

GHANA JOURNAL OF DEPARTMENT OF
HEALTH, PHYSICAL EDUCATION AND
RECREATION, SPORTS AND DANCE
(GJOHPERSD)

Volume 7 & 8, Year 2014 & 2015

A JOURNAL OF THE DEPARTMENT OF HEALTH,
PHYSICAL EDUCATION AND RECREATION
(HPER)
UNIVERSITY OF CAPE COAST
GHANA, WEST AFRICA

IMPEDIMENTS TO EFFECTIVE IMPLEMENTATION OF SPORTS POLICY IN NIGERIA SCHOOLS

Dr A.A.O. MUMUNNI & ADELAKUN KAYODE (Ph.D)
Department of Curriculum Studies and Educational Technology
Faculty of Education
University of Port-Harcourt
Rivers State, Nigeria

Department of Physical and Health Education
Federal College of Education (Technical)
Omoku, Rivers State, Nigeria
08035005830
jakpub@yahoo.com

Abstract

A policy remains a mere intention if it is not implemented. Non-implementation policy is a serious problem in Nigeria. There is always a wide gap between policy formulation and policy implementation in Nigeria. What is written is not always what is practiced. This paper presents a theoretical review of barriers to effective implementation of sports policies in schools. This paper looked at 1989 and 2009 Nigeria Sports Policy as they affect schools' sports. It observed that the laudable policies have not been effectively implemented because of some government and institutional factors which reduce government policy on sport to a mere paper work. Some impediments to sports and physical education policy implementation in schools in Nigeria were examined. Some of the barriers highlighted in the paper included lack of collaboration between Ministry of sports and Ministry of Education; corruption, treatment of sport as a marginal programme in the school curriculum and many others. The paper recommended adequate funding of schools sports and suggested

Impediments to Effective implementation of Sports Policy in Nigeria Schools

the need for effective collaboration between Ministries of Education and Sports at Federal and State levels.

Keywords: Implementation, sport policy, physical education, collaboration, impediments

Introduction

A policy is a written or an unwritten plan of actions to achieve a predetermined goal by an individuals or groups of people. It is a selected, planned line of conduct in the line of which individual decisions are made and co-ordination achieved, (Webster Dictionary, 2004). Mkpandiok (2006) defined policy as an explicit or implicit decisions or group of decisions which may set out directives for guiding

future decisions or initiate, sustain, or retard action, or guide the implementation of previous decision. The National Sports Policy in Nigeria is a document of the Federal Republic of Nigeria, which contains statement of intentions of the federal government about sports and the envisaged means of achieving them. It is a document which spelt out in clear terms the basic philosophy, objectives, structure of sports and various obligations of the three tiers of government (Federal, State and Local Government) as well as various strategies to accomplish its aims. The document clearly articulates the values of sports in schools and in the general education process and what is expected of schools in the total development of a child from primary school to the university. The policy as it affects schools is directed towards increasing the quality of life of students as well as providing avenue for discovery of sport talents who could project the image of Nigeria in the world of sports.

One thing is to have a sport policy, another thing is to implement it. To implement means, to fulfill, to accomplish, to complete, to execute, to realize etc. It is the process of accomplishing the desired goal as stated in the policy. Implementation is at the other end of policy formulation continuum. Okoh (1993) contended that both policy and practice (implementation) must be closely related, otherwise one makes a mockery of the other. A policy that is not implemented is just a dream without effect. Implementation could be a state of having achieved the goal of a policy (as a noun). It could also mean a process of achieving a policy (as a verb).

Therefore implementation is a complex and dynamic concept. Van Meter and Van Horn cited by Brynard (2005) stated that policy implementation encompasses those actions by public or private individuals that are directed at the achievement of objectives set forth in prior policy decisions. Policy implementation is the accomplishment of policy objectives through the planning and programming of operations and projects so that agreed upon outcomes and desired impacts are achieved.

