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Sports management in tertiary education: Panacea for vices in tertiary institutions in Nigeria

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Abstract
Social vices among youths have constituted perilous menace not only in the tertiary institutions but the society at large. Noticeable in our tertiary institutions are drug abuse, cultism, unhealthy rivalry, examination malpractice, students' unrest and sexual harassment among others. However, well managed sports programmes can be very effective as panacea for these vices in tertiary institutions in Nigeria. Sports management in tertiary institutions is discussed. Social vices were identified and how to overcome these social vices through effective sports management in tertiary education were also discussed. As part of the recommendations; authorities of tertiary institutions should organize awareness campaign activities for students on how leisure hours can be utilized wisely, private/public partnership initiative on the provision of standard sports and recreational facilities should be encouraged. Sporting events should be incorporated into the curriculum of tertiary institutions, such as intramural, extramural, recreation and adapted sports

Introduction
There is no other human experience which has a universal appeal more than sports participation. A consensus of opinion exists that such participation affords the individual additional opportunities in the attainment of high percentage of mental health, physical fitness, socialization (including making more friends and acquaintances), sports skill acquisition, important carry-over values and enjoyment.
Throughout history of mankind, healthy - competitive sports had served as the gateway to the nurturing and establishment of truly forward looking civilizations. Among some people, there were sporadic attempts to organization ancient times, the most notable being games of the Greeks and Romans W (Awosika, 1997). The inherent values of well coordinated sports programmes implementation manifest themselves in the objectives that the government intended to achieve of them, and the positive result of these objectives. It is evident that sports today in schools, college and Universities are unquestionable and most universally approved phase of school life (Obajimi, 1987).
Sports is an effective instrument for eradicating juvenile delinquency and other forms of social misbehaviors if properly harnessed and managed - (Ihediwa'a, 1997). The government of Nigeria admits this as its guideline for implementation of the sports Development Policy for Nigeria, published in October 1989 (here in after referred to as "'Guideline) when it was stated on Page 2 as follows; The main objective of sports development is to utilize sports as a means of solving as much as possible some of the social ills of the nation like unemployment and in combating other anti-social behaviours of society".

With this declaration by the government of Nigeria, it is clear that the government has indeed acknowledged the fact that our school system especially the tertiary education where large populations that can trigger some social vices of varying degrees or proportions requires some

dynamic policies and deliberate programme in order to curb social vices. A well managed sports programme will however, provide opportunities for students to developed patterns of and interest in sports programmes that are essential for physical, mental, social healthy development and which can lay the foundation for productive adult lifestyles.

The concept of sports management

Sports as am institution or business is a complex structure which involves the use of complex human and material resources to achieve its aim and objectives. F or this reason, there is need for prudent uses of the available resources, hence the need for management. Desensi, Kelley, Blanton and Bertel (1990) define sports management as any combination of skills related to planning, organizing, directing, controlling, budgeting, leading and evaluation within the context of an organization or department whose Primary product or service related to sports and physical activities. Sports management covers every activity or service which is involved its contents, resources needed for running the programme, personal, working environment and the beneficiaries who may the regarded as the clients.

The style of management may depend on the participants as in the programme in question. In the case, our discussion shall be limited to management of sports in tertiary institution, the Nigeria colleges of Education Games,(NICEGA). Nigeria Polytechnic Games (NIPOGA) and Nigeria University Games (NUGA).

Sports management in tertiary institutions:

Virtually, all tertiary institutions provide opportunities for members of their communities, students in particular to enjoy satisfying experiences related to their interest through competitive and recreational sports programm. The urge for sport programmes has led to the establishment of Nigeria Colleges of Educations Games (NICEGA), Nigeria Polytechnic Games (NIPOGA) and Nigeria University Games (NUGA) which are based on a set of basic sports principles.

In Polytechnics and Colleges of Education, the management of sports is vested in the sports units. These sports units are under the offices of the Rectors and Provosts of such institutions with sports committees set up to over see the programme. Certain sports and games enjoyed more attention than others and some sports and games never existed on the programme. It is obvious that these differences exist because of lack of sports facilities, inadequate funds and the lack of desired will in the leadership of these institutions.

Awosika (1997) observed that sports management at the University level today is unquestionable and has become universally approved phase of the students' life. Sports at the university level are organized to meet such values as characterization of physical activities that are medium for social relationship, health and fitness, and that of beauty and artistic quality. Awosika (1982) and Oyewusi (1987) observed also that Universities where there exist the department of physical and health Education, autonomy should be given to the department for sports programme management and implementation and not sports Units. This will prevent duplication of materials, equipment and personnel and therefore reduce costs of running sports programme.

