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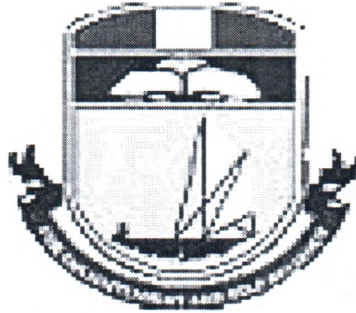
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## CONCEPTUALIZING CURRICULUM AND DEVELOPMENT THEORIES FOR SPORTS DEVELOPMENT IN NIGERIA

By

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### Abstract

*Curriculum theory is a way of describing the educational philosophy of certain approaches to the development and enactment of curriculum. Within the broad field of curriculum studies, it is both a historical analysis of curriculum and a way of viewing current educational curriculum and policy decisions. Development theory, on the other hand, focuses on an assortment of alternative theories and on how societal changes can best be realized. As a result, a multitude of approaches form the basis of these development theories. It is the quest for desirable sport development due to poor performance of the nation's athletes in international meets, poor funding and management of sport, inaccessibility, affordability, usability and poor maintenance of sport and recreational facilities in Nigeria necessitated this expository article. The researchers looked at the existing propounded theories, relate it to sport development and as well as the workability of the theories in bringing about the desired sport development. The curriculum theories looked at those propounded by humanist (or mental disciplinarians), social efficiency, developmentalist (or child study), and social meliorists while the following development theories are also x-rayed upon. Based on the knowledge gained from the propounded theories the following recommendations were made for sport development in Nigeria.*

**Keywords:** Conceptualizing Curriculum, Development Theories for Sports Development

### Introduction

Curriculum theory is a way of describing the educational philosophy of certain approaches to the development and enactment of curriculum. Within the broad field of curriculum studies, it is both a historical analysis of curriculum and a way of viewing current educational curriculum and policy decisions. There are many different views of curriculum theory including those of Herbert Kliebard and Michael Stephen Schiro, among others.

Kliebard takes a more historical approach to examining the forces at work that shape the American curriculum, as he describes those forces between 1893 and 1958. Schiro takes a more philosophical approach as he examines the curriculum ideologies (or philosophies) that have influenced American curriculum thought

and practice between 1890-2007. Kliebard discusses four curriculum groups that he calls humanist (or mental disciplinarians), social efficiency, developmentalist (or child study), and social meliorists while Schiro labels the philosophies of these groups the scholar academic ideology, social efficiency ideology, learner-centered ideology, and social reconstruction ideology. In this article, more emphasis will be laid on Herbert Kliebard view of curriculum theories as it is related to sport development and facilities maintenance in Nigeria

### **Mental Disciplinarians and Humanists**

Mental disciplinarians and humanists believe in all students' abilities to develop mental reasoning and that education was not intended for social reform in itself but for the systematic development of reasoning power. Good reasoning power would lead to the betterment of society (Kliebard, 2004). Relating this theory to physical education and sport curriculum studies implies that if we are to produce students or experts in the field of sport science or physical education who will be capable of developing superior reasoning power necessary for the development of a nation's sports or sports' business and facilities management, then our present curriculum need to be checked. This is important in order to know whether the curriculum is capable of producing such students that are capable of withstanding the present day's challenges in the field of sport.

If sport and physical education studies continue to be based in the faculties of education, as it is in Nigeria, primarily with the focus of producing teachers and physical trainers, can we still produce experts with superior reasoning power as emphasized by mental disciplinarians in other sport science field; such as management, marketing, law, economics, sport science and medicine, biomechanics, sociology, psychology, facility management and adapted, with this existing structure. For Nigeria to produce diverse experts, with superior reasoning power, in the various field of sports, our sporteducation must provide a wide range of platforms or programmes for interested students could specialize-in within the context of their abilities and from which their reasoning power could be best developed.