Generally, sports and physical education programmes in schools are marginally treated. This often lead to poor implementation of sports in schools. Hardman (2010) reported that globally, there is a gap between ‘hope and happening’, a gap between the ‘promise and reality in schools because policy and practice regarding physical education and sport implementation do not add up. In Nigeria, the situation seems to be worse than the global standard. There is a wide gap between policy formulation and policy implementation almost in all sectors. This is more clearly seen in the implementation of sport policy as it affects schools from primary schools to the university. An in-depth look at various policies regarding sports in schools will reveal well-crafted and well-intentioned policies, but there is no correlation between what is written and what is practiced in school sports. There is always no sincere intention to implement brilliant sport policies, some of which may seem over-ambitious policy statements. Perhaps Nigeria inherited this deception and non-implementation of policies from her British colonialists, because long ago, Ikejiani (1964) lamented at non-implementation of policies in Nigeria when he stated:

...any policy statement remains a paper policy until translated into action leading toward the realization of the stated aims. It is a practice of colonial powers to hold out plausible statement objectives aimed at softening criticism and gaining moral support of other nations... Our greatest quarrel with colonial education is the hiatus between policy statements and their implementation. p11

However, Nigeria cannot continue to hold her colonialists responsible for non-implementation of policies six decades after her independence from the colonial power. Even though successive policy makers make reference to pre-independence era, fifty years is more than enough to change the ‘policy’ of non-implementation of policies. Why can’t Nigeria implement the sport policy which she drafted? It is with this background that this paper was developed.

Brief Historical Evolution of Sport and Physical Education Policies in Schools.

Sport had been part of life of Nigerians before the advent of Europeans. This is exemplified in various traditional festivals and recreational activities of Nigerians. Wrestling, swimming, ayo game, canoeing just to mention but a few traditional sports were enjoyed by the indigenous people of Nigeria. Young children were taught various traditional sports by their elders and through association or spectatorship. This made the culture of traditional sport to be passed down from generation to generation. Although there were no written policies, the practice of sport that time had specific purposes procedures and times for carrying them out. This practice continued till colonialists introduced international sports like soccer, badminton, gymnastics cricket etc.

With the introduction of formal education and foreign sports, physical exercises (education) and sports were introduced to school system in no distant time. The enactment of 1887 ordinance saw to the expansion of many subjects in the school curriculum. Hence physical drill became part of the school curriculum in Lagos colony. As a matter of policy, the strict and rigid subject was taught by a ‘specialist’. Taiwo (1980) reported that:

Physical drill was of military type. The lessons were given in Lagos schools on a weekly round by a Hausa trooper.^{p22}

This shows that Physical education as it is known today was taught in schools before 1890, and as a matter of government policy, it was taught by 'teachers' with special knowledge or training in the subject area but without any pedagogical training. The 1908 Southern Protectorate Education Ordinance (law/policy) listed physical exercise as optional subject to be taught to boys and girls in primary and secondary schools (Taiwo, 1980). Even though the 1908 ordinance made physical exercises an optional subject in primary and secondary schools, the ordinance set the standard for the teaching of physical exercises. It made teaching and learning of hygiene and sanitation (now Health education) compulsory in primary and secondary school. It also made physical exercises to find its way into the curriculum of teacher training colleges. The 1908 Ordinance can be said to be the beginning of an era for the policy on education that directly affected the teaching and learning of physical education and sport in primary and secondary schools as well as teacher training colleges. To buttress this claim, the National Sports Policy of Nigeria, FRN (2009) traced the origin of sport organization when it stated that:

Formal sports organization started in Nigeria at about 1910 with the introduction of Empire Day competitions, which were organized on inter-school basis. The establishment of Mission schools in different parts of Nigeria assisted in the development of sports and the introduction of new ones. Though most of the sports were alien to Nigerians, they were welcomed because they served the common goal of recreation, entertainment, social mobilization and promotion of unity in diversity.^{p1}

With the claims on the origin of organized sports in schools, one can rightly say that the 1908 Ordinance paved the way for organized sports competitions in Nigeria, because prior to the time the Ordinance was enacted there was no record of organized inter-school sport.

The Phelps-Stokes Commission Reports and The 1925 Memorandum on Education Policy in British Tropical Africa, which Adesina (1988) referred to as the first comprehensive statement of the colonial government policy on African education also integrated physical education into the nation's education policy. One of the recommendations of Phelps-Stokes Commission was made clearer in the report of Fajana (1978):

...many important recommendations were made. One of them was that health, sound recreation, character development, physical education should form part of education of the masses p136

The meticulous recommendations of Phelps-Stoke Commission formed the bulk of Education policy or Ordinance of 1926. This Ordinance streamlined the course of Nigeria's educational development and school sport in particular till the eve of political independence.

