CHALLENGES OF SPORTS PARTICIPATION IN THE 21ST CENTURY AMONG STUDENTS IN NIGERIAN ARMY SCHOOL OF EDUCATION KWARA STATE

By

IBRAHEEM, T.O (Ph.D), OLAOYE, A.K., OBIYEMI, O.O. (Ph.D)
Department of Human Kinetics Education,
Faculty of Education, University of Ilorin, Nigeria.
infoiot@yahoo.com or ibraheem.to@unilorin.edu.ng, 08033380286

ABUBAKAR, I.I.,
Department of Kinesiology, Health Education and Sports Administration
Kwara State University, Malete, Ilorin

JIBRIN, M.A
Nigerian Army School of Education, Ilorin, Kwara State

ABSTRACT

This study examined the challenges of sports participation in the 21st century among students in Nigeria Army school of education Kwara State, Nigeria. The study focused on motivation, availability of facility, organization of intramural sports among students of Nigerian Army School of Education, Kwara State.

The research adopted descriptive survey method. The population of the study consisted all 301 students in NASE. Purposive sampling technique was used to select all the students. All the 301 respondents in the institution were used for the study. The research instrument used was a researcher developed Questionnaire. The instrument was validated by three experts. The reliability of the instrument was obtained using test-retest method, the result of the administration was correlated using Pearson Product Moment Correlation (PPMC) and a coefficient of 0.81r was obtained. The researcher and research assistants administered the instrument on the respondents. Pearson's Product Moment Correlation was used to test the hypotheses postulated for the study @ 0.05 alpha level.
CHALLENGES OF SPORTS PARTICIPATION IN THE 21\textsuperscript{st} CENTURY AMONG STUDENTS IN NIGERIAN ARMY SCHOOL OF EDUCATION KWARA STATE

The study found that; significant relationship existed between motivation as participation in sports among Nigerian Army school of education students Kwara State with cal. r-value 0.432 greater than crit. r-value of 0.195. Availability of facilities have significant relationship on sports participation among Nigerian Army school of education students Kwara State with cal. r-value 0.57 > crit. r-value 0.195. There is a significant relationship between organization of intramural sports and sports participation among Nigerian Army school of education students Ilorin Kwarra State. Cal. r-value 0.422 > crit. r-value 0.195.

Based on the findings of the study, it was concluded that; motivation, availability of sports facilities and organization of intramural sports have significance relationship on sports participation among students of NASE, Kwara State. It was recommended that; Students should be motivated with both intrinsic and extrinsic rewards such as awards, trophy, money and so on, Standard sports facilities such as football field, basketball court, swimming pool and so on should be made available for sports programmes, there should be regular organization of intramural sports to motivates students for participation in sports.

Key words: Motivation, Facilities, Intramural sports.

INTRODUCTION

Sports is an integral part of total education process which brings together students of different background. This is usually achieved through Physical Education and sports programmes in school setting. Nevertheless, organisation of intra and extra mural programmes are confronted with various challenges in the 21\textsuperscript{st} Century in West African Higher Education system. This eventually prompted Physical Educators and Sports Managers to improve upon certain fundamentals that can ameliorate these challenges to increase the general output from sports performance.

Participation in sports is influenced not only by cognitive and motor skills but also by motivation which refers to “the reasons underlying behaviour”. Butterfield and Brown (2010) defined motivation as the attribute that moves an individual to do or not to do something. The wider spectrum of motivation which affects students' participation in sports are: intrinsic, extrinsic, availability of sports facilities and social/psychological influences which equally affect their sport-related behaviour and decisions. The most frequent are intrinsic and extrinsic motivation, popularity, fun, better psychological shape, good looks, athletic build (Omolawon&Ibraheem, 2011).

Motivation according to Deci and Ryan (2008) is defined as internal and external factors that stimulate desire and energy in people to be continually interested and committed to a role, subject, or to make an effort to attain a goal. Motivation results from the interaction of both conscious and unconscious factors.
such as the intensity of desire or need, incentive or reward value of the goal, and expectations of the individual and of his or her peers. These factors are the reasons one has for behaving in a certain way.