### **Social meliorism**

Social Meliorists believe that education is a tool to reform society and create change for the better. This socialization goal was based on the power of the individual's intelligence, and the ability to improve on intelligence through education. To the Social Meliorists an individual's future was not supposed to be predetermined by gender, race, socio-economic status, heredity or any other factor. Their opinion was that the corruption and vices in the cities, the inequalities of race and gender, and the abuse of privilege and power could all be addressed by a curriculum that focused directly on those very issues, thereby raising a new generation equipped to deal effectively with those abuses (Kliebard, 2004). However, some critics view this group's goals as goals that are difficult to measure and are a product that has slow results.

The conclusion that can be drawn from this theory in relation to sport curriculum is that the Implication of this philosophy to sport development is that no meaningful development could take place when curriculum are not channelled to reform society and create change for the better. Today problems bothering on poor management of sport in developing countries like Nigeria are blamed on sport administrators but are the school well prepared for their training? Therefore, for better sport development in Nigeria, the philosophy of social meliorism should be emphasised in our sport curriculum development by giving room for emergence of new sport disciplines to cater for the production of personnels, in various sport fields, where problems are noticed, that are capable of transforming sport in Nigeria.

### **John Dewey's curriculum theory**

John Dewey felt that the curriculum should ultimately produce students who would be able to deal effectively with the modern world. Therefore, curriculum should not be presented as finished abstractions, but should include the child's preconceptions and should incorporate how the child views her own world. Dewey uses four instincts, or impulses, to describe how to characterize children's behavior. The four instincts according to Dewey are social, constructive, expressive, and artistic. Curriculum should build an orderly sense of the

world where the child lives. Dewey hoped to use occupations to connect miniature versions of fundamental activities of life classroom activities. The way Dewey hoped to accomplish this goal was to combine subject areas and materials. By doing this, Dewey made connections between subjects and the child's life. Dewey is credited for the development of the progressive schools some of which are still in existence today.

Obviously, the present physical education and sport curriculum been run in Nigeria negate the philosophy of John Dewey's curriculum theory because, though the curriculum developed several years ago has achieved its objectives of producing physical education teachers and coaches, however it can no longer produce students who would be able to effectively deal with modern days challenges in sport development and coaching. 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. 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 too. 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.

### **Social efficiency educators**

"Social efficiency educators" such as theorists Ross, Bobbitt, Gilbreth, Taylor, and Thorndike were aiming to design a curriculum that would optimize the "social utility" of each individual in a society. By using education as an efficiency tool, these theorists believed that society could be controlled. Students would be scientifically evaluated (such as IQ tests), and educated towards their predicted role in society. This involved the introduction of vocational and junior high schools to address the curriculum designed around specific life activities that correlate with each student's societal future. The socially efficient curriculum would consist of minute parts or tasks that together formed a bigger concept. This educational view was somewhat derived with the efficiency of factories which could simultaneously produce able factory workers. Critics believe this model has too much emphasis on testing and separating students based on the results of that testing. The implication of this theory to sport and physical education is that if "social utility" of every individual students of physical and health education are to be optimized then there should be curricular options, starting from undergraduate courses in sport, in which students could choose from in order to cater for the present day challenges in sport.

The idea of pulling all students of physical education together to study education at the undergraduate level cannot optimize their social utility as those that could have perform well in other areas of sports development such as marketing, journalism, management, psychology, physiology e.t.c may never discover their potential in those other fields. The field is not presently attracting more students with high intelligence quotient because of narrow curriculum content. 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.

### **Developmentalism**

Developmentalists focus attention to the development of children's emotional and behavioural qualities. One part of this view is using the characteristics of children and youth as the source of the curriculum. Some critics claim this model is at the expense of other relevant factors. The Implication of the philosophy of developmentalist curriculum theorist is that if characteristics of modern day's children and activities could be put into consideration in developing curriculum in line with emerging phenomenon in sports development, many anomalies noticed in sport management particularly in the developing countries could be better curtailed through effective and well channeled training. 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 should eventually force the educational planners to take a global view.