In the post-independence era, physical education and sport policy in schools rely on the National Policy on Education as well as international standards as seen in Continental and Global Charters in which Nigeria is a signatory. For instance, The United Nations Educational, Scientific and Cultural Organisation (UNESCO) International Charter of Physical Education and Sports of 1978 made far-reaching statement of beliefs and recommendations on what physical education and sports should be in schools. These recommendations and statements of beliefs from UNESCO formed the bedrock of sport policy for Nigeria especially as it affects schools.

Overview of 2009 National Sport Policy as it Affects Schools' Sports

The 2009 National Sport Policy of Nigeria is a 25-page document of the Federal Republic of Nigeria, which spells out in clear and unequivocal terms, the philosophy that underlines government investment in sports as well as various strategies to accomplish its purposes. The document clarifies Federal Government philosophy and principal objectives which guides its own initiatives in matters of sports. In the first edition of the policy, which was released in 1989 with the title- Sport Development Policy for Nigeria, FRN (1989) stated that 'the provision of this document is intended to provide the national framework for the formulation and coordination of sport programmes, and to guide government actions at State and Local Government levels as far as the matter of sport is concerned'. The document can be described as the testament of Nigeria sport, which makes sports to reflect the overall interest of all Nigerians irrespective of age or social background. The National Sport Policy covers diverse areas such as sport and security, environment, international relations, culture and tourism and many others. Part of the interest of this paper is how the policy affects school sport. There are many sub-sections that affect schools sports in the policy. However, one of the major elements of the policy is Sport in education. A brief analysis of how the 2009 National Sports Policy directly affects school sport is presented below:

Parts of section two (2.5m&n) of the policy states that The National Sports Policy shall seek to (m) promote school and institutional sport development and competitions at all three tiers of government and (n) ensures that sport is an integral part of the curriculum of educational institution at all levels (nursery, primary, secondary and tertiary). These two objectives form parts of the general objectives of the national policy. It presented the role of government at all levels in integrating sports into school system. It emphasizes the need to develop sport in all educational institutions from primary schools to university level.

Besides, since education is on the concurrent list in the Constitution of the Federal Republic of Nigeria, Federal, State and Local governments are involved in establishing and financing educational institutions, therefore each tier of government must ensure inclusion and development of sports in schools under their jurisdiction. This must also include organization of sports competitions among schools.

The Policy clearly highlights the obligations of the three tiers of government to school sport in section 3. The document stated that the Federal Government through the National Sports Commission (NSC) shall collaborate with the Federal Ministry of Education on matters of schools' sports. It further stated in Section 3.2.2 (ii & viii) that The State Government through their supervisory agencies shall encourage development of physical education and sports in schools; and collaborate with the State Ministry of Education on matters of schools' sports. These policy statements for States were also repeated for Local Government in sections 3.2.3 (iii & viii) respectively. These sub-sections placed emphasis on collaboration among departments in other Ministries. Ministry of Sports cannot work in isolation if it must achieve its broad goal. It must work together with the Ministry of Education under which a very large population of youths could be found. Apart from this, if sports talents were to be found and developed, Ministry of sports must focus on schools.

The document also provides more far reaching statements in chapter four on schools' sports. In fact, a full section of the chapter was devoted to sport in education. Section 4.4(b) states that Government shall ensure availability of sporting facilities in schools. The burden of athletes' identification for the country was placed on schools. Section 4.5 of the document states that Government shall put in place sports competition programmes at the National, State and Local Government levels that will facilitate identification of young and budding talented athletes. The sports competition programmes shall include Primary schools sports competitions; secondary schools sports competitions; Annual Inter-House Sports competitions for primary schools;

Annual Inter-House Sports competitions for secondary schools; intra-zonal annual sports competitions for primary schools; Intra-zonal annual sports competitions for secondary schools; inter-zonal schools sports competitions; inter-state schools sports competitions and institutional/collegiate sports competitions. These show that government recognizes the need for intra and extra-mural sports competitions in schools. If Nigeria is to truly discover talented athletes early enough, the hunting game must start from schools.

