

Conceptual Review of Adolescents Sports Participation Culture and Its Inherent Educational Benefits

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Abstract- Culture is a way of life of a people living together. Culture of societies and their expressions from society to society are universal and parts of human existence. The benefits ascribed to sports are in various dimensions. For example; sport is one culture that has the capacity of developing mind and body in a man as a sound body thrives well in a sound mind. Sport according to experts is a part of total educational process, which connotes more than just playing an outdoor recreation, athletics or game of skills for which prizes are won. It is now, is a cultural phenomenon of great magnitude and complexity, having both positive and negative consequences for individuals and the community at large. Sport is an aspect of education, which caters for the whole man and also helps to build up a nation. It is indeed, an academic discipline and an integral part of educational system. Researchers are of the view that sport, since participants learn rules and regulation of sports, put them into practice, adhere to them so much that they become part and parcel of them and also display ethical behaviour whether they are alone or not, seen or not seen by other people, then it must have immense educational benefits. Consequently, this study therefore, conceptually reviewed adolescents' sports participation culture and its inherent educational benefits.

Indexed Terms- Adolescents, sports participation, culture, educational, benefits.

I. INTRODUCTION

Culture is the changing patterns of learned behaviour and the products of learned behaviour which consists of attitude, values, knowledge, motor skills, and material objects like sports arena, and equipment that

are shared and transmitted among members of the society. Its concept is as fundamental as understanding human social behaviour (Wilbert, 2004).

Culture is often thought of when used in terms of ordinary daily conversation as equivalent to the “higher things of the mind” – art, literature, music and painting. As sociologists used it, the concept includes such activities, and also more. Culture refers to the whole way of life of the members of a society. It includes how they dress, their marriage customs and family life, their patterns of work, religious ceremonies and leisure pursuits. It covers also the goods they create and which become meaningful for them.

Culture' can be conceptually distinguished from 'society' but there are very close connections between these notions, 'culture' concerns the way of life of the members of given society – their habits and customs, together with the material goods they produce. 'Society' refers to the system of interrelationships which connects together the individuals who share a common culture. No culture could exist without a society. But equally, no society could exist without culture. Without culture, we would not be 'human' at all, in the sense that we usually understand that term. We would have no language in which to express ourselves, no sense of self-consciousness, and our ability to think or reason would be severely limited.

Martens (2015), and Giddens (2013), pointed out that the concept of culture as well as that of society is one of widely used notions in sociology and it has various psychological implications. Hugo and Kegan (2007), described culture as the totality of learned behaviour transmitted from one generation to another and which has the highest probability of occurrence in a society.

They further described it as the type of tradition in which symbols are transmitted from one generation to the next through social learning.

Adolescence has traditionally been considered a more difficult developmental period than middle childhood, both for children and for their parents. It is a time of physical, cognitive, and emotional changes that move children into adulthood. These changes are often positive and pleasurable, but there are awkward movements and difficult passages as well.

Psychologists have sometimes concurred with this view of adolescence. For instance, G. Stanley Hall, founder of the American Psychological Association (APA) and originator of the scientific study of adolescence, viewed adolescence as a period of “storm and stress”. Sigmund Freud and his daughter, Anna Freud, spoke of adolescence as a period during which conflicts of the oral, anal and phallic stages of development are revisited, following the relative peace of middle childhood, which they called the latency stage.

Adolescence period is the one that begins when an individual attains sexual maturity until that individual is independent of adult authority. It is the period of transition from childhood to adulthood. When seen from the perspective of the life span, adolescence appears as the time when the wave/struggle of life reaches its highest peak. The adolescent’s life is or might be full of opportunities to enter into new experiences, to explore new relationships, to feel new resources of inner strength and ability (Adams, 2016).

Adedipe (2007), describes adolescence period as being a disturbing stage of life. He sees it as a period where there are conflicts with the individual (between him and his adult life). At one moment, he has the wish to be independent and to establish himself as an adult and at another time he has the wish to retain all privileges of adulthood. Adolescence period is a stormy and stressful period to both the parents and the adolescents.

II. SPORTS PARTICIPATION CULTURE AND EDUCATIONAL BENEFITS

Sport is one culture that has the capacity of developing mind and body in a man. Asagba (2004), posited that, sound body thrives well in a sound mind. And this sound body can be enhanced via sports training (Mens sana in corpore sano). This has been accepted since the early days of the Greeks. He emphasised that sport does not exist in a vacuum, it is a part of total educational process. It connotes more than just playing an outdoor recreation, athletics or game of skills for which prizes are won. Sport now, is a cultural phenomenon of great magnitude and complexity, having both positive and negative consequences for individuals and the community at large.

Olajide (1992) opined that, sport can be looked at as a phenomenon that cuts across many barriers, be it politics, religion, ethnic, tribal and so on. Sport is more than running, jumping, kicking or hitting an object, be it cricket or tennis, sport is more than playing for fun and recreation. It is more than contesting to win medals. Sport is an aspect of education, which caters for the whole man and also helps to build up a nation. A nation that intends to grow and be visible, should also involve its citizens in sport literacy. While Samaranch (2016), stated that sport is education, sport is life and it brings people together.

Sport is an academic discipline and an integral part of educational system. It uses physical activities like games, such as; handball, athletics, soccer, basketball, gymnastics and a host of other games to educate individual participants to be physically, mentally, socially and emotionally stable (Okundare, 2001). Okunrotifa (1998), asserted that sport is an integral part of educational system that contributes meaningfully to the aims and goals of educational development. However, sport offers individual participants to have bodily development and growth that would be useful throughout one’s life through the effects of various physical movements.

