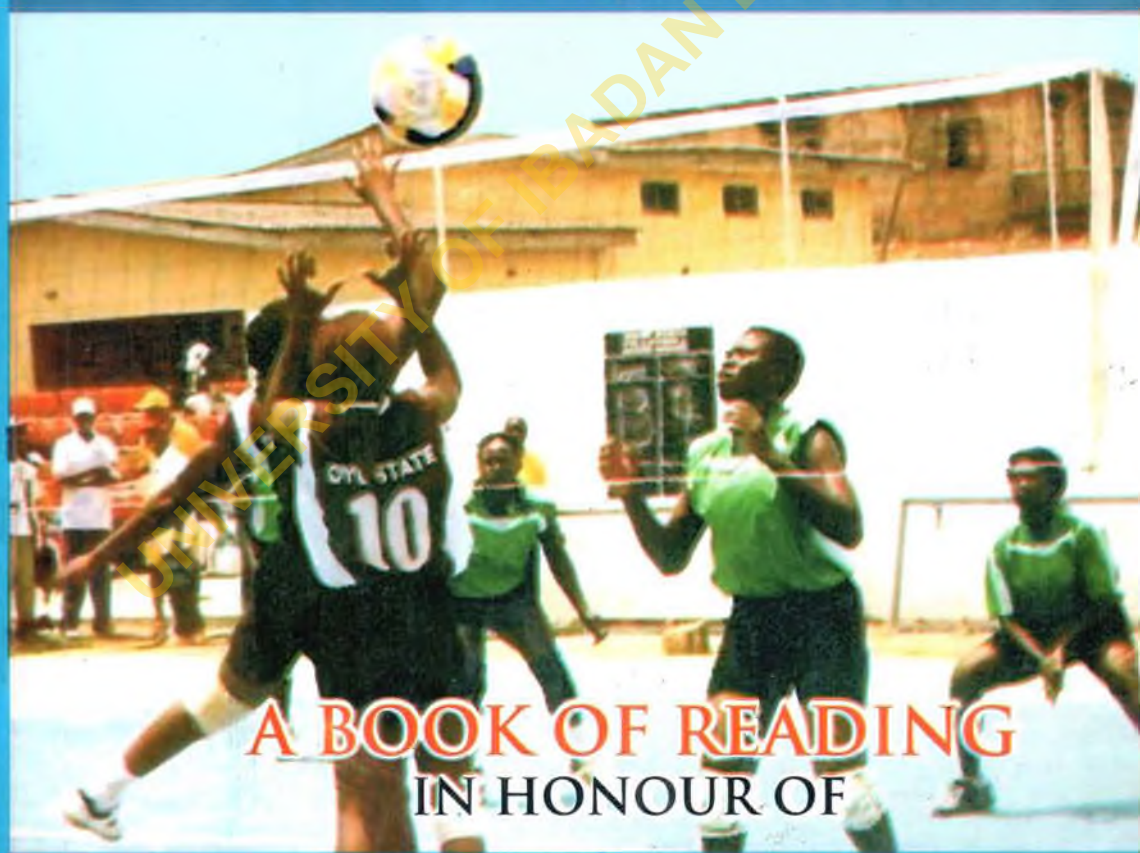


OPTIMAL HEALTH PERFORMANCE:

**THE BASIS OF
HUMAN MOVEMENT
EDUCATION
IN THE 21ST CENTURY**



**A BOOK OF READING
IN HONOUR OF**

PROFESSOR VERONICA CHINYELUM IGBANUGO

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Underdevelopment of Sport in Nigeria: A Need for Physical Education Curriculum Diversification

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Abstract

This paper focuses on the need for physical education curriculum diversification in order to achieve sustainable sport development in Nigeria. It compares level of sport development in Nigeria with other countries with the aim of bringing to limelight the reason why there is disparity. The paper also considered the need for physical education curriculum diversification having compare physical education curriculum across many countries. It was concluded in the paper that education is a dynamic phenomenon that must recognize the changes in the environment and respond to the growing demands and challenges. Physical education is a large system and it is almost impossible to predict its behaviour over far too distant future since the system parameters show a high rate of change. In today's scenario, the sport business is changing so rapidly that other sport disciplines are fast appearing on the surface. Mobility of sport professionals across the national boundaries has changed the demand - supply perspective and this may eventually force the educational planners to take a global view. Physical education programs in Nigerian higher institutions are based in the school of education. This practice has dwarfed the scope of these programs and has made them unpopular. Because Nigerian teachers are so poorly paid, most young people do not choose teaching as a profession. Physical education programs, particularly teachers of physical education and recreation, sport coaches, administrators, technologists, journalists, trainers and consultants must receive proper training. An urgent need exists to develop programs outside the colleges of education that meet the needs of physical education students who do not want to become teachers.