Furthermore, the policy sees sport as an integral part of the formal system of education, which should be part of the school curriculum from nursery school to university level. This is clearly stated in section 4 sub-section 6 of the document. Section 4.6.1 stated that in order to have an all-round development of youth, sport shall be offered as compulsory subjects at the nursery, primary and secondary school levels of the formal education system. Apart from this, the policy further stated that all primary and secondary schools must have play grounds for sports as a condition for approval for their establishment, and no pupil or students (including those in tertiary institutions) shall suffer any penalty or discrimination for participating in sport. The policy directs all schools to establish a structured sporting programme which covers every student except those exempted on medical grounds; and finally, section 4.6.5 of the policy stated that any student studying in any higher institution of learning shall offer a minimum of a 4-credit unit course in sports.

These are laudable policy statements on schools' sports. It is an all-encompassing policy which caters for primary school pupils secondary and tertiary institution students. The policy if implemented would have had positive effects on sport development in Nigeria and strategically situates Nigeria among the top ranking sporting nations of the world. However, the question is, are these policy statements realizable? The answer is Yes. Are we realizing them? The answer is emphatic NO, the policy as it affects schools is far from being realized. There is a wide gap between the expected and the observed.

National Sport Policy and the Present State of Sporting Programme in Nigeria Schools

A careful analysis of each statement of the national sport policy as it affects schools' sports reveals good intention on the part of the government and the policy formulators. Each of the items portrays an ideal situation of what is expected of government at all levels and schools. However, in the real sense, what is obtainable or observed in various schools at all levels is different from what is expected. The National Sports policy seems to be on its own without any serious efforts made on the part of the government to implement it.

Although, the policy expects sports to be an integral part of the school curriculum from nursery school to higher institution, this is not currently being practice. Many schools do not engage their students in sports for various reasons ranging from lack of sports facilities and equipment to non-availability of competent teachers to handle physical education and sports in schools. Apart from primary schools where pupils offer all subjects in the curriculum in which physical education is one, at no level is physical education or sport compulsory in the Nigeria educational system. Inter- house sport programme has become a thing of the past in many primary and secondary schools. Inter-State schools' sports competitions are almost forgotten. Many higher institutions in Nigeria do not encourage participation in sports. Many institutions do not regularly participate in inter-collegiate sporting competitions like Nigeria Universities Games (NUGA), Nigeria Polytechnics Games (NIPOGA), Nigeria Colleges of Education Games (NICEGA) etc. The policy statement which directs all students in any higher institution to offer a minimum of a 4-credit unit course in sports (human kinetics) is not enforced in higher institutions in Nigeria. In Colleges of Education, physical education (sport education) is not offered by all students except those students in Primary Education studies and those studying physical and health education. In polytechnics, the situation is not different as physical (sport) education is not part of the general studies curriculum.

Very few universities in Nigeria offer physical (sport) education as part of their general studies in year one and two. When this situation is compared to what is happening in some other countries of the world, one will notice a wide gap. For instance, Laker (2000) stated that many degree programmes in the United States of America require students to take some physical (sport) education courses, while compulsory physical education in England and Wales ends at 16. In China, sport education is highly regarded in the school curriculum from primary school through university. In fact, to gain admission into a university in China, a candidate must have attained a certain level of competency in sport. Jones (1999) stated:

... to be allocated a place at university, sport has a place that is quite unlike Britain, because sporting ability is formally used in the selection process for university entrance. A gold medal in the Olympic Games gives access to any university in the subject of choice of the student, whilst in lower competition there is a well-defined range of sport performances or ranking for which students are awarded number of points in the State examination, thus enhancing their chances of gaining a university place. To gain these rankings, students must achieve the required standard in an 'official' competition at city level or above.

This shows that sport is at the heart of school curricula in some countries of the world. Concessional admission is given to candidates who excel in sports in China and some other parts of the world.

Contrary to what is stated in the policy, many primary and secondary schools do not have play grounds before approval. The situation is worse in private schools where proprietors do not have any regard for government policies but they always have their ways.

Barriers to Effective Implementation of Sport Policy in Schools in Nigeria.

