



Contents Delivery and Professionalism in Sports Development

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ABSTRACT

Sports development has become more than important today as sports has transformed into a lucrative venture thereby influencing on the world unity, economy and social development. Sports development in Nigeria is connected with some variables such as professional development, sports policies, sports facilities, sports personnel and funding. In the view of this paper, these variables will be used to x-ray the state of sports development professionalism in Nigerian. Conclusions and recommendation will be given to know the state of sports development in Nigeria and how to effectively improve sports development.

Introduction

Sport development is a core concern for all nations as they seek to enhance elite performance and cultivate opportunities for mass participation. Development is a state of coming into being and evolving into maturity (Bakari, 2017). Sport is a general name that is used when one is referring to activities requiring competition between two or more people (Mangan, 2011). Sports development refers to the gradual increase, attainment and advancement of sport from low level strata to a higher level or strata with due cognizance and consideration of the indices that enhance the realization and actualization of sports development (Yazid, 2006). Sports is one of the social services that nations of the world provide for their citizens and for such service (sport) to flourish, there must be a laid down philosophy and policy. Researches has shown that relevance of sports in Nigerian higher institutions is drastically going down, according to Ladani (2008), higher institutions particularly the universities in many parts of the world, many faculty members looked down on sports as nonacademic and have therefore developed very negative attitude toward it.

As far as sports development is concerned, schools should be an ideal ground for this type of experience. A good physical education programme makes use of the natural activity drive of children, who even the most timid, enjoy moment. Nowhere in the world do had sports development in isolation of physical education which starts in the school through a formal graded instruction under experts trained for this purpose. In Nigeria, the current status of secondary physical education levels is much to be desired. This is quite contrary to the practice in schools during the period described in Nigeria as the colonial days. That time, every school provided students with daily physical activities which were quite rigid and militaristic on the school time-table. It was compulsory for every class teacher to take his or her class out for thirty minutes' vigorous regimented physical activities. In addition to this, there was a break period daily where organized games and sports took place during this period. In this way every pupil was conscious of physical activities and sports. By the time a child completed primary school and secondary school education, it was possible and very easier to identify students talented in sports skills. The status of physical education and sport in Nigeria schools is gradually going down the drain. In the past, one of the complaints for lack of interest in sports or physical education among secondary schools in Nigeria was that it was not an "examinable subject" by the West African Examination Council (WAEC). As a result, there is no mention of physical education in the senior secondary classes in many schools. Hence the interest of the school authorities and the students in the subject is not encouraging. In terms of sport many secondary schools have no provision for this in their school programme, except what is known as the annual inter-house sports competition which a few interest schools organize haphazardly once every year. In a situation like this, one wonders how the students are expected to compete in sports in which they do not have any meaningful training or practice. With regard to sports equipment, many secondary schools are no better than some primary schools in the sense that they cannot afford one football or a standard stadium for the students. All over the world, schools regard and include sports as components of the educational programme provided for their students. It is quite a pity that this very situation has gotten to the universities in Nigeria. Nigerian University Games Association competition affirmed that all over the world, universities have been the mainstay of sporting aspirations and achievements of the communities which they serve that such would be the case in Nigeria. Nigeria is in need of bright and talented sportsmen and women. Universities and secondary schools are vital not only to the development of sport in Nigeria but as a vehicle for moulding the characters of the youths who, through these institutions, are preparing themselves to be future leaders of the nation.

Professional development

The environments in which teachers work, and the demands placed upon them by society are increasingly complex. Teachers strive to equip

learners with a wide range of skills that they would require to function effectively in a world that is in constant evolution; this hastens the need for the development of more competence-centered approaches to teaching, together with greater emphasis on learning outcomes. Learners are increasingly expected to become more autonomous and to take responsibility for their own learning (EU, 2010).

YuChun Jean Chen, Oleg A. Sinelnikov & Peter Hastie (2013) Professional development refers to ongoing learning opportunities for personal development and career advancement. The important goal of professional development is to prepare and train teachers and other education personnel with knowledge, skills, attitudes, and beliefs necessary to improve student learning. The education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly (Uyay, E, 2011). Researchers propose that some problems in education can be resolved through professional development (Wallhead, & Ward, 2006) while lamenting the quality of many professional development programs (Armour & Yelling, 2007). The importance professional development brings to the educational structure cannot be over-emphasized.

