as “a process by which an activity originated or is changed through reacting to an encountered situation, provided that characteristics of change in activity can be explained on the basis of native organism is mechanism (for example, fatigue, drugs and other terms).

Onifade (2004) also noted that, Motor learning falls within the scope of definition for motor the definition of learning, refers especially to behavior involving observable, goal-centered, purposefully, voluntary bodily movement such as that found in sport, play or game situation. Thus the term “motor learning” is contained in the broader term, “learning”.

According to Dratty (2007), motor learning is “that which includes the rather permanent change in motor performance brought about though practice and excludes change due to maturation, drugs or nutrients”. Emphasis is on state change as opposed to temporary change in behaviour, and the necessity for practice and repetition to bring about the change. Afolabi (2000) believe that motor learning skill (fine or gross motor skill) in attempting to accomplish a partial or set of goals with precision and accuracy. The learning process consists of a verity of motor and perceptual responses acquired through practice and repetition. Eventually, through this practice and repetition, the learner develops a set of motor responses into an integrated and organized movement pattern.

A movement thus becomes a skilled movement when some learning has taken place and a smoothing or an integration of behaviour has resulted. Extraneous movements have been omitted, and the performance is executed with increasing speed, and accuracy, and a decrease in errors. A skilled motor activity has to be learnt. It is not an act that can be called instinctive or reflexive or one in which successful performance is achieved in a single trial. According to kayit (2020), the physical education teacher or each is often preoccupied forth the thought of how his students or athletes can improve and become more skillful in the specific motor activity they are engaged in. In other words, kayit reiterated further that the physical education teacher is concerned with how he can make his players learn. For their performance of a specific skill to become automatic all internalized. These skills as a matter of conclusions and recommendations are organized and put into table as thus

Table 3: Skills of Physical Education for Citizenship Knowledge

S/N	Variables of Skills	Description	Remarks
i.	Cognitive control	Retention of conceptualized ideas, issues and knowledge and utilities of these variables of human capabilities to make life easy.	Leadership quality for direction.
ii.	Over learning	Near perfection skills that endear sports men and women into capability of target goals. The efficiency and effective target.	Youths quality for learning.
iii.	Well organized	Precision mobilization strategy. The adequate planning outfit to mobilize issues, events co-ordination.	Leadership quality for planning.
iv.	More frequently performed	Near perfection indices to instill discipline and orderliness.	Youths quality for learning.
v.	More intensive practice	Perfection strategy to induce precision and adequate target.	Youths quality for learning.
vi.	Adequate motivation	Induced willingness to arouse zeal for performance of tasks.	Leadership quality for directing.
vii.	Positive feedback	Goal getting and winning euphoria.	Leadership expectations.
viii.	Good psychological state of the athlete/ sport participants	Coolness of minds, precise response to issues, problems, tasks for amiable responses.	Youth and leaders quality for positive feedback.

CONCLUSION

Based on the discussion on the text , it could be concluded that the sport and health policy making have significant influence on the citizenship Education program in Nigeria.

RECOMMENDATIONS

it could be recommended as follows:

Due to the fact that sports possess cognitive control, which is retention of conceptualized ideas, issues and knowledge and utility of these variables of human’s capabilities to make life easy, it is leadership quality for direction, learning, planning and feedback.

Educational policy makers should integrate compulsory sports into the school curriculum

REFERENCES

Adesoye, B. A. (2016). Integrating animations, narrations and textual materials for improving students’ learning outcomes in senior secondary school physics. *Electronic Journal of Research in Educational Psychology*, 8(2), 725-748.

Afolabi, J.O (2010). *Studies in Plato’s metaphysics II*. Taylor & Francis. ISBN: 0-7100-3636-4.

African, N. F. (2012). *Rethinking Plato: A Cartesian quest for the real Plato*. Amsterdam and New York: Editions Rodopi B.V. ISBN: 978-90-420-3537-9.

Ajayi, A. O (2003). *A history of Greek philosophy* (Vol. 6). London: Cambridge.

Dratty, F.G. (2006). *Approaching Plato: A guide to the early and middle dialogues*. Nashville: Belmont University.

Higlar, E. R., & Bower, G. H. (2006). *Theories of learning* (3rd ed.). New York: Appleton-Century-Crofts.

Jimba,D.M (2015). *Reconnaissance and scouting: A practical course of instruction, in twenty plain lessons, for officers, non-commissioned officers, and men*. London: W. Clowes and Sons.

- Kayit, S. B. (2020). Athletes satisfaction and sport performance in Nigerian university games competitions *KIU journal of humanities* 6(2), 56-64
- Kent, J. A. (2015). Effects of multimedia instruction on senior secondary school students' achievement in physics. *European Journal of Educational Studies* 3(3), 342-356
- Obiyemi, T. O. (1998). Financing of education in Nigeria: An analytical review. *American Journal of Society Management Sciences*, 2(3), 295-303.
- Onifade, A. O. (2004). *Sport Administration in Nigerian Schools: principles and practices* Ilorin: university Press
- Owojaiye, S. O. (2015). Towards Financing physical and Health education in Nigeria. *Educational management Review* 2(5), 56-67