The VII World Sport for All Congress (1998), in its Barcelona Declaration on Sports for All and the Global Educational Challenges is of the view that sport, is a valuable educational tool, which must be acquired in childhood through physical education. In essence, physical education and sports are mutually reinforcing experiences. Fafunwa (2002), pointed out

that physical education and sports were integral aspects of traditional education in Africa, including the present-day Nigeria. He also noted that as other aspects of traditional education, physical, education and sports were practiced informally without codified standard rules, concluding that African people of ancient times left evidence of their values for wholesome use of leisure in their folk songs, poems, proverbs and sculptures.

Odejide (2012), buttressing her views pertaining to educational values of sports stressed that sports are primarily a cultural product and it is a medium for cultural changes. She supported this view by saying that in all human societies, rituals, festivals, dances, music (sports) and arts, do not only give pleasure, but also in addition provide an outlet for creativity and reinforce the group identity and solidarity. She further stated that, sports provide experience to achieve purposeful living.

Uduk (1992), contended that sports as an integral part of physical education could effectively be used in cultivating the mind, spirit and body of an entire population in order to optimize its growth and development. He posited that sport is an avenue for early identification of young talented and skilled adolescents, who could be given concentrated training to enable them represent their institution and eventually their countries in international competitions.

Igbanugo (2012), asserted that sports contribute to the welfare of students just as any other subject in the curriculum. She stated further that, in fact, sports more than any other subject, contribute to the total well-being in a very special way. Clarke (2017), revealed that participation in sporting activities would in no way hinder academic achievement rather, participants appear to be better scholars than non-participants. Also in the area of social consequences, he reported that students who are athletes were found to be extroverted, socially adjusted, emotionally and psychologically stable, competitive and self-confident, and enjoying greater peer status. Sport, as an aspect of physical education aims at the development of a whole man uniformly. For example, character training is an essential function of sport. Participants learn rules and regulation of sports, put

them into practice, and adhere to them so much that they become part and parcel of the participants. Sportsmen are supposed to display ethical behaviour whether they are alone or not, seen or not seen by other people.

III. SPORTS PARTICIPATION AND COMPETITIVE VALUES

Competition is a predominant feature in our modern industrial society. In fact, it is so predominant, so ingrained in us that it is often assumed to be a primary drive, which has a biological basis. However, the degree in which a competitor or the competition itself serves to increase a participant motivation is learned. The term competition has come to be viewed as a synonym for sport (Eboh, 1994). According to Carron (2004), one dominant feature of competition and pre-competition is that, it is motivation.

Competition consists of activities directed more or less consistently, toward meeting a standard of achieving a goal in which performance by a person or team is compared and evaluated in relation to that of selected other person or team (Martens, 2004). Competition varies from person to person, and culture to culture. It constitutes an important factor in a society that is dynamic. It originated from the insufficient goods and services, status and so on.

Competitive behaviours are not only acquired, they are learned as well. Though, this could be noticed early in life, even as early as a year old, yet it is not obviously seen until the child is about three years old, competition occurs within an individual, among and between individuals, teams, classmates and so on (Omolabi, 2012).

IV. SPORT PARTICIPATION AND SKILLS ACQUISITION VALUES

According to Annett (2014), skill is a behaviour, which is purposeful and goal directed, well organized and economical in effort and acquired through training and practice. The term skill is normally applied to physical activities, which are carried out easily and efficiently, but the meaning has been extended to refer to intellectual or cognitive skills, and even social skills. Kremer and Scully (2014), stated that the study

of motor behaviour is no exception and is usually identified as behaviour concerned exclusively with movements. Human movement can take many forms and is fundamental to every movement of our daily lives. These movements are of general interest to psychologists, but those of particular or more concern to sport psychologists are those often complex, critical and intricate movement, which the adolescents perform when they participate in sport. According to Ogunyemi (2001), participation in sports equips individuals with sporting skills, which he or she can use during leisure time, engage in as a professional or a health enhancing measure.

CONCLUSION

Based on the understanding from this conceptual review, it is therefore concluded that: sports participation culture have inherent educational benefits among adolescents

This review explained that sports participation through competitions, teaches adolescents how to put extra efforts into whatever they do, as it gives them the spirit of determination to be successful. Sports participation also teaches them tolerance, obedience, loyalty, peace and fair-play. Through participation in sports, adolescents can easily learn that life and sports competitions are synonymous in nature, as life is a struggle (survival of the fittest), so also is sports competition. Participation in sports prepares one to be able to cope with the successes and failures in life and in sports competitions. And finally, through sports participation, adolescents learn how to make good use of their body, how to become good citizens of their country and also learn how to be physically, socially, mentally and emotionally stable. This study suggests that adolescents should acknowledge educational benefits as a product of sports participation culture.

RECOMMENDATIONS

Consequent upon the findings of this review, the reviewer hereby makes the following recommendations:

1. Governments either at the federal, state or local level should provide more funds for sports programmes. This will enable sports organisers to organise sports programmes regularly. And

through these programmes, adolescents will be moved to participate in sports.

2. Governments either at the federal, state or local level should sponsor or organise enlightenment programmes on the values inherent from sports participation. Through this, many adolescents who do not know the values of sports participation will be informed and consequently get involved in sports participation.
3. Sports administrators should be interested in the development of sports by finding means to promote it, rather than working towards its downfall. Such means as, looking out for philanthropists like private, corporate or government bodies to sponsor their sports programmes. Organise sports programmes regularly and ensure that the competitions they organise are genuinely for the promotion of sports, rather than for making money.
4. Sports administrators should give adequate orientation to adolescents and the general public on the need to participate in sports, make sporting environments to appear friendly and attractive, so that adolescents will not be scared to participate in sports.

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