Extrinsic motivation is 'external': people in this case athletes are driven to succeed by factors from outside for example money, prizes, acclaim, status, praise. Intrinsic motivation comes from within i.e. an athlete driven by a need to succeed because he wants to be the best and is not concerned by financial or ego boosts. According to Charles (2009) elite athletes must have high levels of intrinsic motivation in order to sustain effort through dips in form and confidence.

Generally, when students begin participation in a particular sport, they are motivated by both intrinsic and extrinsic factors. Additionally, some sports may be more prone to intrinsic as against extrinsic motivation. Bailey, Moulton and Moulton (2008) identified the main difference between intrinsic motivation and self-motivation. Intrinsic motivation is about enjoyment and immersion in an activity, whereas self-motivation can involve an internal pressure to perform well, which is part of personality. Intrinsic motivation comes with a complete absence of any internal or external pressure to perform well. Most people can recall a time from their childhood when they were playing a game with friends that was so enjoyable that they were entirely engrossed in what they were doing; it didn't matter who won the game, and the time just flew by because they were having such a great time (Johnson, 2007).

Extrinsic motivation comes from external sources, such as the lure for awards, trophies, money, fame, praise and social approval. Interestingly: it has been found that although extrinsic motivation is a strong motivator, it can undermine intrinsic motivation. For example, in 1971, Deci gave Carnegie Mellon University students an extrinsic motivation of a reward of one dollar for each puzzle they solved. He observed the time the students spent on the puzzles and found that when the experimenter appeared to have left the laboratory and there was no longer a monetary motivator, students spent less time with the puzzles, compared to the control group who had not received payments. As Cooper, Nye and Lindsey (2012) suggest using an extrinsic reward to motivate someone to do something that the person would have done anyway could have detrimental effects on the quality and creativity of the person's performance.

Other motivations for participating in physical activities have been proposed by Cooper, Nye and Lindsey (2012) assessed young athletes using their Participation Motivation Questionnaire and found that the most important reasons for participation in sports were to improve skills, have fun, to socialise, be challenged and become physically fit (Cornelissen & Pfeifer, 2007). These appear to be mostly intrinsic motivators and support the argument that the majority of the students were driven by intrinsic reasons to participate in sports.

In intrinsically motivated activities the satisfaction of needs is continuous, they originate from the self. Extrinsic factors are required from the viewpoint of sporting skills, through them the athlete is capable of adjusting to external
expectations. These rules are understood as a part of his/her own internal world and it is through this internal system of relations they become able to adjust to expectations rules, while allowing them to form an objective image of their abilities (Adesoeye and Apaak, 2013).

Sports are the activities involving power and skills, competition, strategy, and (or) chance, and engaged in for the enjoyment, satisfaction and (or) personal gain (such as income) of the participant, and (or) others (e.g., spectators), including organized and recreational sports, as well as sports as entertainment (Öcal, 2006). Sports play very important roles in educational institutions in virtually all parts of the world, and the contribution of sports to the educational process in institutions cannot be overemphasized (Coe, Pivarnik and Womack, 2006).

It is believed that involvement in organized sports activities allow young people to learn (in a presumed “safe” environment) many of life’s lessons and develop desired attributes within the mainstream society (Din, 2005). Engagement in school sports programmes is supposed to promote boys’ and girls’ moral functioning, self-discipline, ability to work with others, and capacity to compete and effectively cope with success as well as failure (Eccles & Barber, 2013).

According to Adesoye (2003) physical activity leads to good body physique or posture, that is, a balanced development of the whole body, the strength and fitness of all muscles. Sports being a physical activity help students to cooperate and work with others under the same rules and regulations towards a common goal. Allender, Cowburn and Foster (2006) observe that sports can be used as a vehicle for creating a safe space, and an entrance into the public sphere. In emphasizing the role of sports, Jeroh (2012) indicate that muscular effort is seen as one of the best antidotes for emotional stress. Exercise is associated with reduced state of anxiety, depression, reduced stress indices and beneficial emotional effects across all ages and both sexes (John and Campbell, 2008).

