

School Environment and Sports Participation of Secondary School Students in Cross River State, Nigeria

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ABSTRACT

The main thrust of this study was to investigate the school environment and sports participation of secondary school students in Cross River State, Nigeria. An ex-post facto research design was adopted for the study. A sample of one thousand three hundred and ninety-three (1,393) respondents was randomly selected for the study. The questionnaire was the instrument used for data collection. Simple linear regression analysis was used to test the hypothesis under study. The hypothesis was tested at a 0.05 level of significance. The result of the analysis revealed that the school environment significantly influenced the sports participation of secondary school students in Cross River State, Nigeria. It was recommended, therefore, that relevant authorities should ensure that school premises are adequately provided with relevant facilities and equipment that would promote better participation in sports among students in Cross River State.

Keywords: School Environment, Sports Participation, Students.

1. INTRODUCTION

Sports participation has gained global recognition as a rewarding activity that helps to develop individuals and as well promote healthy living. Edim (2007) viewed sport as an organized and institutionalized physical activities with structured programmes governed by rules and regulations. An effective sports programme is tailored towards developing the various components of human personality including physical, mental, moral, and skills that are socially acceptable. Participation in sports has a history that is as old as man's existence (Afuekwe, 2002).

Simeon (2013) reported that sport is an integral building block in a holistic educational system in all learning institutions of the world, be it kindergarten, primary, post-primary or tertiary, sports and physical activities are important implements of a holistic education. This is because, they provide a platform for the younger generation and adults to develop physically, socially and mentally outside providing opportunities for them to become discipline in life and develop sport skills. Over the years, people have been involved in sports either consciously or unconsciously, actively or passively depending on the situation. Sports started as the need for human being to provide for their food intensified. It was also practiced as a means of defense against enemies including wild beast and other creatures in man's physical environment, as men went about their farming, climbing, fishing and hunting. From the foregoing, it is clear that sports as an activity has lots of purpose for which it is performed (Simeon, 2015). One of the variables considered as a determinant of students' participation in sports is the school environment.

Lorenz (2013) opined that the school environment in relation to school is a formal institution of learning that is saddled with the responsibility of developing individuals in the society. The school is expected to inculcate socially acceptable knowledge, attitude and skills in individuals who pass through it. Some of these formal learning institutions either lack necessary sporting facilities and equipment or those available are in a deplorable state. This discourages students from participating actively in various sporting activities. Most times students only acquire theoretical knowledge with complementary practical or psycho-motor skills. This situation can be responsible for the level of sports participation among secondary schools students, especially in Cross River State.

According to Ojeme (2009), though it had not been scientifically or medically proven that sport participation could contribute to longevity of life, it has been noted that with sport, one can live a stress free and healthy life. Sports have the potentials to enhance these and as well reduce the tendency to pathological age. This implies that, the more one participate in

sports, the younger in appearance the person may look. It is essential for both young and old to take part in one form of sport or the other, in order to live and maintain a healthy life.

2. LITERATURE REVIEW

2.1 School environment and sports participation of students

Leandro, Catarina, Kelly, Rafael, Ivan, Maria, Renata and Jose (2015) studied the role of school environment in physical activity among 109, 104 Brazilian adolescent students. They also observed that the number of sports courts and swimming pool in a school were associated with participation in physical education classes. Availability of sport courts, running/athletes track, and swimming pool in schools were associated with leisure-time physical activity. Total physical activity was associated with schools with sports courts, school and with teacher-directed physical activities, and swimming pool. According to Janssen and Leblanc (2010), school environment is important for promoting leisure time physical activity (LTPA). However, physical activity facilities were more important in influencing participation than provision of physical education classes. This is possibly due to the freedom of choice of leisure time physical activity, allowing diversity and the opportunity to do activities alone or in groups.

Similarly, Sallis (2014) showed that “school with improved physical activity facilities and supervised activities were more likely to stimulate students to be physically active. These are important results because, several health benefits related to physical activity (e.g. adiposity level, cardio metabolic health, mental health, academic self-concept bone strength and physical fitness) could be achieved when school-aged children and youth participate in 60 or more minutes daily of moderate-to-vigorous physical activity. Robertson-Wilson, Leatherdale and Wong (2008) found that a relationship exist between physical activity facilities and physical activity practice. It is important to emphasize that the existence of the features is a proxy for the organization of school activities. School policies which encourage investment in physical activity facilities in the school are needed. Physical resources contribute decisively, but they alone do not promote physical activity, if the whole school policy makers are not committed to it. Thus, they continue, educational and health policy makers should consider that a diverse, attractive and enjoyable school environment in terms of physical activities facilities and extracurricular sports activity programmes might be a priority if we want to promote this behaviour.