Introduction

According to Andreff and Szymanski (2007) there are a number of economic concerns with regards to sports (under) development in developing countries, although most issues have remained unheeded to until now in the economic literature. Sport events and sport teams

cannot make people forget underdevelopment, poverty, hunger, and illiteracy. Whatever is stated in the policy of declarations of the government sport is neither a top priority in the state budget nor a pillar of the country's education system, in any developing country. The great majority of Third World countries are to some extent dependent on sporting activities for foreign aids, the importation of sporting goods and equipment, and money from multinational sponsors.

The gap between developed and underdeveloped countries has become so wide that the latter have lost any hope of closing it in terms of either sport performance or the organization of big sports events. Brevik (2005) opined that while the world is seeing a growing number of extraordinary athletes - men and women born in the developing nations - setting new international records and distinguishing themselves in the many arenas of sport, it is a fact that almost all of the events are taking place in the rich part of the world. About thirty (30) industrialized countries are hosts to 95% of all international and world sports events each year. Of the 17 football World cups during the last 75 years, it is only 6 that have being held in developing countries and these took place in Latin America. South Africa will be the first African country to host a World Cup in 2010.

One of the dismal characteristics identified with underdevelopment of sport in developing nations like Nigeria is that government is the main sponsor and patron of sport activities. About 80% of African countries including Nigeria do subsidize sports federations but with the exception of football (Soccer), the amount of subsidies is too low to secure sporting activities all year long. Ministries for sport are neither ranked among top priorities nor benefit from a meaningful budget. The state budget for sports is rather too low in absolute terms. Moreover, the finance flowing from the municipalities' budgets into sport activities is limited. For instance, facing a budget shortfall for sport development, the Military government of Nigeria in 1989 launched a one Naira (\$0.25) per capita sport development appeal fund. This sort of call to the population is hardly successful in countries where the average income is not enough for feeding (Andreff and Szymanski, 2007).

Problems of sport development in a developing and emerging nation like Nigeria is not delimited to muscle drain and economic factors alone, but it has also been linked to lack of proper manpower training. Onigbinde (2007) stated that problems with sports development in Nigeria can be traced to administrative and technical problems. According to him *"Our problem is that we lack a formidable technical department. We also have administrative challenges which are overshadowing other problems"*. If problem with sports in Nigeria had been identified to be poor administration and management, with fingers pointed at the sport administrators the question then is who are these administrators? What kind of education do they receive to function less effectively as administrators? Are their manpower development structures to update their knowledge? And if these exist are they relevant to current sport development practices?

As a panacea to the problem of ineffective sport administration and management in Nigeria many expert like Solaja 2007, Ejiolor (2006), Eke (2005), Adamu (2000), Ikhioya (2000), Olukanmi (1999) and Oyewusi (2000) have suggested that only professionals should be appointed to manage our sports. In the opinion of Oyewusi (2000) the words professionalism and expertise sometimes means the same thing. The slogan 'let it be done by those who know how to do it' has the explanation knowing how to do it is based on learning how to do it. Deduction from Oyewusi's submission tend to support the idea that for effective sport management and administration in Nigeria, professionals who have been trained in the art of physical education and sport management alone should be employed to manage sport affairs. This assertion indicates that a professional sport manager must have received proper training to function as one. Physical education and sport management courses for long offer a good platform for manpower training of sport managers, unfortunately the pedagogical nature of physical education have dwarf the scope of the course.

Physical education refers to the process of education that concerns the activities, which develop and maintain the human body (Wuest and Bucher, 2003). In the opinion of Adedeji (2001) the evolution of physical education and sports as teaching subjects has been dramatic. More students in the past were more eager to pursue the course. But unfortunately physical education students' enrolment in the

Universities today is on the decline. According to Doll-Tapper and Maillet (2006) the International Council of Sports Science and Physical Education (ICSSPE) was the initiator of the first comprehensive, worldwide audit on the state and status of physical education. ICSSE reports show that the situation of physical education as a subject is increasingly perilous in many countries.