Social Vices In Tertiary Institutions

1. Drug Abuse:

It is an established fact that drug abuse has been one of the most common social vices among students in tertiary institutions. This phenomenon alters behaviours and perception of individuals which is harmful and dangerous to the individuals and the school environment. Abuse could lead to addiction which is a situation where an individual depends on drugs for his/her daily functioning. As Cheto (1997) puts it that addiction is a state of periodic chronic intoxication produce by repeatedly taking drugs. If this continues, the individual becomes habituated and dependent.

2. Cultism Cult activities in tertiary institutions in Nigeria have rendered some schools' environment insecure. Members of cult are seen as gang with clandestine activities such as murder, rape, armed robbery and perpetuation of intra and extra campus disturbances. Lar (1995) maintains that the activities of cult have led to the loss of lives and property both inside and outside the institutions, student killed and some injured, valuables like cars and houses are burnt down. Olaoye (1996) points that when they strike, they leave stains of blood and their presence is like a haze cloud that envelops everyone. They attempt to bend the institutional roles, regulations and systems to suit their whims and caprices. Equally alarming, is the fact that they terrorize by giving acid bath, gun totting and periodically issuing threats to lecturers deemed to be principled and uncompromising.

3. Students Unrest Many reasons have been advanced as causes of students' unrest in tertiary institutions. They includes, increases in school fees, inadequate infrastructures, inadequate teaching personnel unfavoured policies of the authorities in tertiary institutions and cultism. This at times, led to loss of lives and destruction of public properties and consequently the closure of institutions. During such closure which usually last for several week or months, academic activities would come to a stand still and in some cases, students is such institutions repeat the session

4. Sexual Harassment
Sexual harassment is one of the social vices that have constituted menace in tertiary institutions in Nigeria. Teenagers and adults male or female can be the victims of sexual harassment. Sexual harassment can be unwelcome touching, noises, jokes, looks, notes, pornography on display, gestures or dressing with sexual meaning.

5. Examination Malpractice
The widespread of examination malpractice has affected the credibility of our educational system and call on question on the quality of the qualification (degrees and certificates) being awarded by tertiary institutions. Such practices speak for our morality as a nation and we may very soon become the laughing stock of the wider intellectual community if the trend is not arrested. Bello (1990) defines examination malpractice as anything done by an examination candidate that renders the assessment process useless. Olayinka (1996) describes examination malpractice as a misconduct or improper practice in any examination with a view of obtaining good result through fraudulent practice.

Overcoming social vices in tertiary institutions in Nigeria through effective sports management.
Tertiary institutions are established to provide quality education necessary for holistic development of individuals with basic human capabilities; to be knowledgeable, lead long and healthy lives and have access to resources needed for a decent standard of living and participate meaningfully to the development of the communities or societies. It should be acknowledged that tertiary institutions by extension is a spectrum of the society which encompasses some of the worst human traits (vices), students unrest sexual harassment and examination malpractices etc. However, effective sports management of programmes implementation in tertiary institutions can provide students with satisfying experiences which to a large extend minimizes these worst human traits.

Evidence has shown all people with a wide range of physical social and marital health benefits. Such active participation also interacts positively with strategies to discourage the use of tobacco, alcohol and drugs capacity.

Sports, actively inculcate in young people that certain key values such as honesty, fair play, respect for self and others, and adherence to the rules and respect for their importance. It provides a forum to learn skills such as discipline, confidence and leadership and teaches core principles

such as tolerance, cooperation and value effort. Sports also provides a forum for participants a to learn how to cope with competition, not only how to lose but also how to win.

As students participate in organized sports programmes they acquire new interpersonal links and access to new opportunities, allowing them to become more engaged in school and community life. Sports teams and organized competitions provide students a forum to develop a sense of camaraderie and share time and values with other students.

Finally, effective sports management implementations contribute to the rise in school attendance rates and reduce aggression and violence tendencies among students.

Conclusion

Sport is an ideal practise for life. Its effective management provides ample opportunities for young people in tertiary institutions to learn skills and values that are essential for social cohesion and positive development throughout adult life.

Recommendations

1. Authorities of tertiary institutions should organize awareness campaign activities for students on how leisure hours can be spent wisely.
2. Private/public partnership initiatives on the provision of standard sports and recreational facilities should be encouraged.
3. Sporting events should be incorporated into the curriculum of tertiary institutions. Such as intramural, extramural recreation and adopted sports.
4. Tertiary institutions should employ personnel who possess specialized knowledge in various sporting events and care capable of running a complex organization.
5. Tertiary institutions where the department of physical and health education do not exist, sports Units should be established and should be autonomous.
6. Sports for all and all for sports should be the parlance in the various sporting events in the tertiary institutions.
7. A comprehensive evaluation in the area of planning, staffing, budgeting, facilities, maintenance, awards and other special events should be done annually in the tertiary institutions.

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