

PSYCHOLOGICAL AND SOCIO-CULTURAL DETERMINANTS OF SPORTS PARTICIPATION AMONG SECONDARY SCHOOL IN NSUKKA L.G.A.

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Abstract

The study investigated the determinants of sports participation among secondary school students in Nsukka L.G.A. of Enugu State. Two research objectives guided the study and descriptive research design was adopted. The sample consisted of 389 students gotten from 18,011 population of the secondary school students. Validated and reliability tested researcher-structured questionnaire was used for data collection while data was analyzed using mean scores and standard deviation. The findings show that psychological and socio-cultural determinants obtained mean scores of 2.90 SD .35.0 and 2.60 SD .31.6 respectively. The findings show that psychological and socio-cultural indices determine sports participation among the secondary school students. The study therefore recommends that government through the Ministries of Education, Sports, and PPSMB provide adequate sports facilities, equipment and enabling environment to encourage secondary school students to engage in structured sports activities.

Keywords: Sports, Determinants, Sports Participation, Secondary Schools.

Introduction

In recent times, there has been a general concern regarding participation in sports among diverse populations. In Nigeria, a research has indicated a great reduction in physical activity and locomotion among people due to mechanization and substitution of job performance facilities for the physical efforts (Okeneye, 2002; Joshua, Samson-Akapan, Eyo and Joshua, 2012; Eshraji, Kashef and Mehric, 2012). Other studies have shown that there exists low participation level in physical activity and sports among population including Staff and students of tertiary Institution in Nigeria. (Etuk, 2006; Eshragai, Kashef and Mehri, 2012).

Sports are recreational or competitive activities that involve some amount of physical strength or skill that has a form of disport meaning, a diversion and an amusement. Coakley (2001) defined sports as institutionalized competitive activities that involve rigorous physical exertion or the use of relatively complex skills by participants motivated by personal enjoyment and external rewards. Sports are institutionalized physical activity in which rules are fixed externally and beforehand (Appleby and Foster, 2013). In its broader concept it embraces athletics, games, play, gymnastics and activities of an individual and team variety, competitive and non-competitive (Bennett, 1975). Sports is therefore conceptualized in this study, as organized physical activities involving physical exertion carried out for competition, pleasure and exercise usually in special areas and according to fix rules which include fun and recreation for secondary school students in Nsukka Local Government Area. Onifade, (2003) states that sports as a social institution teaches and reinforces societal believes, norms and values, there by assisting in socializing athletes into major cultural and social behavior patterns in various societies.

Psychological determinants of sports participation include factors that associate with attitude, interest, motivation and reward. Learners and adolescents have variety of reasons why they participate in organized sports with “having fun” being the most important reasons in motivating sports participation. The most frequent form of motivation would be intrinsic, or internally based, rather than external. The overall motivation of youth in physical activity and sports settings is their attribution to success and failure as sports achievers. Their attributes are important because they can affect their emotions, expectations for the future and reasons to remain motivated. (Ezeadin, 2012), learners who are involved in competitive sports develop more internal attributes for success than external attributes

for both failure and success in sports. Participants in competition and recreational sports have different reasons for doing so. Some participate because of the incentives associated with participation; some athletes go into sports for ego boosting. Sports awards could be either intrinsic or extrinsic in nature. The motive of participation therefore, depends on individual athletes.

Socio-cultural determinants are another form of determinants of sports participation. They relate to those factors of sports participation that relates to peer group influence, influence of the family, and religious influence.

Sporting activities received by peer groups through participation in extra-curricular activities stimulate the student's desire for a continued status and recognition that are associated with these activities beyond high school. Peer group provides experience that helps the youths to become independent of parents and other figures and expose the students' ideas, values and experiences through sporting activities that may be encouraged in nuclear family (Hartmann, 2008).

Peer group operates to influence sports-related aspects of individual life-style. During childhood, peer groups are found in the immediate neighbourhood and tend to be somewhat similar in values to the individual.