In play, the students make up for frustrations and defeats in the real world Fox, Barr-Anderson, Neumark-Sztainer and Wall, (2010). Sports are also meant for enjoyment or for fun. Sigmund Freud believed that people are motivated by a pleasure principle, that is, they tend to seek pleasurable rather than painful experiences (Ekuri, Edinam Odo, 2014).

Motivation is a significant influence during sporting activity. As a result, awareness towards sustaining motivation has become increasingly focused both in participation and competition. Bucher and Krotee (2008). Self Determination Theory (SDT) looks at the relationship between intrinsic motivation (i.e. participating for enjoyment) and extrinsic motivation (i.e. reward, recognition) on behaviour. Deci and Ryan (2008) identified three needs as the basis of self-motivation: competence, relatedness and autonomy. They suggested that people attain these innate psychological needs that when satisfied facilitate personality integration, social development and personal well-being resulting in optimal function (Gould, Feltz and Weiss, 2008).
Sports facilities are also important motivator of students participation in school sports. Sports facilities are those permanently constructed, fixed or immovable indoor and outdoor structures that are used for sports. They include such structures as pitches, courts, tracks, gymnasium or halls and pools (Johnson, 2007). While equipment are expendable consumables or movable materials used in sports. Facilities and equipment are of great importance in the motivation of students' interest in sports. The success of any sports programme depends largely on the functional and innovative facilities to meet the needs of the users (Johnson, 2007).

Njororai (2010) emphasized that it might not be possible to achieve satisfactory goal in schools areas sports facilities are inadequate or sub-standard. He went further to say that good sports programmes cannot only function effectively until they are supported with sufficient equipment in good condition. This is why Fasan (2003) opined that it is a clear fact that the availability and accessibility of these sport facilities to students will surely promote instruction, training, learning and the acquisition of skills. Babatunde (2006) say, the availability of sports facilities significantly moderate sports participation which becomes stronger when there are more facilities available.

Sports facilities moderate sports participation in such a way that higher availability contributes to a stronger intent behaviour relationship. Omolowan and Sanusi (2006) supported the view that availability of facilities as a predictor of sports participation when they said the inadequate provision of equipment and facilities was associated with the non-participation of students in sporting activities. Olabanji and Ogunleye (2006) agitated for the proper and adequate provision of facilities and supplies to enhance excellence in performance.

Students' involvement in school sports could also be motivated with regular organization of intramural sports programmes in schools. The word “intramural” is a combination of the Latin word “intra” meaning “within” and “mural” meaning and includes those activities that are planned and organized for participation by students within the confines of the given school. Lindsey, Sessoms and Willis (2009). On the other hand, Moffitt (2010) claimed that intramural traditionally meant all sports activities conducted within the walls of a school. Intramural in modern usage, designates the entire spectrum of the organized form of tournaments in basketball, badminton, chess, soccer, athletics to other diversified activities as dance, weight-lifting and others.

Intramural sports are comprehensive programmes of sports competition and recreational activities carried on within the walls of an institution. It includes all the physical, recreational activities, competitive and non-competitive sports carried out within a school organization or establishment. The programme is designed in such a way that all the students can participate in the various competing activities offered, thus producing a wide range of abilities, enjoyment and interest, while participation is voluntary (Muktar Adeyanju, Chom and Kabido, 2013). Interscholastic sports programme on the other hand represents an integral part of
the total physical education programme and in most cases it evolves from the intramural athletic programme (National Intramural Recreational Sports Association. 2004).

**Statement of the Problem**

There are many factors preventing students from participating in school sports such as facilities, equipment, motivation and interest, but motivation is an important aspect calling for attention in Nigeria Army School of Education (NASE) as most of the students show low interest in school organized sports. It has been observed by the researcher that majority of the students in NASE are not active participants in school sports.