Experience has shown that Nigeria government is good at writing policies, but very weak in implementing those brilliantly crafted policies. Generally, many reasons could be adduced for non or weak-implementation of policies in Nigeria. The impediments to implementation of policies in general, also account for non-implementation of policy on schools' sports in Nigeria.

In a study conducted in South Africa, Brynard (2005) noted the gap between policy and implementation:

The discrepancies between policy and implementation are largely caused by unrealistic policies and a lack of managerial expertise. Another key finding is that policy implementation has suffered from people driven process. Insufficient coordination of policy implementation is cited virtually in all sectors, and has significantly hampered the implementation policies. In addition, insufficient staffing and capacity of all the three spheres of government as well as the linkages between them have largely worked against the successful implementation of policies.

In a simple language, over-ambitious policy may be difficult, if not impossible to realize. Also when there are no competent or qualified people to implement a policy, the policy will either be haphazardly implemented or not implemented at all. Before a policy is formulated, there must be both human and material resources to implement it.

In another view, Hargrove (1981) identified problems that always lead to policy-implementation failure when he stated that:

The chief cause of implementation failure is corruption... corruption has local roots and is not

usually depicted as a national problem unless it is very wide spread. The implementation problem comes in two forms: either funds are so directed to private purposes that public goals are disregarded or the controversy over corruption kills the programme, but corruption is usually localized. National policies are brought into question only if corruption appears to be endemic in the program.

To Hargrove, corruption is the bane of policy implementation. When money that is meant for sports is diverted to private pockets or diverted to perceived areas of urgent needs other than schools sports, the resultant effect will be non-implementation of policy as it affects schools' sports. Corruption has been institutionalized in all facets of life in Nigeria and the educational sector is not immune from this. From the messengers or clerks in educational institutions to the Head or Chief Executive Officers in whatever names in educational institutions, inspectorate divisions and other offices that are concerned with running of schools, stealing and kickbacks are norms. Money that is meant to purchase sport equipment, organize sports competitions or to re-train sport officers or coaches are often mismanaged or out-rightly stolen without any trace. This is affecting implementation of sports in schools. While the findings and opinion of Brynard (2005) and Hargrove (1981) are cogent and applicable to Nigeria situation, there are more convincing barriers to implementation of Nigeria Sport Policy as it affects schools sports.

Frequent changes of government have made sport policy difficult to implement. Lack of continuity in government is an obstacle to implementation. Each successive comes with a new idea about that will take a long period of time to realize. A new government would want to start afresh instead of continuing from where the old government stopped. People in government often do this because of corruption. They believe that it would be difficult to have a "bite of the national cake" if they continued from where the previous government stopped.

Also, to a large extent government always pay lip-service to established policies. In other words when policy are written, there is no political will to translate policy statement to reality. Hence, government at all levels see policy statements on sport as just another paper work without any commitment to make it a reality. In addition FRN (2009) noted that the oscillation of the administration of sport between the Federal Ministry of Sports and the National sport Commission was a major factor militating against the desired growth and development of sport in Nigeria.

Lack of collaboration between Ministry of Education, which has statutory responsibilities on schools and the Ministry of Sport, which has ultimate benefit in getting young and budding sports talents from schools if the Ministry of Education gets it right is another impediment. There is no collaboration between the two Ministries. The Ministry of Education dictates what happens to sports in schools. If the Ministry does not see any need for school sport in a particular year, then nothing would be done. It is the Ministry of Education that employs physical educators and sport coaches for schools and pays their bills and it is said that he who pays the pipers dictates the tune. It is the Ministry of Education that constructs sports facilities and purchases sport equipment for schools. It is the Ministry that dictates the period and time limit for sports in schools. The Ministry is often overwhelmed with many responsibilities that most times the aspect of schools' sports is neglected. Sometimes because of inadequate financial resources, money that is meant for schools sport is often diverted to other areas of needs like purchase of reagents and other laboratory equipment. In all of these, Ministry of Sports has nothing to do in schools. If there were collaboration between the two Ministries, one could employ and pay physical educators and coaches while the other could purchase and supply equipment to schools and construct sports facilities where necessary.