According to Mgbor (2006) the decline status of physical education is as a result of low level of awareness among Nigerians of the merits of physical education. This lack of knowledge has led to decline in the enrolment in physical education and recreation classes particularly in tertiary institutions. Even those students who eventually enrol in physical and health education course typically do so as a last resort, when no other viable option exists. While the developed countries have diversified their curriculum in order to keep pace with the high level of sport development, Nigeria still stick to the curriculum that was developed in the 1960s. Mgbor opined further that nearly all physical education programs in Nigerian higher institutions are based in the school of education. This practice has dwarfed the scope of these programs and has made them unpopular. Physical education programs, particularly those at the tertiary level, need to offer curricular options. In addition to training teachers of physical education and recreation, sport coaches, administrators, technologists, journalists, trainers and consultants must receive proper training. An urgent need exists to develop programs outside the colleges/faculties of education that meet the needs of physical education students who do not want to become teachers.

Concept of Curriculum

According to the history of education, the term 'curriculum' was originally related to the concept of a course of studies followed by a pupil in a teaching institution. The concept of "curriculum" was used in the English-speaking tradition as equivalent to the French concept programme d'études. Nevertheless, in recent decades, the concept of curriculum has evolved and gained in importance. Increasingly, it is used universally within the framework of globalization, the theory of

pedagogy and the sociology of education. At the same time, the concept acquired such an importance that since the 1990s certain authors underscored the risk of an invading epistemology (i.e. the concept being used to indicate all dimensions of the educational process, without allowing any differentiated analytical approach to its complexity).

In fact, the term curriculum is mostly used to refer to the existing contract between society, the State and educational professionals with regard to the educational experiences that learners should undergo during a certain phase of their lives. For the majority of authors and experts, the curriculum defines: (i) why; (ii) what; (iii) when; (iv) where; (v) how; and (vi) with whom to learn (Braslavsky, 2007).

Curriculum is the embodiment of a programme of learning and includes philosophy, content, approach and assessment. A curriculum may be set down as a formal document but it is argued that this is only a part of the full curriculum, which also includes non-formal elements in the learning process.

NTNC (2002) define curriculum as a program of courses to be taken in pursuit of a degree or other objective. In the opinion of Wojtczak (2002) curriculum is an educational plan that spells out which goals and objectives should be achieved, which topics should be covered and which methods are to be used for learning, teaching and evaluation. Coles (2003) argues that curriculum is much more than that: A curriculum is more than a list of topics to be covered by an educational programme, for which the more commonly accepted word is a 'syllabus'. A curriculum is first of all a policy statement about a piece of education, and secondly an indication as to the ways in which that policy is to be realised through a programme of action. In practice, though, a curriculum is more than even this; it is useful to think of it as being much wider. As a working definition of a curriculum I would say that it is the sum of all the activities, experiences and learning opportunities for which an institution (such as the Society) or a teacher (such as a faculty member) takes responsibility – either deliberately or by default. This includes in such a broad concept of curriculum the formal and the informal, the overt and the covert, the recognised and the overlooked, the intentional and the unintentional. A curriculum is determined as much by what is not offered, and what has been rejected, as it is by positive actions. And very importantly the

curriculum that actually happens – that is what is realised in practice – includes informal contact between teachers and learners as well as between the learners themselves, and this has been termed ‘the hidden curriculum’ which often has as much influence on what is learnt as the formal curriculum that is written down as a set of intentions. And it includes what you decide to do on the spur of the moment. So in fact it is useful to think of there being three faces to a curriculum: the curriculum on paper; the curriculum in action; and the curriculum that participants actually learn.

Need For Physical Education Curriculum Change and Diversification

According to Jewett (1989) primary current concerns of curriculum theorists in sport and physical education relate to clarification of value orientations underlying curricular decision-making, selection and statement of curriculum goals, identification and organization of programme content, and the process of curriculum change and diversification. Disciplinary mastery is the most traditional value orientation and that which is most frequently found in practice. Curriculum theorists have identified four other value orientations for study: social reconstruction, self-actualization, learning process, and ecological validity. Health-related fitness and the development of motor skills have long been the primary goals of physical education. In recent years, however, curriculum specialists have begun to assign higher priorities to goals of personal integration and challenge, of social development and multicultural understanding. There is general agreement that human movement activities constitute the subject matter of the sport and physical education curriculum. Differences exist, however, as to how learning activities should be selected for particular programmes. The current trend in seeking better understanding of content is toward studying the operational curriculum with particular attention to the historical and social contexts. An important contemporary focus is the need to translate short-term results into lifestyle changes. The curriculum in sports and physical education should be viewed as a multitude of possibilities.