Most studies relating to motivation and sports participation have been carried out in America and Europe (Bowen & Green. 2013) with very little done in a country like Nigeria, giving its unique type and level of educational system Lindsey and Sessoms (2006). These studies, like most studies reviewed globally, concentrated on Nigeria Army School of Education (NASE)

It is in the light of these identified research gaps that this study titled “challenges of sports participation in the 21st-century among students in Nigeria Army school of education Kwara State, Nigeria.” was carried out. Also the major types of motivation such as Intrinsic and extrinsic motivation plus sports facilities and organization of intramural sports programme as relating to sports participation of students was addressed by this study.

**Research Questions**

The following research questions were posed for the study:

1. Is there a relationship between motivation and sports participation among students in Nigeria Army School of Education Ilorin, Kwara State?
2. Is there a relationship between availability of facilities and sports participation among students in Nigeria Army School of Education Ilorin, Kwara State?
3. Is there a relationship between organization of intramural sports and sports participation among students in Nigeria Army School of Education Ilorin, Kwara State?

**Hypotheses**

The following researcher hypotheses were formulated for the study:

1. There is no significance relationship between motivation and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.
2. There is no significance relationship between availability of sports facilities and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.
3. There is no significance relationship between organization of intramural sports and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.

Methodology

The study is a descriptive research of the survey type. The population for the study comprised of all the 301 students in Nigeria Army School of Education (NASE) Ilorin Kwara State. Purposive sampling technique was used to select all the 301 students in NASE Kwara State.

The research instrument for this study was researchers developed questionnaire titled 'challenges of sport participation in the 21st century among students in Nigeria Army school of education, Kwara State, Nigeria' to elicit relevant information pertaining to the variable being measured. The questionnaire consists two sections; Section "A" obtained information on demographic data while Section "B" consists of specific items on the postulated hypotheses. The research instrument for this study was validated by experts in the field of Physical Education. A test-retest method of reliability was used for the pilot study. Twenty copies of the instrument were administered at an interval of two weeks on students of Nigerian Army School of Languages, Ovim, Abia State, Nigeria. The test was analyzed with inferential statistic of Pearson's Product Moment Correlation (PPMC) at .05 alpha level.

The researchers administered the questionnaire to the respondents. The administered questionnaires were collected the same day to ensure that all the necessary information was duly entered by respondents. The information obtained was analyzed using descriptive statistic of frequency counts and percentage to analyze demographic data of the respondents while inferential statistic of Pearson's Product Moment Correlation (PPMC) was used to test the hypotheses formulated at .05 alpha level.

Results:

Table I: Pearson's Product Moment Correlation "r" showing relationship between Motivation and sports participation among students of Nigerian Army School of Education Ilorin, Kwara State

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>Std</th>
<th>df</th>
<th>calr-value</th>
<th>Crit. Value</th>
<th>sig</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>301</td>
<td>21.50</td>
<td>4.204</td>
<td>299</td>
<td>.432</td>
<td>0.195</td>
<td>.000</td>
<td>Rejected.</td>
</tr>
<tr>
<td>SP</td>
<td>301</td>
<td>34.11</td>
<td>1.321</td>
<td>299</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P < 0.05
Table I showed that the cal. r-value 0.432 and the critical r-value is .195 with 299 degree of freedom and at alpha level of .05. Since the calculated r-value is greater than the critical value, the hypothesis was rejected. This implies that there is a significant relationship between motivation and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.

**H2:** There is no significance relationship between availability of sports facilities and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.