Socio-economic status (SES). Students or adolescent with high socio-economic status are more likely to participate in physical activity (Gorden-Larsen, McMurray, and Popkin 2000). There is evidence that adolescents whose parents have attained higher education levels are more likely to participate in organized sports, structural exercises and games play in their leisure time than those whose parents have with educational level (Ommundsen, Klass-Heggebo, and Andersen, 2006).

Family support and support from peers are the key inter personal factors which significantly influence adolescents' physical activities behaviour (Luban, Silva & Morgan, 2007) including participation in leisure sports. However, there is inconclusive evidence regarding the changing nature of perceived family support across the transitional period of adolescent. It has been proposed that family support is more important for older adolescents (Lubans et al, 2007) whilst other researchers have found no difference in the level of perceived parental supports by age (Bauer, Nelson, Boutelle & Neumark-sztainer, 2008). Active participation in sports largely depends upon the supports, interaction and encouragement received from parents, siblings, teachers and the environment. In essence, youths who received support to participate in sports perform better than those who received neutral or negative reinforcement (Brustard, 1996).

To participate in sports, students need the great support and encouragement of their family members. Babatunde (2001) asserted that, the child has to seek parental approval and avoid disapproval in his or her day-to-day activities such as learning the various skills, attainment of knowledge, development of attitude and introduction to competitive and recreational sports. In addition, the family is in a better position to form the values which their offspring both male and female should have towards sports participation.

Secondary schools are institution that provides secondary education and also usually includes the building where this takes place. Secondary education is divided into two levels; lower (junior) secondary and upper (senior) secondary. The secondary school as one of the levels of schooling in Nigeria is made up of students who are predominantly in their early adolescent years between the ages of 10-17 years. One of the major extra-curricular activities which are present in most secondary schools is sports. Students and staff of institutions of higher learning who partake in sports and physical activities do so for many reasons including keeping of physical fitness and avoidance of illness (Barman, Bellew, Vita, Brown & Owen, 2005). Despite the observed benefits associated with participation in sports, a large number of students and staff appear not to participate or participate sparingly in sporting activities (Olajide, 1998). In spite of the great efforts being put in place to advance the development of secondary school sports in Nigeria and recognizing the large human and material resource potentials which abound in Nigeria, it would appear that secondary schools in Nigeria are still backward in the area of sports development. Secondary schools in Nsukka LGA, are among those schools suffering from this downward trend situation in sports.

Therefore, this study attempts to concretely examine in the light of the foregoing, the socio-cultural determinants that affects the development of sports in secondary schools in Nsukka Local Government Area in Enugu State. Findings from this study would also provide empirical data on perceived socio-cultural determinants of the sports participation among students in secondary schools in Nsukka Local Government Area of Enugu State. These data will also be used by school administrators for planning of school sport activities.

Observation and experience have shown that there is a low participation by secondary school students in sporting competitions in Nsukka Local Government Area and that it scarcely features

prominently at the state and national sports competition. Hence, the study specifically seeks to find out the determinants associated with it.

1. Psychological determinants of participation in sports among secondary school students in Nsukka Local Government Area.
2. Socio-cultural determinants of participation in sports among secondary school students in Nsukka Local Government Area.

Methods

Design

The descriptive survey research design was used in this study. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon. It can answer what, where, when and how questions. A descriptive research design can use a wide variety of research methods to investigate one or more variables. The research design should be carefully developed to ensure that the results are valid and reliable (McCombes, 2019).

Population

The population for the study comprises all the secondary school students in Nsukka Local Government Area. The total number of the students during the 2021/2022 session is Eighteen thousand and eleven (18,011). (Post-primary schools management board, Nsukka zonal office, Nsukka).