According to William (2008) prior to the late 1960s, physical education professional preparation programs were principally concerned with preparing coaches of sport and teachers of physical education. In recent decades, the field has spawned a number of viable alternative career tracks. The expansion of physical education into alternative career paths has not changed the nature of what physical education is or can be. However, it does drastically change the emphasis of the delivery system and expands the potential constituencies that the profession will serve in the future (Stier, 1986). None of the alternative career options have proven to be more viable than has sport management. Beginning in 1966 with but a single master's program established at Ohio University, the field has expanded to 193 institutions, in the USA, that prepare sport managers and administrators on the undergraduate and/or graduate levels (NASSM/NASPE, 1993).

Current and future job demands on the sport professional necessitate that the individual possess a depth of knowledge and a broad range of specific competencies in business and in sport to be able to deal successfully with ever changing challenges and problems associated with the business of sport (William, 2008). Problems of sport development in a developing and emerging nation like Nigeria is not delimited to muscle drain and economic factors alone, but it has also been linked to human and material resources and recently to lack of curriculum diversification in sport and physical education studies.

Education according to Doll-Tapper and Maillet (2006) is the key to the future development and progress cannot be achieved without education. These are indisputable fact, even more so in countries, which have not attained a high socio-economic level. The right to education is enshrined in article 2b of the universal declaration of human rights and not one day passes when the importance of education is not been stressed by the governments, the media and civil society, in this context physical education and sport must be seen as an integral part of a balanced education.

Physical education refers to the process of education that concerns the activities, which develop and maintain the human body. When an individual play a game, swim, march or performs in any at the gamut of physical education activities, education is taking place at same time. Physical education is an important part of the educational process. It is not a 'trill' or "ornament" tacked unto the school program as a means of keeping students busy (Wuest and Bucher, 2003). In the opinion of Adedeji (2001) the evolution of physical education and sports as teaching subjects has been dramatic. More students in the past were

more than ever eager to pursue the course at its higher degree level than at the undergraduate level. But unfortunately physical education students' enrolment in the Universities has declined dramatically.

According to Doll-Tapper and Maillet (2006) the International Council of Sports Science and Physical Education (ICSSPE) was the initiator of the first comprehensive, worldwide audit on the state and status of physical education. Results were presented to the World Summit on Physical Education in Berlin November 3-5, 1999, which received patronage and support from UNESCO, the World Health Organization and the International Olympic Committee. This initiative made ICSSPE, stemmed from reports that the situation of physical education was increasingly perilous in many countries. Important findings from the International comparative survey, which gathered data and literature from 123 countries, brought up recurrent issues in many parts of the world such as:

- Decreasing curriculum time allocation
- Budgetary constraints with inadequate financial, material and personnel resources and anticipated cuts in 60% of countries surveyed
- Low subject status and esteem
- Marginalization and under-valuation by authorities
- Inadequate teacher preparation in many countries
- Lack of implementation of existing requirements in physical education.

In view of the facts stated above it remains important to continue to gather data on the situation of physical and health education in the educational systems to determine more accurately what the problems are. Of course, the situation varies tremendously from one continent to another, one country to another. The trends outlined above, however, were identified in many countries, (Nigeria inclusive). Even though the results found may not have had the same causes everywhere but the low subject status and esteem as identified by ICSSPE remains a suspect in its contribution to the low enrolment pattern into physical and health education courses in Nigerian Higher Institutions. According to Mgbor (2006) there is still a low level of awareness among Nigerians of the merits of physical education. This lack of knowledge has led to declining enrolment in physical education and recreation classes particularly in tertiary institutions. Even those

students who eventually enrol in physical and health education course typically do so as a last resort, when no other viable options exist.

Physical education curricular comparison of some universities in Nigeria with those in North America and European countries reveals a great disparity. While the developed countries have diversified their curriculum in order to keep pace with the high level of sport development, Nigeria still stick with curriculum that was developed in the 1960s. Mgbor (2006) opined that nearly all physical education programs in Nigerian higher institutions are based in the school of education. This practice has dwarfed the scope of these programs and has made them unpopular. Because Nigerian teachers are so poorly paid, most young people do not choose teaching as a profession. Physical education programs, particularly teachers of physical education and recreation, sport coaches, administrators, technologists, journalists, trainers and consultants must receive proper training. An urgent need exists to develop programs outside the colleges of education that meet the needs of physical students who do not want to become teachers.