### **Ex-Ray of Development Theories and Sport**

The past 50 years have seen marked changes in our understanding of development. We know that development is possible, but not inevitable. We have had a wealth of experiments. There are clearly no sure fire formulas for success; if there were, there would be more successes. Some strategies seem to work for a while and then stall; some strategies seem to work in some countries and not in others. Economic theory has evolved to account for the successes and failures (Hoff and Stiglitz, 2011). This section attempts to describe these changes in economic theory—both in the kinds of models used and in the factors that are identified as playing key roles in relation to sport development. It focuses on two pivotal questions - What forces can explain the divergence in sport incomes across countries? What implications can we draw for the nature of the interventions most likely to promote development? A basic theme of this section is that industrial countries differ from developing countries by much more than their level of capital—or even their human capital. More capital may be helpful, but, remarkably, even a transfer of funds may not have a large effect on economic growth (World Bank, 1999). Eliminating government-imposed distortions is also obviously desirable but seems neither necessary nor sufficient for sustained growth.

A view shared by all the perspectives on development that we explore in this section is that industrial and developing countries are on different production functions and are organized in different ways. Development is no longer seen primarily as a process of capital accumulation but rather as a process of organizational change. Perhaps no other theory is best suitable for this study than the new growth theory (Theory of Creativity), because the basic focus of this study vis: application of economic theories, diversification of sport curriculum and refocusing the manpower training-needs of sport personnel in Nigeria bothers on creativity which inadvertently is the hallmark of the new growth theory. However, attempt will be made to discuss other development theories relevant to this study.

### **What is Development?**

Development and Economic Development have often been used interchangeably by politicians, academicians, civil society organizations, community groups, and economists to describe industrialization, modernization, or westernization.

Building on the classical western concepts of evolution and unending progress, the idea of development is mainly a post-World War II phenomenon. Seen as describing progress from a simpler to a more complex phase, development of a community, a region or a country could be seen as a process by which a traditional low-technology society is transformed into a modern, high-technology society, with a matching increase in incomes. With the mounting challenges to the traditional understanding of development, a number of definitions have emerged. According to Shaffer (1989), the process of development involves change, improvement and vitality; a directed attempt to improve participation, flexibility, equity, attitude, the function of institutions and quality of life. It is the creation of wealth. Wealth meaning the things people value, not just dollars. The South Commission Report (1990) defines development as a process which enables human beings to realize their potential, build self-confidence, and lead lives of dignity and fulfillment. It is a process which frees people from fear, exploitation, and oppression. Through development, political independence acquires true significance.

Korten (1990) sees development as “a process by which the members of a society increase their personal and institutional capacities to mobilize and manage resources to produce sustainable and justly distributed improvement in their quality of life, consistent with their own aspiration”. For the United Nation Development Program, in its Human Development Report (1991), “the basic objective of human development is to enlarge the range of people’s choices to make development more democratic and participatory.”

In most cases, it is widely accepted that the meaning given to the word “development” is informed by one’s culture, tradition, environment, philosophical beliefs, and epoch. Some people propose that development must be viewed in relation to time, place, and circumstance. They reject any attempt by academics to settle on a universally accepted definition. As an indication of the shifts in thinking, some have introduced the concept of “development redefined”. In this work, attempt to define or redefine development will be confined to the economic dimensions of development, which is the main focus of this study.

### **Development Theories**

Development theory focuses on an assortment of alternative theories on how societal change can best be realized. As a result, a multitude of approaches form the basis of these development theories.

Four major schools of thought have played especially influential roles in framing the discussion on broad development theories –

- i. the Modernization Theory
- ii. the Dependency Theory
- iii. the World Systems Theory and
- iv. the State Theory

Each of these is an attempt to explain and predict how nations develop to more advanced levels. They go well beyond issues of economics and wealth to address the broader transformation of societies over time.

