

ADMINISTRATIVE FACTORS AS DETERMINANTS OF SPORT PARTICIPATION AMONG STUDENTS OF TERTIARY INSTITUTIONS IN OGUN STATE, NIGERIA

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Abstract

Compared to non-athletes, those who participate in sport have a more favorable assessment of their physical health and are less likely to develop chronic diseases. However, despite the health advantages of participating in sports, it tends to draw minimal patronage, especially among students in higher institutions in Ogun State, Nigeria. There is a noticeable drop in the amount of participation in sports among tertiary education students in Ogun State, Nigeria. This research, therefore, employed descriptive research design of correlation type and multistage sampling procedure to select the respondents which amount to a total of eight hundred (800) non-athletes. A self-structured questionnaire comprising of Administrative Factors Scale (AFS) and Sport Participation Scale (SPQ) were administered on the respondents. The reliability result for the two scales are 0.72 and 0.70 respectively. The data collected were analysed using inferential statistics of multiple regression at 0.05 level of significance. The result shows a significant joint contribution of the independent variables to sport participation ($F_{3,796} = 8.953$; $p < 0.05$, $R = .181^a$ and a multiple R^2 of .029.). The result also shows the relative contribution of independent variables to the dependent variable. Human resources has the highest contribution of ($t = -2.706$, $(\beta = -.098$, $p < .05)$) followed by motivation with ($t = 2.558$ ($\beta = .092$, $p < .05$), and Leadership style ($t = 2.201$ ($\beta = .078$, $p < .05$) respectively.

The findings revealed that there is a significant composite contribution of Administrative factors on sports participation. It was recommended, therefore, that the management of tertiary institutions through their various sports councils, should improve on human resources for sports, motivation and engage coaches and other personnel on leadership style skill development through regular refresher courses and workshops.

Key words: Administrative factors, Sports Participation, higher institution students,

Introduction

Sport is one of the social forces that unites diverse individuals of all ages and religious backgrounds. It is significant to note that sport is a substantial and integral part of general education programmes in institutions. It has been widely documented and acknowledged as a social activity and as necessary part of the student's growth and development. Sports can have a lasting optimistic impact on people's physical condition and wellbeing, and it is a source of pride for communities and nations. Male and Female participate in sport to keep well and live a hale and hearty life devoid of diseases or infirmity.

Gbadamosi (2000), postulated that one of the unifying instruments is sports, and it is used to bond human beings regardless of class, gender, race and others. Gbadamosi stated further that sport has emerged as a global, and cultural institution that unites the world, which has however become part of human nature and transcends the man-made bias and other hindrances placed before the human race. Morakinyo (2000), asserted that one of the social occurrences that should not be ignored is sport, that it has fully-grown to a noticeable and expanded business occurrence that has its unpretentious establishment of being a performing and recreation activity in the socio-political and economic environment of any nation.

Sport is an indispensable tool for building strong individual and vibrant communities and for enhancing collective pride, identity and sense of belonging. Sport is also a valuable tool to initiate social development and improve social cohesion, especially when implemented with young people. Sport develop self-

esteem, helps to overcome personal and social challenges with the power of influencing, positively, the marginalized and under-represented groups and individuals.

Participation refers to the entitlement of an individual to partake in the decisions that directly affect them, including in the design, implementation, and monitoring of health interventions. World Health Organization (2020) also defined participation as the nature and extent of a person's involvement in life circumstances and comprises deeds of self-care, mobility, socialization, education, recreation, and community life. Participation in sport, on another hand, is one of the best ways to achieve personal affirmation within family and social surroundings. Sani (2014) stated that participation in sport adds to the reduction of anxiety and depression, increase self-esteem and feelings of self-efficacy. In addition, people who are involved in sport have more positive perception of their physical health and are at lower risk of chronic diseases, compared to persons who do not engage in sport.

According to Akindutire, and Oyeniyi. (2012), Sports participation is a way of connecting individuals of diverse philosophy and beliefs together; it is an opportunity where individuals of diverse ages, religious background, political afflictions and genders meet without any rancor. It is a social agent where people of different ages and political backgrounds meet as either producers or consumers (players and spectators). Lucas, Titus, and Young (2016) asserted that participation in sport provides participants with an opportunity to learn life skills such as team

work, leadership, game plan and strategy, healthy competition and sportsmanship.

A lack in participation in sport and physical activity may result in a child having neither the opportunity to pass time positively, nor the opportunity to develop and learn physical, mental, and sport-specific life skills, vital for development. Participation in sport provides young children and adolescents with opportunity to develop onphysical, mental, and social health, thus resulting in the experience of many health benefits.

Sport participation is associated with many positive benefits including increased physical, psychological, social health and well-being (Mannell, 2007). Scientific research has found that it is beneficial as it can lead to lower levels of heart disease, type 2 diabetes, and an increased life-span (Lee &Paffenbarger, 2000; Walker, Walker, & Adam, 2003). However, for sports to be beneficial to those participating in it, it depends on well it is organized. In addition, effective attraction of people, particularly students to participate in sports hing on some administrative factors.

Momoh (2014) asserted that administration is the performance of the administrative process by an individual or group in the context of an enterprise functioning in its environment. Administration has the qualities of perpetuating itself and growing, it preserves the internal wellbeing of itself vis-à-vis others and seek its goals. These attributes have a significant effect upon administrative behaviour. Administration occurs in the same generalized form in industrial, commercial, educational and other organization (Momoh, 2014). The researcher went further that to contribute

to fullest development of the individuals who participate in sports programme in order to achieve that objective, the administrator should ensure that the various aspect of school (staff, students, resources and programmes) are well planned, organized and executed.Asagba (1992) asserted that administration is considered as the prudent management of public or business affairs involving group of people at both formal and informal setting.