In the opinion of Lal (2008) possession of relevant knowledge, creation of new knowledge and the capacity for its application have become the determinants in the strength of a nation. Consequently, sport and physical education has come to the centre stage and is today one of the most important agent for change and development. Education is a dynamic phenomenon that must recognize the changes in the environment and respond to the growing demands and challenges. Physical education is a large system and it is almost impossible to predict its behaviour over far too distant future since the system parameters show a high rate of change. In today's scenario, the sport business is changing so rapidly that other sport disciplines are fast appearing on the surface. Mobility of sport professionals across the national boundaries has changed the demand - supply perspective and this may eventually force the educational planners to take a global view (Lal, 2008).

Comparison Of Physical Education Curriculum Across Nations

Comparison of some Nigerian universities physical education curriculum with those in the developed countries reveals a great disparity. While the developed countries have diversified their curriculum in order to keep pace with the high level of sport development, Nigeria still stick with curriculum that was developed in the 1960s.

Sport Sciences Course Codes for Olabisi Onabanjo University, Nigeria

<i>%_n</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Total units</i>
1	PED 101	Skills Development and Techniques in Sports and Games I	2
2	PED 102	Elementary Anatomy And Physiology (of athletes) and Sports	3
3	PED 103	Organisation and Administration of Intramural Sports	3
4	PED 104	Skills Development and Techniques in Sports and Games II	2
5	PED 105	Foundations of Physical Education	2
6	PED 106	Physical Conditioning	2
7	PED 107	Introduction to Sociology of Sports	2
8	PED 108	Movement Education	3
9	PED 109	Educational Gymnastics	2
200 Level			
1	PED 201	Skills and Techniques of Sports and Games I	2
2	PED 202	Officiating in Sports and Games	2
3	PED 203	History and Philosophy of P. E and Sports	2
4	PED 204	Skills and Techniques of Sports and Games II	2
5	PED 205	Basic Psychology	1
6	PED 206	Introduction to Psychology of Sports	1
7	PED 207	Community Recreation	2
8	PED 208	Cumculum Development P. E	2
9	PED 209	Adapted Physical Education	2
10.	PED 210	Aerobics	1
11	PED 211	Introduction to Folk Dance	1
12	PED 212	Introduction to Physical Fitness	2
300 Level			
1.	PED 301	Skills and Techniques of Sports and Games III	2
2	PED 302	Organization and Administration of P. E. and Sports	2
3	PED 303	Test and Measurement in P.E.	1
4	PED 304	Skill and Techniques in Sport and Games IV	2
5	PED 305	Nutrition and Sports Performance	2
6	PED 306	Camping And Leadership Programme	2
7	PED 307	Sociology of P. E. and Sports	1
8	PED 308	Intramural and Interscholastic Games	2
9	PED 309	Research Methods, Data Processing Statistics and Computer Usage in Physical Education	2
400 Level			
1.	PED 401	Advanced Sports and Coaching Techniques I	3
2.	PED 402	Currents Issues and Problems in Physical and Health Education and Sports	2
3.	PED 403	Social and Emotional Health of Athletes	2
4.	PED 404	Exercise Physiology	2
5.	PED 405	Computer Application in Physical and Health Education and Sports	2
6	PED 406	Advanced Sports and Coaching Techniques II	2
7.	PED 407	Construction and Maintenance of PE Materials and Groundmanship	2
8.	PED 408	Social Process of Sports	2
9.	PED 409	Psychology of Coaching	2
10.	PED 410	Basic Kinesiology	2
11.	PED 411	Motor Learning and Human Performance	2
12.	PED 412	Prevention and Care of Sport Injuries	2

Source:

Physical Education Courses for University of Uyo, Nigeria

<i>%</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Total units</i>
1	HKE 111	Skills And Techniques In Sports (Athletic-Track)	2
2	HKE 112	Organization and Administration of Intramural Sports	2
3	HKE 113	Foundation and Philosophy of Human Kinetics and Sports	2
4	HKE 114	Skills and Techniques in Sports (Soccer)	2
5	HKE 121	Introduction to Kinesiology	2
6	HKE 122	Sociology of Sports	2
7	HKE 122	History and Principles of Human Kinetics	2
8	HKE 124	Skills and Techniques in Sports (Table Tennis/Tennis)	3
9	HKE 125	Skills and Techniques in Sports (Athletics/ Fields)	3
	200 Level		
1.	HKE 211	Skills and Techniques in Sports (Basketball and Volleyball)	2
2	HKE 212	Violence and Conflicts in Sports	2
3	HKE 213	Adapted Physical Education	2
4	HKE 214	Social Processes in Sports	2
5	HED 213	Fundamentals of Safety Education	2
6	HED 215	Human Anatomy and Physiology I	2
7	HKE 221	Physical Fitness, Stress Management and Weight Control	2
8	HKE 222	Skills Development and Techniques in Sports IV (Hockey and Handball)	3
9	HKE 224	Scientific Basis of Coaching and Officiating in Sports	2
10.	HKE 225	Human Kinetics Education in Elementary and Secondary Schools	2
11.	HED 226	Human Anatomy and Physiology II	2
12	HED 223	Accident Prevention, Sports Injuries and First Aid	2
13.	HED 222	Drugs, Individual and Society	2
	300 Level		
1.	HKE 311	Skill Development and Techniques in Sports and Games V (Table Tennis/ Lawn Tennis)	2
2	HKE 312	Community Recreation and Park Management	2
3	HKE 313	Psychology of Coaching Sports	2
4	HKE 314	Traditional Sports Rhythm and Dances in Nigerian Culture	2
5	HKE 315	Recreation for Special Population	2
6	HED 314	Environmental Health	2
7.	HKE 321	Organisation and Administration of Human Kinetics Education and Sports	2
8.	HKE 322	Basic Kinesiology	2
9.	HKE 323	Test and Measurement in Human Kinetics Education	2
10.	HKE 324	Skill Development and Techniques in Sports and Games VI (Swimming/ Squash)	2
11.	HED 322	Mental Health and Social Health	2
	400 Level		
1.	HKE 411	Skill Development and Techniques in Sports and Games VII (Badminton and Gymnastics)	3
2	HKE 412	Motor Learning and Human Performance	2
3	HKE 413	Facility Management, Construction and Maintenance	2
4	HKE 414	Physiology of Human Activity	2
5	HKE 415	Youth Organization and Leadership Training	2
6	HKE 421	Seminar in Human Kinetics Education	3
7.	HKE 422	Contemporary Issues in Human Kinetics	2
8	HKE 423	Skills and Techniques in Sports (Soccer and Wrestling)	3
9.	HKE 424	Physiological Basis of Sports Performance	2
10.	HKE 425	Sports Marketing and Sponsorship.	2

Human Kinetics Courses for University of Ibadan, Nigeria

<i>S/n</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Total units</i>
1.	KHE 101	Skills Development and Techniques In Track Events	3
2.	KHE 102	Skills Development and Techniques in Swimming I	3
3.	KHE 103	Skills Development and Techniques in Gymnastics I	3
4.	KHE 104	Foundations of Physical Education	3
5.	KHE 105	History and Principles of Physical Education	3
6.	KHE 106	Sociology/Psychology of Sports	3
7.	KHE 107	Adapted Physical Education	3
8.	KHE 108	Organisation and Administration of Intramural	3
9.	KHE 109	Social Institution and Sports	3
200 Level			
1.	KHE 201	Skills Development and Techniques in Handball	3
2.	KHE 202	Skills Development and Techniques in Volleyball	3
3.	KHE 203	Skills Development and Techniques in Gymnastics II	3
4.	KHE 204	Skills Development and Techniques in Soccer/Football	3
5.	KHE 205	Accident Prevention and Safety Education	3
6.	KHE 206	Human Anatomy, Physiology and Sports I&II	6
7.	KHE 207	Basic Psychology in Coaching	3
8.	KHE 208	Physical Education Methods	3
9.	KHE 209	Basic Statistics and Research Methods in Physical Education	3
10.	KHE 210	First Aid and Sport Injuries	3
11.	KHE 211	Nutrition and Sport Performance	3
300 Level			
1.	KHE 301	Skill Development and Techniques in Field Events	3
2.	KHE 302	Skill Development and Techniques in Hockey	3
3.	KHE 303	Skill Development and Techniques in Table Tennis	3
4.	KHE 304	Skill Development and Techniques in Tennis	3
5.	KHE 305	Professional Practice I	6
6.	KHE 306	Officiating in Sports and Games	3
7.	KHE 307	Kinesiology	3
8.	KHE 308	Organisation and Administration of Physical Education and Sports	3
9.	KHE 309	Facilities, Planning, Construction and Supervision	3
10.	KHE 310	Curriculum Development and Innovation in Physical Education	3
11.	KHE 311	Community Recreation and Leisure	3
400 Level			
1.	KHE 401	Skill Development and Techniques in Swimming II	3
2.	KHE 402	Skill Development and Techniques in Cricket	3
3.	KHE 403	Skill Development and Techniques in Basketball	3
4.	KHE 404	Skill Development and Techniques in Badminton	3
5.	KHE 405	Test and Measurement in Physical Education	3
6.	KHE 406	Physiology of Exercise	3
7.	KHE 407	Motor Learning and Human Exercise	3
8.	KHE 408	Professional Practice II	6
9.	KHE 410	Research Project in Physical Education	6
10.	KHE 411	Physiology Applied to Physical Conditioning	3
11.	KHE 412	Psychology of Coaching	3
12.	HEE 405	Alcohol, Drug Education, and Sports	3
13.	KHE 413	Biomechanics	3
14.	KHE 414	Computer in Physical Education and Sports	3