### **Modernization Theory**

According to Wikipedia (2016) modernization theory is a theory used to explain the process of modernization within societies. The theory looks at the internal factors of a country while assuming that, with assistance, "traditional" countries can be brought to development in the same manner more developed countries have. Modernization theory attempts to identify the social variables which contribute to social progress and development of societies, and seeks to explain the process of social evolution. Modernization theory is subject to criticism originating among socialist and free-market ideologies, world systems theorists, globalization theory and dependency theory among others. Modernization theory not only stresses the process of change but also the responses to that change. It also looks at internal dynamics while referring to social and cultural structures and the adaptation of new technologies. Adjibodou (2011) stated that French philosopher Marquis de Condorcet was involved in the origins of Modernization Theory, which suggests that technological advancements and economic changes will trigger change in people’s moral and cultural values. His expose of the role of technology in contributing to social progress brought to the fore the connection between economic and social development. Emile Durkheim, one of the founding fathers of sociology, stressed the interdependence of any society’s institutions and their interaction in maintaining cultural and social order. In “The Division of Labour in Society”, he describes how social order was to be maintained in a society and how “primitive” societies would make the transition to more economically advanced industrial societies. Likening societies to organisms, he contends that the former progresses through several stages, starting at a simplistic level and developing into a more complex one.

According to this theory's proponents, development can only be achieved through the same processes and strategies that developed countries used. With this, one will say for desirable sport development in Nigeria, our administrators should learn to identify the variables that developed countries used to raise the standard of their sports and possibly integrate them into our national sport policy and philosophy. A cursory look at some of these variables shows that diversification of the sport education curriculum was one, detachment of sport management from government dominance and application of economic policies in sports to generate wealth and employment plays prominent role in uplifting sport in the developed world. Strong propositions came from capitalists and communists alike after WWII, intimating that "primitive" societies should be "modernized" or "westernized" and that more modern values should supplant their traditional values. Walt Rostow and A.F.K. Organski came up with stages through which each country can develop. Rostow stresses the importance of the "take-off" stage as the point at which an economy takes off and accelerates toward becoming a modern, industrialized, increasingly prosperous economy.

Historically, this concept is somewhat new. It depicts how societies and nations develop from being prehistoric to becoming modern by passing through necessary stages. Major emphasis is put on economic development, political stability, and social and cultural change. One important characteristic of this theory's proponents is that they look at social progress over a certain period with a view toward identifying and isolating social variables which are believed to have contributed to change or progress. Rostow and his colleagues came under heavy criticism in the 1970s and 1980s because of their conclusion that, since economic and social progress was achieved in some countries, it would work similarly elsewhere.

### **Structuralism and Dependency Theory**

The debates among the liberal reformers (Prebisch), the Marxists (Andre Gunder Frank), and the world systems theorists (Wallerstein) was vigorous and intellectually quite challenging. There are still points of serious disagreements among the various strains of dependency theorists and it is a mistake to think that there is only one unified theory of dependency. Nonetheless, there are some core propositions which seem to underlie the analyses of most dependency theorists (Ferraro, 2008).

Dependency can be defined as an explanation of the economic development of a state in terms of the external influences--political, economic, and cultural--on national development policies (Osvaldo, 1969 as cited in Wikipedia, 2016). Theotonio Dos Santos emphasizes the historical dimension of the dependency relationships in his definition: Dependency is an historical condition which shapes a certain structure of the world economy such that it favors some countries to the detriment of others and limits the development possibilities of the subordinate economics, a situation in which the economy of a certain group of countries is conditioned by the development and expansion of another economy, to which their own is subjected.

Influenced by Marx, the proponents of the Structuralism and Dependency Theory contend that development and underdevelopment are intertwined. They see some countries achieving development by keeping others underdeveloped. In their view, underdevelopment is therefore a by-product of development and progress therefore depends upon changing the relationships among nations. In the late 1950s, Raul Prebisch, the Director of the United Nations Economic Commission for Latin America, and colleagues discovered that economic growth in advanced industrialized countries did not necessarily translate into growth for poorer nations. Actually, their investigations concluded that increased economic activity in the industrialized nations repeatedly caused serious economic problems in less developed nations (Adjibodou, 2011).

