

Sports, As a Veritable Tool for Managing Youth Socialization among Secondary School Children in Edo South Senatorial District of Edo State, Nigeria

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Abstract: Every Society has her value system they cherish and these systems of norms and behavioural regulation must be strictly adhere and transmitted for the purpose of progressive and continuity of the society. Socialization is a complex process by which everybody or individual come together to learn and perform an attitude expected of them by the society. As societies become more sophisticated and diversified, some certain societal roles are assigned for a specialized body. The school system is one of such specialized body assign for a specific function which she carries through various subject areas of which Physical Education is one of them. The school must therefore be encouraged and supported to perform this task of socialization.

Keywords: sports, youth socialization, school

INTRODUCTION

Each society has its distinctive characteristics which she cherishes, these characteristics influences the system of values, norms and behavioural modifications of that Society.

A society must exist longer than the life span of individual members, for there will be continuity and there must be a way of mediating the system of values, norms and behavioural modification to its new recruit, this process is called socialization.

In primitive societies, social organizations were simple and non complex. But as society diversities and become more complex, specialization evolves. Specialization lead to the establishment of the school, a formal social institution charged with the responsibility of socialization. According to Ugwueze [1] socialization is the process by which the individual gets into society and the society gets to the individual. It involves complex dynamics among which are psychological, and cultural considerations of learning and development. Agbo [2] claimed that, although socialization is interactive process-societal expectations are a critical element, responsible for shaping behavior and conveying dominant belief, which often ultimately prevail.

According to Ugwueze [1] learning is shaped by ideological beliefs pertaining to gender namely those that clearly distinguish what males are, do and should from what females are, do and should be. He further claims that, two out comes from gender role socialization, produced by emphasis on differences between the sexes rather than on similarities:

- a. Parent treats sons and daughters differently and
- b. We learn at a very early age to distinguish between male and female. Girls are expected to acquire or behave in accordance with traditional female roles of domestic chores rather than practicing sporting activities.

In this paper, efforts were made to x-ray the role the school can play in youth socialization through avenue of sports.

Meaning of Sport

Sport is seen as a physical activity done for exercise, play, leisure recreation, entertainment and competition. Omornan [3] opined that, sport is an activity that may contain one or two element of play and prowess. According to Loy [4] who define sports as institution and non-representative. Competitive activity in interaction with other institutions. It is primarily based on physical skills and carries with it intrinsic and extrinsic rewards. As a competitive game it is institutionalized in practically all societies, primitive and modern thus denoting the universal character. As an

integrated part of the society it organizes itself in different ways. Sport is not limited to its core, that is the sport contest and the activities displayed with and before this contest.

In discussing the nature and scope of sport, Loy [4] further stated that sport should be considered on different planes of discourse in order to understand its nature. He discussed sport as:

- a. A social institution
- b. An institutionalized game
- c. A game occurrence
- d. A social situation/

Sports as a Social Institution

In considering sport as a social institution, pertains to the sport order. The sport order is composed of all social organization in the society that are responsible for organizing, facilitating and regulating the human actions in sport situation. Four levels of social organization within the sport order are of primary, technical, managerial, and corporate levels [4].

Sport as an Institutionalized game

Institutionalization here means that a game has a past tradition and definite guidelines for future goals. Awosika [5] discussed this under its organization, technological symbolic and educational spheres.

A Game Occurrence

Omoruan [3] maintained that sport is playful, and competitive, requiring physical skill, strategy and chance as well as physical prowess. As a play it is free, separate, uncertain, and unproductive and governed by rules and makes believe. According to him, sport is free in the sense that it is voluntary, separate in that it is partially and temporally limited, and uncertain because of the excitement and tension it brings to the event.

Sport is unproductive in the sense that the only thing produced during competitive event is the game, the production of which is carried out in a fixed setting according to certain rules. Sport is making believe because obstacles are artificially created to be overcome.