Courses offered in the School of Human Performance and Leisure Sciences to obtain Sport Management Degree (Bachelor of Science) in the Barry University, Florida, Miami.

<i>s/n</i>	<i>Course Code</i>	<i>Course Title</i>	<i>Total units</i>
1.	BIO 220	Human Anatomy and Laboratory	4
2.	MAT 152	Elementary Probability and Statistics	3
3.	SES 360	Applied Exercise Physiology and Lab	4
4.	ECO 201	Introductory Macro Economics	3
5.	PSY 281	Introduction to Psychology	3
Core Requirement			
1.	SES 210	Foundations of Sports and Exercise Science	3
2.	SES 212	Emergency Response	3
3.	SES 270	Concept of Fitness and Wellness	3
4.	SES 335	Psycho-Social Aspects of Sports	3
5.	SES 340	Adapted Physical Activity, Sport and Recreation	3
6.	SES 360	Applied Exercise Physiology and Lab	4
7.	SES 361	Exercise Physiology and Lab.	4
8.	SES 480	Contemporary Issues and Ethics in Sport	3
Sport Management Core			
1.	CS 180	Introduction to Computers	3
2.	SES 250	Sport and Recreational Management	3
3.	SES 485	Legal Issues in Sport and Exercise Sciences	3
4.	SES 499	Internship in Sport Management AND/OR SM-Driving Industry	12
Additional Sport Management Requirement			
1.	SES 260	Leisure Planning and Programming	3
2.	SES 380	Facility Design and Event Management	3
3.	SES 440	Sport Marketing, Promotions and Fund Raising	3
4.	SES 444	Financial Applications to Sport	3
5.	SES 431	Media Relations in Sport	

UNITEC, New Zealand**Courses offered as part of the Bachelor of Sport (Management)**

<i>s/n</i>	<i>Course Code</i>	<i>Course Title</i>
COMPULSORY COURSES		
1.	ALAF5201	Financial Management for Sports Managers
2.	SPOR5538	Applied Sport and Exercise Nutrition
3.	SPOR5620	Introduction to Managing Sport
4.	SPOR5621	Sport, Culture and New Zealand
5.	SPOR5622	Introduction to Coaching Sport
6.	SPOR5628	Applied Sport Psychology
7.	SPOR5629	Anatomy and Physiology for Sport
8.	SPOR5631	Human Development for Sport
9.	SPOR5632	Introduction to Marketing Sport
10.	SPOR5633	Performance Skills for Sport
11.	ALAF6212	Management Accounting
12.	SPOR6620	Coaching Pedagogy
13.	SPOR6624	Professional Practicum
14.	SPOR6631	Sport Organisation
15.	SPOR6633	Sport and Law
16.	SPOR6634	Sport Facility Management
17.	SPOR6639	Applied Sport Marketing
18.	SPOR7614	Team Leadership
19.	SPOR7616	Strategic Sport Marketing
20.	SPOR7631	Strategic Sport Management
21.	SPOR7633	Event Management
ELECTIVE COURSES		
1.	HEAL5041	Anatomy and Physiology
2.	SPOR5518	Active Leisure
3.	SPOR6206	Negotiated Study
4.	SPOR6421	Physical Education I
5.	SPOR6422	Outdoor Education
6.	SPOR6528	Exercise Psychology
7.	SPOR6529	Physical Activity Programmes
8.	SPOR6616	Sociology of Sport
9.	SPOR6621	Exercise Prescription I
10.	SPOR6622	Sport and Exercise Nutrition
11.	SPOR6627	Skill Acquisition
12.	SPOR6629	Exercise Physiology
13.	SPOR6630	Sport Injuries
14.	SPOR6637	Sport Biomechanics
15.	ALAF7212	Advanced Management Accounting
16.	SPOR7617	Coaching and Personal Wellbeing
17.	SPOR7618	Coach Planning and Practice
18.	SPOR7619	Coaching in a Professional Context.
19.	SPOR7621	Exercise Prescription II
20.	SPOR7624	Work-Based Co-operative Practicum
21.	SPOR7625	Technology and Sport
22.	SPOR7627	Negotiated Study