Highly critical of the modernization theory, the *dependentistas* contented that the proponents of modernization had failed to recognize the deeply rooted effects of colonialism on former colonies like trade inequities. Prebisch (1955) as cited in Adjibodou (2011) explained that less developed nations traditionally exported primary commodities to the industrialized nations which then used those commodities to

manufacture products that are then sold back to the less developed nations. This “Value Added” process creates a vicious circle for poorer nations. The proceeds from exporting food commodities to industrialized nations are not enough to enable poorer nations to afford the cost of importing the value-added products. This scenario could be used to explain the form of “parasitic relationship” that often exists between the developed and the developing countries’ sports organizations. For instance NIKE and ADDIDAS are the official companies kitting Nigeria national teams without a single industry in the country. Whereas Nigeria has abundant resources (like hide and skin, timbers, cotton and above all labour that will not cost much compare to what obtains in Europe and America) that those companies could turn to finish products. Establishment of industries in the country by these two companies would have benefited all rather than “buying and selling” relationship that existed now. Prebisch's solution to issues like this was similarly straightforward: poorer countries should embark on programs of import substitution so that they need not purchase the manufactured products from the richer countries. The poorer countries would still sell their primary products on the world market, but their foreign exchange reserves would not be used to purchase their manufactures from abroad.

The *dependentistas* are of the belief that –

- poor nations constitute the repository of outdated and obsolete technology, and much needed markets to the industrialized nations
- industrialized nations are responsible for the state of underdevelopment of poorer nations through unjust policies and initiatives
- poorer nations in their attempt to break the status quo are met with economic sanctions and military interventions.

As a solution, Prebisch also cited in Adjibodou (2011) recommended that less developed nations develop programs of import substitution to reduce and subsequently eliminate the need to purchase manufactured goods from industrialized countries. He maintains that less developed countries should use the world market to build up their foreign exchange reserves by still exporting raw materials to industrialized countries. Integration of this into Nigerian sport policy could redress this type of “parasitic relationship”. Sport organizations wanting to do business in Nigeria should at least give something back, things that could add more value to sport development. Sport materials such as leather balls, boots and canvass are leather products whose raw material is in abundance in Nigeria, equipment like hockey sticks, cricket, table tennis and baseball bats can equally be produced in the country since the nation is naturally endowed with vast timber resource which are mainly exported out, only for us to go back and buy finished products that could be more expensive. Economic policy redress along this line will not only generate employment but also lead to more development in sports.

In practice, import substitution turned out to be difficult to implement for three reasons. The economies of scale used by the industrialized countries to keep prices low could not benefit the less developed countries due to the small size of their internal markets. There were serious challenges to the commitment of less developed countries to moving from primary products producers to value added products manufactures. And, lastly, less developed countries were limited in their ability to control the prices of commodities exported to industrialized countries.

### **World Systems Theory**

World Systems Theory was born out of strong criticism of the dependency theory. Developed mostly by Andre Gunder Frank and Immanuel Wallerstein, the world-system theory is an approach to social analysis and social change. Samir Amin, GiovanniArrighi, Christopher Chase-Dunn, Peter Turchin, AndreyKorotayev, Janet Abu Lughod, Tom Hall, and others greatly contributed to development of this theory (Durham, 2004 as cited in Wikipedia 2016). According to Adjibodou (2011) Immanuel Wallerstein, who is considered the father of the most well-known version of the world-system approach, defines “a system as a unit with single division

of labour and multiple cultural systems.” He identified the “world-economy” as a system of politics integrated within a single economy and “world-empires” a situation when a single polity dominates and integrates an economy.