In sport, competition can be between individuals or teams or between animate object of nature and individual such as bull fighting.

Games of physical skill such as wrestling are determined by player's physical ability. Games of strategy are determined by a player's rational choice among various possible options. Games of chance such as dice are determined by guesses. Omoruan [3] concluded that the major attribute that distinguishes sport from game is physical prowess.

Sport as a Social Situation/ Social System

Here emphasis is geared toward finding out why people get involved in sport and what effect their involvement has on other aspects of their lives. The European definition of sport which is adopted here defines sport as all forms of physical activity which through casual or organized participation aim at expressing or improving physical fitness and mental well being forming social relationships or obtaining results in competition at all levels. Another definition of sport by Loy [4] sees it as institution and non-representative competitive activity in interaction with other institutions. It is primary based on physical skills and carries with it intrinsic and extrinsic rewards. As a competitive game it is institutionalized in practically all societies primitive and modern, thus denoting the universal character.

Meaning of society

Rivers [6] posited that there are four criteria which had to be fulfilled before any group could be considered as constituting a society these criteria according to him were as follows

1. The group must be capable of existing longer than the life span of the individual.
2. The group must recruit its new member at least in the part by means of sexual reproduction.
3. The group must be united in giving allegiance to a common complex general system of action
4. That system of action should be established.

Those criteria influenced the definition of society presented by Rivers [6] which claims that a society is a group of human beings sharing a common self-sufficient system of action which is capable of existing longer than the life span of an individual the group being recruited at least in part by the sexual reproduction of its members.

Bucher [7] stressed that one of the most fruitful way of viewing society of defining it is through the functional pre requisites. These functional pre requisites are stated here in an outline form:

1. A society must make the necessary provision for adequate relationship to the environment and for sexual recruitment
2. A society must provide a means of communication for its members – communication or language provides the society which means of socializing its members and a mechanism of role-taking.
3. A society must regulate affective expression, expression of love, anger, lust, aggression and similar affective state must be regulated without which a state of permissiveness where no one would be held responsible for the end result.
4. A society must establish a shared and articulated set of goals. The total society may have a variety of

goals. The shared goals must be meaningful to at least the majority within the society.

5. A society must socialize its members; the system of norms and behavioural regulations in any society must be mediated to its new member and this is called socialization.

Resick and Manson [6] defined a society as a population aggregate organized into a system of division of labour that persists in time, lives in a certain place and shares common goals. Here a society is seen as a segment or portion of the universe of mankind.

Society as Social Institution

The society organizes itself in form of institution. In a society people are assigned specific roles and function, these function consist of many complex and varied activities, values positions and role relationship [8]. Onifade [9] asserts that, institutions define problems and approves solutions and thereby channelize human experiences along certain lines while ignoring or prohibiting other possibilities.

In the view of Omoruan [10], institution is a set of institutional norms that coheres around a relatively distinct and socially important complex of value the central care of an institution is a set of obligatory norms.

He went on to say that institutional norms are:

1. Widely known and accepted and applied.
2. Widely enforced by strong sanctions continuously applied
3. Based upon reversed source of authority
4. Internalized in individual personalities
5. Inculcated and strongly re-enforced early in life

Social institution is therefore a social organization or activity that uses a set of customs to accomplish or realize a defined purpose. These customs are always closely related.

Sport as a Social Institution

The socializing institutions are those that provide opportunity for learning of sport roles which are transferred to real life situations. In addition the institutions inculcate values norms and patterns of behaviour, which are acceptable to the larger society [11]. This section presents an overview of how these institutions use sport to socialize individuals. Onifade [9] agree with the above contention when he said, sport and games have been part of culture and are a reflection of the larger micro system of the society within which they exist.

In some primitive societies that have non game cultures, it was found that the society was non competitive and was characterized by a low level of

political and social organization. Cultures with game of only physical skills exhibited low organizational tendencies. Whereas societies with game of chance display more complexity.