Sample and Sampling Technique

The sample for the study consists of three hundred and eighty nine secondary school students in Nsukka Local Government Area. This was arrived at using Taro Yamane formula. This is in line with Uzoagulu (2011), who states that when the population for the study is finite (known), the sample size can be statistically determined using the “Taro Yamane” formula.

The multi-stage sampling procedures were used to draw the sample for the study. Stage one involved the use of purposive sampling of two towns in Nsukka Local Government Area for the study. The second stage will be the use of stratified selection of schools into singles and mixed secondary schools, using simple random sampling techniques without replacement, two schools (one single and one mixed) were selected from each of the stratum in each of the two towns from stage one given a total of four schools. The third stage involved the use of purposive selection of JSS2, JSS 3, SS2 and SS3 class students from the sampled schools. Students’ selection was based on their class level, age and gender. Stage four will involve conveniently sampling 25 Students from each of the classes selected in third stage, this gave a total of 389 which was the total number of students that was used for the study.

Instrument

The face validated and reliability tested researcher-structured questionnaire was used for data collection. There are four points rating scale. They are as follows: Strongly Agreed (SA) indicates 4 points, Agreed (A) indicates 3 points, Disagreed indicates 2 points, while Strongly Disagreed (SD) indicates 1 point.

Analysis

The completed copies of the questionnaire were examined for completeness of information and responses. All statistical analysis will be done using the Statistical Package for Social Science (SPSS) version 21. Mean scores were used to answer the research question.

Result**Table 1: Mean and Standard Deviation response of Respondents on the psychological determinants of sports participation.**

S/N	Item Statement	SA	A	SD	D	Total Score	X	SD
1.	My parents do not encourage Sports	624	432	114	32	1202	3.1	.38.7
2.	My friends do not encourage SP	568	486	126	22	1202	3.1	.38.2
3.	My siblings do not allow me Participate in sports	312	309	310	53	984	2.4	.21.2
4.	I lack sports Skills	168	234	101	168	671	1.7	.17.5
5.	I am scared of injury or hurting Myself	660	387	126	32	1205	3.1	.39.1
6.	Lack of confidence discourage me to participate in sports	756	363	116	21	1256	3.2	.42.7
7.	Stress of School and Domestic work discourage me from sports Participation	780	408	68	24	1280	3.3	.44.5
8	I don't give sports participation Attention	808	426	52	19	1305	3.3	.46.2
Cluster						X2.90	.35.0	

Key: High, ≥ 2.50 ; Low, ≤ 2.50

Results in Table 1 showed that the psychological determinants of sports participation in Nsukka Local Government Area are high. (Cluster **X = 2.9**; **SD = .35.0**).

Table 1: show the mean scores of students regarding their perception of features of psychological determinants for sports participation among secondary school students. Although all the features of psychological determinants had a mean score above the criterion mean score of 2.50 except two more than four (4) had the highest mean score namely the 'Stress of School and Domestic work discourage me from sports 3.2', 'followed by my parents do not encourage Sports as 3.1', 'My friends do not encourage Sports participation as 3.1' and 'I am scared of injury or hurting myself as 3.1'. 'My siblings do not allow me had a mean score of 2.4' while I lack sports Skills had the lowest score of 1.7' Based on the cluster mean score of 2.90 it was concluded that student generally believe that psychological features are determinants of sports participation in secondary school.

Table 2: Mean response of Respondents on the Socio-Cultural determinants of sports participation.

S/N	Item Statement	SA	A	SD	D	Total Score	X	SD
1.	My friends discourages participation in sports.	572	474	68	54	1168	3.0	.37.7
2.	My religion discourages participation in sports.	388	267	372	17	1044	2.6	.30.3
3.	My tradition/culture discourages participation in sports	356	153	308	95	912	2.3	.25.4
4.	My friends see sports participation as a waste of time	192	204	234	156	786	2.0	.20.0
5.	Where I am leaving forbids sports Sports participation	260	204	286	113	809	2.1	.22.6
6.	My family background encourages sports participation	732	330	158	17	1237	3.2	.41.3
7.	The location of my house is far from Sports facilities	768	411	64	28	1271	3.3	.44.0
Cluster		X	2.60	.31.6				