The 1989 sport development policy for Nigeria, FRN (1989) recognized the need for collaboration between the Ministry of Sports and other Ministry. It states that for maximum effect in sports programme formulation and implementation, the Sport
A Journal of the Department of Health, Physical Education and Recreation 139

Ministry is required to collaborate with department in other Ministries. In order to facilitate such collaboration, sport Ministry is expected establish a standing Inter-Ministerial programme Committee with each of these other Ministries, with which it may have cause to collaborate on a relatively frequent and stable basis. Furthermore, the guidelines for implementation of the sports development policy for Nigeria, FRN (1989) stated that “ as the majority of youths are within the school system, there is need for the Ministries of Youth and Sports and Education to work in concert towards the provision of sports facilities in schools, colleges, polytechnics and universities” This means that the policy itself recognized the need for collaboration for effective implementation of sports policy in schools, but this has not been the practice, everything about schools sports is the responsibility of the Ministry of Education. As a result of this, there is a wide gap between policy formulation and implementation about schools’ sports.

Inadequate financial resource for education is another barrier to effective implementation of policy on schools’ sports. Governments over the years have proved to be unwilling to back its intention through policy framework with adequate budgetary allocations. This has made it difficult for the Ministry of Education to provide fund to schools to organize intramural and interscholastic sporting competitions and buy sports equipment. Besides, many schools lack competent teachers to teach sports and organize sporting competitions. For instance Adalakun (2014) discovered that 96 percent of primary schools teachers teaching physical education and sports in Imo State are not specialists in the subject, while 15 percent of teachers teaching physical education in secondary schools in Imo State are non-specialists. If there were many non-specialists without adequate sports knowledge teaching the subject, how can they effectively implement the policy on schools’ sports in their domains?

Sports facilities and equipment are not adequate in schools. In fact, in many primary and secondary schools, sports facilities and equipment are not even there. The United Nation Children's Fund, UNICEF (2000) discovers that majority of schools in Nigeria lack sporting equipment and playing fields for sports. The Organization found that only 28 percent (28%) of schools in Nigeria have playing grounds, while only five percent (5%) have sporting equipment. Policies on schools sport cannot be implemented where there are no sports facilities and equipment. Ironically, sports facilities are always the first to be destroyed anytime there is a need to expand schools and build more classroom or hostels. In many schools new classrooms have been constructed at the centre of soccer pitches and athletics tracks.

Non-recognition of sport as an important element in the school curriculum by schools heads. Some school heads do not see sport as an important element in the school curriculum. They demonstrate this by converting money meant for sport to another ventures. Sometimes when money is generated through inter-house sport, schools heads often use the money to purchase science equipment or any other thing they consider more important than sport. The situation is the same in many higher institutions where Provosts in colleges of education, Rectors in Polytechnics and Vice-chancellors in universities will collect sports fees from students annually but they do not use the money to develop sports in their institutions. In addition, school heads often discourage students from engaging in sports by removing it from the time table or by not creating any time for sports on the time table., In such scenarios implementing sports policy as it affects their schools would be difficult.

Low perception about sport and marginalization of sport by the society is another impediment to effective implementation of schools sports. Parents and other members of the society often see sport as a marginal aspect of the school system. They sometimes discourage their children from participating in sport and this negates the spirit of Nigeria sport policy.

Shortage of qualified personnel in schools to implement policy is also a barrier. Qualified teachers are in short supply in schools especially in primary schools. It is either they are not employed by the ministry of education or they are not even available to be employed, although the latter could rarely be the case. In many schools where Physical education teachers are available, they are aged with limited capabilities to handle strenuous physical activities. Besides, those physical education teachers that are available in schools are either poorly motivated or overloaded with work without additional remunerations. This often leads to low morale and poor implementation of policy on schools' sports'.

Insecurity is another constraint to effective policy implementation on school sport. Life is so cheap nowadays that it cost little or nothing to kill or maim human beings in Nigeria. In the North there is Boko Haram, in the South there are criminals who are politically called 'militants'. These groups often kidnap, rape and sometimes kill pupils and students. This sometimes makes parents to prevent their children to take part in sports especially extramural sports. In some places it is difficult for people to gather in small groups either as athletes or spectators. This is making effective implementation of sports policy difficult in such areas.