**Table II:** Pearson's Product Moment Correlation "r" showing relationship between availability of sports facilities and sports participation among students of Nigerian Army School of Education Ilorin, Kwara State.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>Std</th>
<th>df</th>
<th>Cal.r-value</th>
<th>Crit. Value</th>
<th>sig</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASF</td>
<td>301</td>
<td>41.335</td>
<td>299</td>
<td>0.571</td>
<td>0.195</td>
<td>.000</td>
<td>Rejected.</td>
<td></td>
</tr>
<tr>
<td>SP</td>
<td>301</td>
<td>12.42</td>
<td>2.362</td>
<td>299</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P < 0.05

Table II showed that the cal. r-value 0.571 and the critical r-value is .195 with 299 degree of freedom and at alpha level of .05. Since the calculated r-value is greater than the critical r-value the hypothesis 2 is rejected. This implies that there is a significant relationship between availability of sports facilities and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.

**H0:** There is no significance relationship between organization of intramural sports and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.

**Table III:** Pearson's Product Moment Correlation "r" showing relationship between organization of intramural sports and sports participation among students of Nigerian Army School of Education Ilorin, Kwara State.

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>X</th>
<th>Std</th>
<th>df</th>
<th>Cal.r-value</th>
<th>Crit. Value</th>
<th>sig</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>OS</td>
<td>301</td>
<td>32.033</td>
<td>299</td>
<td>0.422</td>
<td>0.195</td>
<td>.000</td>
<td>Rejected.</td>
<td></td>
</tr>
<tr>
<td>SP</td>
<td>301</td>
<td>17.28</td>
<td>1.142</td>
<td>299</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

P < 0.05
Table III showed that the cal. r-value0.422 and the critical r-value is .195 with 299 degree of freedom and at alpha level of .05. Since the calculated r-value is greater than the critical r-value the hypothesis 3 is rejected. This implies that there is a significant relationship between organization of intramural sports and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.

Discussion of findings

The results from the hypothesis 1 in table 1 indicated that there is a significant relationship between motivation and sports participation among students in Nigerian army school of education Ilorin, Kwara State. This finding is in line with Bailey, Moutlon and Moutlon (2008) which stated that when students begin participation in a particular sport, they are motivated by both intrinsic and extrinsic factors. Additionally, some sports may be more prone to intrinsic as against extrinsic motivation. They identified the main difference between intrinsic motivation and self-motivation. Intrinsic motivation is about enjoyment and immersion in an activity, whereas self-motivation can involve an internal pressure to perform well, which is part of personality. Intrinsic motivation comes with a complete absence of any internal or external pressure to perform well.

The result from hypothesis 2; table II also showed that availability of sports facilities has a significant relationship on sports participation among students in Nigerian army school of education Ilorin, Kwara State. This result is in accordance with the reports of Ogunleye, (2009) who asserted that availability of sports facilities moderate sports participation in such a way that higher availability contributes to a stronger intent behaviour relationship. Also, Omolawon and Sanusi (2006) supported that the inadequate provision of equipment and facilities were associated with the non-participation of students in sporting activities.

Hypothesis 3 revealed that there is a significant relationship between organization of intramural sports and sports participation among students in Nigerian army school of education Ilorin, Kwara State. The significant of organization of intramural was supported by Lindsey, Sessoms and Willis, (2009) that students' involvement in school sports could also be motivated with regular organization of intramural sports programmes in schools. On the other hand, Moffitt (2010) claimed that intramural traditionally meant all sports activities conducted within the walls of a school. Intramural in modern usage, designates the entire spectrum of the organizing form of tournaments in basketball, badminton, chess, soccer, athletics to other diversified activities as dance, weight-lifting and others.

Conclusion

1. That there is a significant relationship between motivation and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.
2. There is a significant relationship between availability of sports facilities
and sports participation among students of Nigeria Army School Education Ilorin, Kwara State.

3. There is a significant relationship between organization of intramural sports and sports participation among students of Nigeria Army School Education Ilorin, Kwara State

Recommendations

1. Students should be motivated with both intrinsic and extrinsic rewards such as awards, trophy, money and so on which could motivate students interest in sports participation.

2. Standard sports facilities such as football field, basketball court, swimming pool and so on should be made available to encourage mass participation.

3. Regular organisation of intramural sports for NASE students should be given priority.

REFERENCES