Sport in modern society has been a product of a complex interplay of the extensive fundamental changes in the political, economic, educational and social institutions of society. Bucher [7] contend that perhaps the most significant influence on the development of sport and society as a whole was the industrial revolution which embodied the shift from rural to an urban environment and from an agrarian to an industrial based economy.

When the characteristics of social institution as stipulated by Onifade [9] are applied to sports, it becomes obvious that sport mean every aspect of an institution with the following qualities.

1. It has a set of rules and regulations published in booklets, and very often discussed in the electronic and media and above all these rules are accepted by both participants and spectators
2. The rules of each game are very widely enforced by the referees irrespective of who the players or official is.
3. The rules are made by the highest authority e.g FIFA for soccer, FIVB for volleyball, IAAF for athletics, and the rules can only be changed by these bodies.

Socialization

Every society has her value system which she cherishes, the system of norms and behavioural regulation must be transmitted to its new members. Socialization is defined as a process by which the culture of a group or society is instilled or internalized in the individual. Socialization includes the training of individuals to accept a given culture, to develop personality and to correctly play one's role in the society. Socialization is also a form of teaching all aspects of cultural life of a society for continuity. Socialization is also the process of socially adjusting to the society and it is a continuous process of socializing her members so that they can learn to be part of the society.

The Socializing Benefits of School Sports Programme

It is an acceptable philosophy in Nigeria that the school is entrusted with among other things, the noble function of transmitting socially acceptable norms and behavioural regulations to the youth in the society. Therefore, all the activities provided in the school curriculum must contribute toward the task. Ojeme [12] clearly remarked that since schools are assigned the function of educating the young, their activities must contribute to that task.

In the process of educating the youth, the school is guided by certain educational objectives which have been categorized into three domains to which Bloom, 1975 developed the Cognitive, the Affective and the Psychomotor. Due to the potency of physical education in helping to achieve these stated educational objectives, the National Policy on Education (N.P.E 1981) state that, physical Education will be emphasized at all levels of the Educational system in order to acquire appropriate skills, abilities and competencies both mental and physical as equipment for the individual to live in and contribute to the development of his society.

To achieve this great task, the school physical Education Programme is organized at four levels, namely, Instructional, Intramural, Interscholastic and Adapted programmes.

Instructional Programme

This is the first and lowest level of physical education in schools. This programme caters for all fresh students who gained admission in to the school. The focus should be to teach the fundamental sports skills. The students should also be taught the background of the rules, techniques and strategies of various sports.

This programme is designed principally to satisfy the objectives in the cognitive domain which involves components of intelligence namely: Cognitive, Memory, Divergent thinking, Convergent thinking and Evaluation. A considerable body of related health information is taught in connection with physical education classes. Such health considerations are Warm-up, conditioning procedures and safety measures desirable sanitary habits. Students also gain considerable knowledge and understanding of other individuals.

This programme identifies with one of the recommendations of vision 2010 for sports in tertiary institutions. In the vision, the federal Republic of Nigeria, 1997 recommended that sport should be an examinable elective course at all tertiary institution. The objectives to be achieved in this programme include, honesty, ethical, behavior, the spirit of cooperation, judicious use leisure time and civic participation in sporting activities. All of these would ensure a conducive atmosphere for effective teaching and learning business in the schools.

Intramural Programme

This is the most important aspect of the school sports programme which encourages mass participation of all students. It gives the students the opportunity to put into practice fundamental skills learnt in the first

programme as well as evolve skills in leadership and in organization. It is organized among groups within the school such as houses, classes, clubs etc.

This programme is designed to increase the capacity of the body for movement, provide opportunities for extensive participation in those activities already taught in the instructional programme, hence the programme should be available on a one hundred percent basis to all the students. The intramural programme.

Activities in the intramural programme satisfy the following components of the psychomotor domain:

1. Gross bodily movements
2. Finely coordinated movements
3. None verbal communication and
4. Speech behaviour.

All of these would ensure a conducive atmosphere for effective teaching and learning business in the schools.