One noticeable attribute of the world-systems theory is that the state is viewed as a group of elites, and that industrialization is not synonymous with development. The social democratic and labor movements to undo the inequalities the system produced were born out of this approach. The world systems theory examines the relationships among the core, semi-periphery and periphery of the world economy. It points out that the semi-periphery lies between the core and the periphery and is exploited by the core while it exploits the periphery. This explains the lack of industrialization in less-developed countries. The Core in this context can be explained as the developed countries while semi-periphery are the countries with emerging economy. The periphery are the less developed countries.

Contemporary applications of the theory attempt to provide explanations of the shifting relations between industrialized nations and poorer nations, pointing towards the jostling of the U.S. and Europe around newly independent states. In sport the ‘muscle drain’ been experienced by the less developed countries is better explain by this theory. It is borne out of the exploitative relationship existing between the countries of the world. The best manpower and athletes that could have develop sport in the developing nations are attracted for economy reasons to the developed countries thereby undermining sport development in the less developed countries. Since world system theory is an approach to social analysis and social change, it is highly imperative for the developing countries to carry out a comprehensive analysis of the factors leading to this great inequality. Such Comprehensive Analysis, will lead to desirable social change.

### **State Theory**

In reaction to the world systems theory, the State Theory supports the view that the economy is intertwined with politics (Wikipedia, 2011). This claim reinforces the idea that the take-off period in development is unique to each country, and stresses that government can play a huge role in determining how, and even whether, development occurs in a particular country.

The state’s role has always been a central concern for economists. Postwar Japan was an early focus for study of the “developmental state” and the key roles of political-will, doctrinal consistency, bureaucratic apparatus, and repressive power in formulating and implementing effective economic policies to encourage high speed capitalist growth. In East Asia, specifically South Korea and Taiwan, attempts were made to recreate this bureaucratic-authoritarian model with the coercive capacity and exclusionary policies of the “developmental state”. The economic and political influence of the United States and Japan in the region combined with gradual liberalization to reinforce these trends. China, Vietnam, and other rapidly developing economies are but the latest examples of this strategy for development combined with a more or less repressive government. In Africa, the absence of autonomous development-oriented bureaucracies compounded with the rental state have prevented most nations from formulating and implementing the sorts of national economic strategies encountered in other less developed regions. In some Latin American countries, there has been a strong trend away from authoritarian governments controlling the economy toward “redemocratization”, heralded by bloodless transitions from authoritarian to democratic rule in Latin America These differences have forced economists to position each region in a world systems framework (Adjibodou, 2011).

Critics of the State Theory have suggested that the states most likely to foster development are those which confine the state to administration of only those aspects of public policy that other bodies cannot discharge with efficiency and commitment to the interests of the general public. They see it as vital that the state be in a position to provide sufficient independence to civil society and the market and allowing self-regulating mechanisms to operate through the system.

In summary, a review of patterns of the economic development process over the last two centuries shows that nations have not followed similar cycles of institutional, economic and social change. To say the least, the process of economic development has been extremely non-linear and complex. In retrospect, four distinct development paths are clearly identifiable through the history of nations:

- Autonomous export-led industrialization, heralded by the industrial revolution, with Great Britain, Belgium, and France the first comers.
- The government-led, inward-oriented group of nations such as Germany, Italy, Japan, and Russia, which are labeled late comers.
- The balanced-growth, open economy, limited-government intervention such as Denmark, The Netherlands, Switzerland, and Sweden.
- The agricultural, primary-export oriented, dualistic land-abundant group of nations -- Australia, Argentina, Canada, and New Zealand, and the densely populated nations such as Burma, China, and India.

In the same vein, in present-day developing countries the relations among economic and institutional changes differ sharply among nations which are characterized by different initial social, institutional, and economic conditions:

- ✓ At the lowest level, there is a weak political system with weak market institutions compounded by strong tribal influence. Economic growth has been induced through the dualistic development of a modern, export-oriented, primary sector which brought significant of social structure.
- ✓ The second group is transitional economies characterized by intermediate socio-political and economic degrees of institutional development. The process of socio-economic and political transformation has advanced enough to upset the traditional way of life and institutions profoundly but is short of setting them on the path of self-sustained economic development. This transformation is justified by dualistic industrialization, the buildup of financial systems, and the development of physical infrastructure.
- ✓ The most advanced nations have effective economic institutions and a degree of leadership commitment and national mobilization for economic development. They are undergoing increased investment and the technological modernization of agriculture and industry.