Inadequate and reliable data in schools and about schools from Ministry of Education is another barrier. To effectively plan for schools sports, data are need on the number of physical education specialists in each school, available sports facilities and equipment, number of physically challenged students, true students' population, expenditure on sports etc. the data need for planning .

Weak monitoring of schools sports programme by the inspectorate division of the Ministry of Education and poor supervision of the programme by school heads also contribute to poor implementation of Sports policy as it affects schools.

Finally when an over-ambitious policy is written, the end of it is poor implementation. Writing of sport policy should not only be about finesse, ornamental write-ups or something written just to impress, it should also be about its workability. Every word used, every item written must be with sincerity of purpose and the ultimate aim of achieving it. Consideration must always be given to available human and material resources. Sport policy must not just be about ideal situations, its contents must be practicable. Some items of the 2009 Nigeria sports policy are ideal, but seem to be over-ambitious in Nigeria's current situation.

The Way Forward

1. There should be collaboration between the Ministry of Education and the Ministry of Sport
2. Ministry of sports should be made to provide sport equipment and facilities to schools and organize coaching clinics periodically for physical education teachers and sports officers
3. Federal, State and Local governments should live up to their responsibilities by providing sports facilities and equipment to schools.
4. Ministry of Education should make organization of annual Inter-House sport compulsory in all primary and secondary schools.
5. Qualified personnel should be employed to teach physical education and sports in all schools
6. Local government should be made to organize inter-schools sports competitions for schools in their domains, while should co-ordinate Inter- Local Government sports competitions among schools

7. Government should increase subventions to schools on sports
8. Schools heads must be made to spend money meant for sports on sports. Whether the money is contributed by parents for sports, generated from sponsorship or donations during inter-house sport or it was given by government
9. Heads of higher institutions should be made to use students' sports fees for its purpose.
10. All higher institutions must be made to comply with teaching of sports, and every student must offer a minimum of 4-credit unit in sports education as stipulated in the policy.
11. Teacher education curriculum should include physical education for all students in colleges of education and universities. This will prepare would-be teachers to teach physical education/sport in any school they find themselves.

Conclusion

Implementation of sports policy as it affects schools requires political will by government at all levels. Government has good intention towards schools sports but that intention should not only manifest on papers, it must be carried out with full determination to achieve its objectives. Sports facilities and equipment, qualified physical education and sports coaches must be made available in all schools for sports policy to be effectively implemented in school.

References

- Adelakun, K. (2014). *Implementation of physical and health education programme of universal basic education in Imo State*. Unpublished Ph.D dissertation of the University of Port-Harcourt.
- Brynad, P.A (2005). *Policy implementation: lesson for service delivery*. Retrieved on the 16th October, 2010 from <http://www.unpan/un.org/intradoc/group/public/document>.
- Federal Republic of Nigeria (1989). *Sport development policy for Nigeria*, Lagos: The author.
- Federal Republic of Nigeria (1989). *Guidelines for implementation of the sport development policy for Nigeria*, Lagos: The author.
- Federal Republic of Nigeria (2009). *National sports policy of Nigeria*, Abuja: The author
- Hardman, K. (2010). *Physical education: the future ain't what it used to be*. Retrieved on the 14th June, 2011 from <http://www.restena.iu/a pep/docs>.
- Hargrove, E.C. (1981). *The search for implementation theory*. Retrieved on the 16th October, 2010 from <http://www.eric.ed.gov/PDF/ED207158>
- Ikejiani, O. (1964). *Background to the problems of Nigerian education*. Ikeja: Longmans.
- Jones, R. (1999). Sport and physical education in school and university. In J. Riordan & R. Jones (Eds) *sport and physical education in China*. London: E&FN Spon.
- Laker, A. (2000). *Beyond the boundaries of physical education: educating young people for citizenship and social responsibility*. London: Routledge Falmer
- Okoh, J.D. (1993). Understanding the national policy on education: A challenge to the Nigerian teacher. In A.M. Wokocha (Ed) *Trends and Issues in the Nigerian primary school system*. Lagos: IVY press.
- Webster Dictionary (2004). *The new Webster's Dictionary of the English language*. New York: Lexicon publication