Interscholastic Programme

This is the third and the highest level of the schools physical education programme which conducted among schools. It provides competitions at the highest level for the highly skilled students in the various sporting activities available in the school.

While the interscholastic and intramural programme may be similar in achievement of the objectives in the psychomotor domain, they differ in two areas:

1. Participants in the interscholastic programme possess a higher level of skill than participants in the intramural programme.
2. Interscholastic programme is not designed for mass participation; rather, it is for those students who possess a fairly high standard of skills involved in the programme.

A well organized school sport programme meets the needs of the youth who are undergoing rapid physical growth and development. It affords them the opportunity of improving their body coordination through regular participation. It is satisfy their desire for group acceptance and interest in the opposite sex. This implies that as they play together, it is possible for the young person to get some satisfaction from the association with team mates and peer groups.

Writing on the advantages of high school athletics, Onifade [9] postulated that, through athletic participation, students gain many quantities for effective citizenry. Adherence to the rules which is essential to most games carries over to the social order.

Fair play and respect for the right of other constitute a part of the planned athletics program.

One of the implications of this is that, through participation in sports involving, the official and the enforcement of penalties, students develop some understanding of the nature of law and order in human affairs [13].

Adapted Programme

This is a remedial or corrective programme called by various names like the “adapted” or modified programme. Infact several documents have appeared in the literature in the recent years which try to present the meaning and concepts of Adapted Physical Education Programme. A case in point, Sherrill [14], states that Adapted programme is concerned movement, identifying problems within the psychomotor domain and developing instructional strategies for remediating problems and presenting ego strength. Specifically, he alludes that Adapted Physical Education Programme is concerned with identification of various handicapping conditions and employing physical activity programme as a modality to rectify the condition. Any programme adjusted to cater for them is also an adapted programme.

With the current increased awareness to the importance of recreation and leisure in tension management in the Nigeria depressed economy, school sports programme can help the students to acquire and developed sufficient sports skills and behavioural attitudes that will enhance voluntary enjoyment of recreation and leisure in adult life. However, it should be noted that the above benefits are not automatic or guaranteed for everybody who takes part in sports. Much depends on the values emphasized by school physical education teachers. If the students are well guided, they may derived the educational values inherent in school sports.

The school should be placed in a position as to effectively provide efficient sporting services. To this end, teaching should be made attractive so as to attract and retain good quality teachers. This fact was stressed by Ojeme [15] that a curriculum has been designed to feature appropriate experiences is no guarantee that corresponding appropriate education experiences will result. Most of the education experiences which may result in the end will depend on the teacher.

Similarly the school should be equipped with appropriate facilities and equipment. The scarcity of sports facilities, equipment and supplied constitute a big cog in the successful administration of school sports in Nigeria. Good sports programme can function at full effectiveness only when they are supported with sufficient equipment in good condition.

Sports have enormous potential of helping to integrate the youth in to the society. Adequate encouragement should be given to the school to effectively perform its function of youth socializations.

RECOMMENDATIONS

In order to enhance the interplay of school and sports, the following recommendations are made:

1. The Government, Community, Parent Teachers Association and lover of sports should help to provide physical education facilities and equipment in schools.
2. Parents should make more concerted efforts to complement the effort of the school by encouraging their children to develop interest in school sports programme and make available to them the necessary school sports equipment.
3. More efforts should be geared towards programmes and researches that will eventually harness and improve the socializing quality of schools through sports and vice-versa.
4. Teaching should be made more attractive; teachers should be motivated by way of increase in wages and allowances.
5. Since no teacher is expected to contribute cognitive materials superior to those subsumed in his cognitive structure, teacher should be regularly exposed to in-service training, workshops, seminar and coaching clinics
6. Recreation activities should be encouraged and organized for students because all work and no play make jack a dull boy. This help to sustain the spirit of mass-participation (intramural programme) and create conducive environment for learning

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