From this review, one must conclude that policy-makers in developing and industrialized countries must commit to radical changes in the global trading and international payments systems if they are to respond to the development needs of developing nations. It is also critical that all the key actors develop a better understanding of the need to match institutions and policies to the stages and realities of each nation. It is through this that every aspect of the nation's economy and structures could be developed and this includes sport.

### **Conclusion**

In conclusion, having critical understanding of theories, their implications and its good application could lead to the desirable development of the economy and education sector of a nation. The theories examined bring about understanding that physical education curriculum in Nigeria is faulty particularly in the areas of overcoming the present day challenges of sport development in developing nations. Over dependency on foreign policies, human and material resources

### **Recommendations**

- i. For Nigeria to produce diverse experts, with superior reasoning power, in the various field of sports, our sport education must provide a wide range of platforms or programmes for interested students to specialize-in within the context of their abilities and from which their reasoning power could be best developed.

- ii. For better sport development in Nigeria, the philosophy of social meliorists should be emphasised in our sport curriculum development by giving room for emergence of new sport disciplines to cater for the production of personnels, in various sport fields, where problems are noticed, and that are capable of transforming sport in Nigeria.
- iii. If “social utility” of every individual students of physical and health education are to be optimized then there should be curricular options, starting from undergraduate courses in sport, in which students could choose from in order to cater for the present day challenges in sport. The idea of pulling all students of physical education together to study education at the undergraduate level cannot optimize their social utility as those that could have perform well in other areas of sports development such as marketing, journalism, management, psychology, physiology e.t.c may never discover their potential in those other fields.
- iv. If characteristics of modern day’s children and activities could be put into consideration in developing curriculum in line with emerging phenomenon in sports development, many anomalies noticed in sport management particularly in the developing countries could be better curtailed through effective and well channeled training.
- v. For desirable sport development in Nigeria, our administrators should learn to identify the variables that developed countries used to raise the standard of their sports and possibly integrate them into our national Sport Policy and Philosophy.
- vi. The form of “parasitic relationship” that often exists between the developed and the developing countries’ sports organizations need to be redressed. For instance NIKE and ADDIDAS are the major official companies kitting Nigeria’s national teams without a single industry in the country. Whereas Nigeria has abundant resources (like hide and skin, timbers, cotton and above all labour that will not cost much compare to what obtains in Europe and America) that those companies could turn to finish products. Establishment of industries in the country by these two companies would have benefited all rather than “buying and selling” relationship that existed now. Prebisch's solution to issues like this was similarly straightforward: poorer countries should embark on programs of import substitution so that they need not purchase the manufactured products from the richer countries. The poorer countries would still sell their primary products on the world market, but their foreign exchange reserves would not be used to purchase the manufactured goods from abroad.
- vii. In sport, the ‘muscle drain’ being experienced by the less developed countries is better explained by the world system theory. It is borne out of the exploitative relationship existing between the countries of the world. The best manpower and athletes that could have developed sport in the developing nations are attracted for economy reasons to the developed countries; thereby undermining sport development in the less developed countries. Since world system theory is an approach to social analysis and social change, it is highly imperative for the developing countries, like Nigeria, to carry out a comprehensive analysis of the factors leading to this great inequality. Such Comprehensive analysis will lead to desirable social change.
- viii. From this review, one must conclude that policy-makers in developing and industrialized countries must commit to radical changes in the global trading and international payments systems, if they are to respond to the development needs of developing nations. It is also critical that all the key actors develop a better understanding of the need to match institutions and policies to the stages and realities of each nation. It is through this that every aspect of the nation’s economy and structures could be developed and this includes sport.

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