Sport Management and Marketing in Macleay College, Australia

<i>s/ii</i>	<i>Course Title</i>
	Sport Management Stream
1.	Sport and Recreation Industry in Australia
2.	Participation in Sport, Leisure and Recreation
3.	Sport Marketing
4.	Venue Management
5.	Sport and Recreation Event Management
6.	Law and the Sport and Recreation Industry
7.	Managing Sport and Recreation organizations
	Business Core Subject Area
1.	Entrepreneurship
2.	e-commerce
3.	Introduction to Accounting
4.	Introduction to Business Computing
5.	Introduction to Management
6.	Introduction to Marketing
7.	Australian Business Law
8.	Business Communications
9.	Business Economics
10.	Customer Service
11.	Human Resource Management
12.	Keyboard/Word-processing
13.	Job Seeking and Career Planning
	Marketing Stream
1.	Promotional Marketing
2.	Consumer Behaviour
3.	Personal Selling and Presentations
4.	Strategic marketing
5.	Direct Marketing
6.	International Marketing
7.	Business Enterprise Project
	Management Stream
1.	Business Enterprise Project
2.	International Business
3.	Strategic Management
4.	Project Management
5.	Financial and Investment Management
6.	Management Computer Applications
7.	Quality Management

Rational for the Proliferation of Sport Management Programs

There has been a variety of interrelated reasons behind the accelerated and sustained growth in sport management professional preparation programs (Stier, 1986):

- * an effort to meet a real, recognizable need for professionally trained administrators in the broad area of sport;
- * a natural outgrowth of the study of sport, combined with the view that physical education is a broad-based academic discipline;
- * fewer students seeking to become physical education teachers, an overabundance of would-be physical education teachers already seeking jobs, the reduction in requirements for daily physical education in many school systems;
- * a conscious effort by professionals within higher education to save jobs of physical education professors (as fewer students pursue traditional physical education as a major), by providing an alternative academic career path; and
- * additional colleges and universities jumping on the "sport management bandwagon" once they realized that such programs could attract significant numbers of students.

Conclusion

Human resources according to Ogbimi (1992) are the fundamental factors in economic development and that it is the human resource management that determines resources mix. Thus human resource development is a precondition for any meaningful sport development transformation. However, training/development must not only be dynamic but also be adaptive to the dictated and vagaries of the economy and societal sport needs.

Nigerian Universities thus constitute the main institutions for the training of high-level manpower (managers of the economy). However, the nature of university training is naturally theoretical and academic but hardly job specific (Umoru-Onuka, 1996). Hence, Ogbimi (1992) states that the practical training should complement University education, because classroom studies form only one phase of the three phases required for the acquisition of relevant skills.

Graduates of Human Kinetics or Sport Science are subjected to too extreme teacher training. Teaching Practice is the only type of experience the curriculum permits them to acquire without option of industrial training where undergraduates will have the opportunity of having their attachment with sports club, ministries, industries, and

marketers in order to gain valuable experience in the fast growing to sport business. The one sidedness of our curriculum has incapacitated the Human Kinetics graduates in becoming better sport managers. Hence, the reason why many of them end up becoming physical education teachers without ever having the experience of working with other profitable sports organisations.

Recommendations

In view of all the facts stated above the following are recommended:-

- ✓ That if meaningful development are to be achieve in sport our Universities and Colleges of education should diversify physical education and sport business curriculum in order to cater for emerging sport disciplines and for the proper training of personnel to manage the growing demand-supply in sport. Adoption of this system may stem the growing concern that Nigeria lack capable sport managers.
- ✓ That student of physical education should be given the opportunity of having internship as well and not only teaching practice they are subjected to. This will afford them the opportunity of having practical experience of what has been learnt in the classroom.
- ✓ That there is need for management development (continuous education) for our sports managers, in order to learn how to adopt various management theories/models for sport development in Nigeria.
- ✓ That sport in Nigeria should be professionalised and this involves the recruitment and utilization of professionals for the sole purpose of efficiency and effectiveness in competitive sport. The use of professionals is highly valued and of beneficial essence.

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