Key: High, ≥ 2.50 ; Low, ≤ 2.50

Results in the Table showed that the socio-cultural determinants of sports participation in Nsukka Local Government Area is high. (Cluster **X = 2.6**; **SD = 31.6**). Few of the features of Socio-

cultural determinants had a mean score above the criterion mean score of 2.50 except three. More than four (4) had the mean score above the 2.50 namely the 'The location of my house is far from Sports facilities as 3.3', 'followed by my family background encourages sports participation as 3.2', 'My religion discourages participation in sports as 2.6' My tradition/culture discourages participation in sports as 2.3'. 'My friends see sports participation as a waste of time had a mean score of 2.0' while Where I am leaving forbids sports had second to the lowest score as of 2.1'. Based on the cluster mean score of 2.60, this shows that socio-cultural indices determine sports participation in secondary school.

Discussions

From the research question one on the psychological determinants of participation in sports among secondary school students most of the findings agree with the fact that Psychological determinants of sports participation such as attitude, interest and motivation either from the parents or the individual can have negative impact of consequences on their participation of sports. This claim supports the view of Burton & Naylor, (2011) who stated that stress, anxiety and some other psychological factors can impacts on peoples' quality of life, and social and psychological well-being which affects the participation sports. Stress, anxiety and further stigma can reduce acceptance, discrimination, rejection and social exclusion in sports participation (Burton & Naylor, 2011). Also, According to Nummenmaa (2015), fear is typically launched by a possibly dangerous situation, is a part of a person's normal defensive mechanisms, and has effects on the sympathetic nervous system and has strong effect on sports participation among adolescent. Typically fear manifests as intense yet relatively brief by its duration. However, Nummenmaa (2015) has argued that fear mechanisms could also trigger beforehand, and that these prolonged states of alertness and anxiety could develop into serious states of fear. By its form, fear possesses strong relations to motivational, bodily-somatic and operational issues.

Research question which focuses on the socio-cultural determinants of sports participation among secondary school students, most of the respondents do not agree that socio-cultural determinants of sports affects their sports participation. This is in supports of the view of Middleton and Loughhead (2003) who stated that adolescents are less influenced by peers when they have close and involving relationships with their parents. The authors further contended that the ability of peers to influence the behaviours and attitudes of adolescents is magnified when adolescents hold negative perceptions about their parental relationship. Though some agree to the fact that their family background does affect their participation in sports. This is in view of (Bauer et al 2008) who stated that the nature of social support and its contribution to adolescents' sports participation level is complex, nonetheless most studies report family support as a critical factor. According to (Brustard 2016), Active participation in sports largely depends upon the supports, interaction and encouragement received from parents, siblings, teachers and the environment. In essence, youths who received support to participate in sports perform better than those who receive neutral or negative reinforcement.

Conclusion and Recommendation

The Psychological determinants of sports has been shown to be associated with many psychological and social effect with factors such as parental upbringing and believe system, stress and consciousness of injury are some other factors associated with psychological determinant that influence students participation in sports in secondary school. Though, some other psychological determinants such as motivation and positive attitude towards sports participation help Students to maintain balance in sports activities. Socio-cultural determinants of sports do not seem to have much effect on students participation in sports instead factors such as Peer group provides experience that helps the youths to become independent of parents and other figures and expose the students.

Consequent upon the findings of the study, the researcher made the following recommendations:

1. Parents needs to encourage their children to participate in sports activities considering the social and health benefits derive from sports participation.
2. A more regular inter-school sport competition programmes should be encouraged by the government to foster sports participation among Students.
3. Government through its ministries of education and agencies such as PPSMB and other stakeholders should provide adequate facilities and good sporting environment to encourage students to participate in Sports activities.

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