Finn (2017) conducted a study to examine the relationship between school success and participating in school activities. The researcher proposed an understanding of school dropout as a developmental process rather than simply a characteristics of the individual or institution. In this model, he concluded that leaving school before graduation is a chain of events often beginning in the earliest grades with absenteeism, disruptive behaviour and delinquency. He proposed greater attention on the process of withdrawal from school. This includes helping students to identify with, and have a sense of attachment to the school environment and to develop a sense of commitment to school goals. Drake, Lonmacre, Mackenzie, Titus, Beach, Rundle and Dalton (2018) carried out a study on high school sports programmes differentially impact participation by sex. Among numerous health benefits. Sport participation has been shown to reduce the risk of overweight and obesity in children and adolescents. School represent an ideal environment for increasing sports participation, but it is unclear how access and choice influence participation and whether characteristic of the school sport program differentially influence boys and girls participation.

Sanderson (2017) carried out a study investigating the influence of school environment on self-esteem and sports participation in adolescent girls. The aim was to investigate the influence of a co-educational and single sex school environment on self-esteem and sport participation in adolescent females. The literature is limited when concerning the influence of school environment and Physical Education upon global self-esteem and participation in all female sample. A mixed method approach and integrated into the study. A combined sample of twenty-two participating and non-participating females completed the Physical Self-Perception Profile (PSPP), the Perceived Importance Profile (PIP) and Rosenberg’s Self Esteem Scale (RSE). These assessed global self-esteem and it underlying subcomponents in relation to perceptions of the physical self. Qualitative interviews were conducted in focus group to identify the factors influencing withdrawal and participation in sport and Physical Education. The findings reported significant main effects for a single sex environment on global self-esteem. Those who still participated in sport demonstrated higher levels in the subcomponents of self-esteem in comparison to the non-participating sample.

3. METHODOLOGY

Design: In this study, the researchers made use of the ex-post facto design. This is considered most appropriate for this study because, ex-post facto basically studies phenomenon after they have occurred.

3.1 Population

The population of this study comprised (13,881) senior secondary school student in public secondary schools in Cross River State.

3.2 Sample

The sample for this study comprise one thousand three hundred and ninety three (1393) senior secondary school (SS2) students in Cross River State.

3.3 Instrumentation

The instrument used for data collection was the questionnaire. The questionnaire was constructed and administered to the respondents to enable them choose the alternatives that best described their opinion. The questionnaire contained two part. Part 1 is focused on the demographic data of the respondents, while part 2 contained data on school environment and sport participation of secondary school students.

3.4 Reliability of the instrument

To determine the reliability of the instrument used for this study, a test re-test reliability was conducted on a smaller size using Cronbach Alpha coefficient and the result yielded 0.91. this shows a high level of reliability.

Hypothesis one

There is no significant influence of school environment on sports participation of secondary schools students.

Independent variable: School environment

Dependent variable: Sports participation

Table 1

Simple linear regression analysis of the influence of school environment on sports participation among secondary school student in Cross River State

(N1381)					
Model	R	R ²	Adj.R ²	Std error of estimate	
1	.202	.041	.040	3.72424	

Source of variance	SS	df	MS	F-ratio	p-level
Regression	182.059	1	812.059	58.548	.000
Residual	19126.705	1379	13.870		
Total	19938.765	1380			

The result of analysis presented in Table 1 showed that the predictor or independent variable (school environment) significantly influenced the predicted variable (sports participation among secondary school students) in Cross River State. The result further revealed that there was a significant positive influence of school environment on sports participation among secondary school students in Cross River State $F(1,1379) = 58.548; P < .05$. Based on this result, the hypothesis state that, there is no significant influence of school environment on sport participation of secondary school students in Cross River State was rejected.

4. DISCUSSION OF FINDINGS

The findings obtained from analysis and testing of hypothesis one revealed that the null hypothesis was rejected. This implied that there is a significant positive influence of school environment on secondary school student's participation in sport in Cross River state. This is because the provision of sport facilities in some schools encourages students to develop interest in and participate actively in various form of sport within the state. This findings is in agreement with the findings of Janssen and Leblance (2010), who said, school environment is important for promoting leisure time physical activities. However, physical activity facilities were more important in influencing participation than provision of physical education classes. This is possibly due to the freedom of choice of leisure time physical activity allowing diversity and the opportunity to do activities alone or in groups.

Similarly, Sallis (2014) showed that schools with improved physical activity facilities and supervised activities were more likely to stimulate students to be physically active. These are important result because several health benefits related to

physical activity (e.g. edoposity level, cardio-metabolic health, mental health, academic self-concept bone strength and physical fitness) could be achieved when school-aged children and youth participate in 60 or more minutes daily of moderate-to-vigorous physical activity.

5.CONCLUSION AND RECOMMENDATION

Based on the findings of this study, the following conclusions were made: The result obtained from analysis of data and testing of hypothesis in the study revealed that, there was a significant positive influence of school environment on secondary school students participation in sports in Cross River State. Based on the findings and conclusion of the study, the following recommended are made:

1. The government authority should ensure that school premises are adequately provided with relevant facilities and equipment that would continue to promote sport participation among students in secondary school.
2. Sports administrators in schools should ensure that students are adequately continuously both intrinsically and extrinsically in order to sustain their interest and improve their participation in sports.

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