The activities teachers learn from the once-a-year professional development seem not to be enough to provide and afford these types of practices (Armour & Yelling, 2004). For those facts, Armour and Yelling (2004) suggested that professional development be designed according to known effective practices. Building on this, a number of sport scholars also forge a consensus that professional development can be more helpful when it is an abiding, focused, activity-based and goal-oriented process that is involved with shared narratives and collaborative interactions as well as associated with national, state and district standards (Desimone, Porter, Garet, Yoon, & Birman, 2002; Sparks, 2002). At the long run, (Birman, Desimone, Porter and Garet as cited by YuChun, J, 2013) have identified six essential principles to design an effective professional development program. Here, they identify three structural features (reform activities, collective participation, and participation over a longer duration) and three core features (a focus on content knowledge, active learning, and coherence) that are necessary for an effective program. This is to say that, an effective professional development program designed to deepen teachers' knowledge in a specific discipline that is carried out over a longer period of time will serve its maximum potential to teachers who actively in search for various resources, participate in those activities collectively with other teachers, and incorporate those experiences with their goals and national standards. Moreover, O'Sullivan and Deglau's (2006) principals of the design and delivery of professional development support these structural and core principles in a physical education setting while also emphasizing the need for onsite follow-up. They argue that since physical education teachers typically work alone in the gymnasium and are isolated, the onsite follow-up observations and constructive feedback helps teachers during and after professional development programs. Although recent advances in technology provides opportunities for innovative approaches in the delivery of professional development that may reduce the need of such onsite presence.

According to (Uyay, E, 2011) to equip the teachers with the skills and competences needed for their new roles, it is necessary to the initial teacher education and a coherent process of continuous professional development, to keep teachers up to date with the skills required in a knowledge-based society. Federal Republic of Nigeria Education Sector Analysis (ESA, 2005) stated one of the issues and challenges of teacher education as continued professional development of practicing teachers. In terms of quality of teachers in Nigeria, experts had submitted that there is only modest evidence of the effectiveness of the Nigerian teacher education system.

Sports policy

Which is the guidelines and blueprint or action plan for the development and management of sports (National Sports Development Policy, 1989) The main objectives of sports development policy of any nation is to provide the nation with the opportunity of measuring in sports against those of other nations of the world with a view to establishing a respectable position in the sporting community of the world

Sports facilities

The provision of facilities in all sports is one of the major priorities in the promotion and development of sports. Responsibility for the provision of the facilities shall be shared by government, individuals and private organizations. These facilities play vital roles in the participation and management of sports in any developed and developing community. According to Sani (2018) Most tertiary institutions do not have modern facilities for sports. He further stated that culture of maintaining structures and infrastructural facilities in Nigeria is yet to be imbibed. It is the maintenance culture that is faulty. If adequate sports facilities are provided and maintained, definitely the standard of performance and participation in intramural and extramural schools sports programme would be appreciated and enjoyed by participants including the sports personnel and managers

Sport personnel

Includes; coaches, sports managers, stadium managers and organizing secretaries. These are some of the personnel required for the management of sports development programmes. Coaches are responsible for the improvement of the level of skills of the athletes. There is no way the quality of participation of any nation in competitive sports can improve without having well trained and experienced coaches in various sports. Oduwaye (2000) clearly stated that when considering the structure and operation of an organization, one must take cognizance of the personnel who provides the training and sees to the smooth

conduct of the day-to-day affairs of the organization. He claimed further that personnel and leadership are elements around which cooperation; loyalty, sociability and many other societal traits can be developed. The working machinery of any sporting organization depends on the various individuals and groups. The machinery promotes understanding and acceptance of each other working closely together to achieve the goals of the organization (Oduwaye, 2000, Venkateswarlu, 2000). In tertiary institutions setting for instance, efficient organization of sports programme will rely essentially on cooperative, dedicated and qualified personnel. It could be asserted therefore that the success or otherwise of any unit, department or organization in institutions depends on the quality of the staff to handle its operation. Bucher and Krotee (2002) highlighted the key personnel in the tertiary institutions sports committee which include the university sports unit and college sport office, the director of sports or head coach and other technical staff. Therefore, they should be well qualified, certified and licensed and hold membership in their respective officiating association. To ensure that only the best officials are employed, procedure should be established to register and rate officials and determine which are the best qualified.

Funding

The importance of providing adequate funds for sports programmes cannot be over emphasized; this is because as (Bucher as cited by sani, 2018) stated, the services that are involved such as recruitment and training of personnel, purchase of equipment, construction of standard facilities, transportation and care of athletes all require large sum of money. It could however be seen that sports organization has become household business and capital intensive all over the world. Hence, adequate funding of sports in institutions would facilitate their success and the realization of the goals and objectives of sports organization. In this respect, sports funding generally should not be left in the hands of government alone

Conclusion

The level of sports professional development in Nigerian falls below standard and this low standard can be attributed to lack of professional training of the teachers, rigid sport policies, unavailability funding, substandard sports facilities and lack of trained sport personnel. There is no doubt that visiting these variable associated with sports development will result to a dynamic change in sport development.

Recommendation

The following are some of the measures to be taken as regards to sport development and professionalism in Nigeria.

1. Nigerian government through the minister of sports should put up Measures to broad base and popularizes sports, especially through the establishment of clubs, the organization of local tournaments, and the creation of infrastructure, by regulating, reviewing and reconstruction sport policies
2. Nigerian government should allot more time to professional development seminars and programs for the teachers
3. Nigerian government should endeavor to Organization of tournaments at all levels
4. Schools should endeavor to employ a qualified sport personnel's
5. Schools should endeavor to provide and maintain sports facilities in the schools
6. Schools should allot more time to sports, competition and training in the school

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