Administration could be successful only when the individuals within the frameworks are happy, cooperative and productive. Administration is a manipulation of resources and effective coordination of diverse and concerted efforts towards achieving a desired goal. Ladani (2007) also concluded that administration is related to the function of the school itself, that involves examining alternatives and making sound decisions, dealing not only with the provision of facilities, equipment, personnel, budgetary resources, but also with the establishment of an environment, which will make it possible for the optimal development of students and school members.Researcher have stressed further that administration involves leadership and getting things done in a way to ensure the successful completion of any task.

Adeleye,Fadoju and Okundare(2018), postulated that leadership can be perceived as a process of exciting others to appreciate and have the same view on what needs to be done and how to do it, and the process of facilitating individuals and co-operative efforts to bring about and achieve general objectives. They further explain that leadership can also be professed as a process in terms of individual leadership behaviour,

perceptions, character, authority over supporters, control on task goals, and control on organisation. Dupuis, Bloom, and Loughhead (2006) in a study involving team captains reported that interpersonal, verbal interactions, and task behaviours developed by team captain experiences are all elements of leadership.

Extejt, and Smith, (2009) asserted that based on a review of empirical data, it shows that early athletic participation might contribute to later success in leadership through reinforcement of critical behaviors. The researcher stressed further that over 4,000 high school males led them to conclude that athletic participation in sports appears to increase the potential ability to lead. Consistent results were found by Dobosz and Beaty (1999) reported that in a sample of 60 suburban high school students, athletes demonstrated significantly greater leadership ability than did non-athletes.

DeMoulin (2002) reported that senior high school students who participated in planned sports were better able to get along with all classes of individuals (social integration), a serious skill for leaders of various groups. Aries, McCarthy, Salovey, and Banaji (2004) in their findings reported that highly committed athletes had a higher insight of themselves as socially skilled, outgoing, self-confident, and good leaders. Motivation, like leadership, is another administrative factor that could also influence participation in sports.

According to Bosnar and Balent (2009), motivation is a complicated phenomenon that should not be summarily accounted for by a single paradigm. Sport, according to Petz (2005), is a circumstance

in which people are motivated from the "inside" by certain needs, goals, ambitions, or reasons that are focused on achieving a goal that serves as an external stimulus for behavior. According to Leate, Findly, and Anne's (2007) argument, competitive athletes that are highly motivated will triumph in all events. Winberg, et al (2000) reported that Fitness, teamwork, social energy, and competition are among the reasons athletes engage in sports. When comparing the reasons why male and female students participated in sports, Kilpatrick, Hebert, and Bartholomew (2007) found that most students were intrinsically driven to do so because it gave them joy. They were, however, mostly extrinsically motivated to engage in exercise programs in order to preserve their good health, manage their weight, and relieve stress. Studies have established that individuals have diverse attainment goals with respect to sports participation and it is sensible to advocate that their achievement is an integral part of enjoyment (Cervelló, Escartí, and Guzmán, 2007; Whitehead, Andrée, and Lee, 2004). In their research, Seyed, Rasool, Masoumeh, and Hasan (2012) hypothesized that, in order of importance, the following reasons were given for everyone's participation in sports: recreation, burning off energy, social energy, fitness, teamwork, intrinsic motivation, extrinsic incentive, and competition.

Human resources are another administrative factor that influence sports participation as x-rayed in different studies. Onifade (1992) stated that most of Nigeria higher institution do not have coaches whereas the availability of qualified coaches with good temperament in most sports will go a long way to

influence student's participation in sports. This was also confirmed by the results of Okundare (2005), who stated that developing an efficient system for organizing school sports personnel is necessary for Nigeria to produce athletes who will be capable of delivering good performances at future international sporting events. Igbanugo (1996) posited that sports-related staff members should be knowledgeable about and committed to the development of sports. Igbanugo placed emphasis on the use of sufficient and competent employees who are experts in managing sports programs. Adegbesan (1998) stated that qualified and knowledgeable teachers or personnel should be employed to teach and coach students in order to achieve desired sports participation.

Statement of the problem

Physical activity and sport participation are essential for the physical and mental health of young people. However, participation in sport among students of tertiary institutions in Ogun State, Nigeria is relatively low. This is due to a number of factors, including administrative barriers.

Administrative factors that can hinder sport participation among students include: Lack of funding for sports programs; Inadequate facilities and equipment; Poor scheduling of sports activities; Lack of qualified personnel to coach and train students; Negative attitudes of school administrators towards sport participation. These administrative barriers can make it difficult for students to participate in sport, even if they are interested in doing so. As a result, they may miss out on the many benefits that sport can offer, such as improved physical

health, mental health, and social skills. Several studies have been conducted in area of participation in sports in Nigeria. However, very little studies have knotted together administrative factors as determinant of sports participation. The purpose of this research, therefore, is to investigate the role of administrative factors in determining sport participation among students of tertiary institutions in Ogun State, Nigeria. The findings of this research will help to identify the specific administrative barriers that need to be addressed in order to increase sport participation among students.

Hypotheses

The following hypotheses were tested in the study:

1. There will be no significant composite contribution of Administrative factors as determinant of sport participation among students of tertiary institution in Ogun state.
2. There will be no significant relative contribution of Administrative factors (Motivation, leadership style, and human resources) as determinant of sport participation among students of tertiary institution in Ogun state.

Methodology

Descriptive survey research design was used for this study. The population for this study comprised students of selected tertiary institutions in Ogun state. The research instrument for this study was a self-developed questionnaire named Administrative Factors Scale (AFS) and Sport Participation Scale (SPS) designed by the researcher in line with the primary aim of eliciting information pertinent to

the study. The reliability of the instrument (AFS, 0.70 and SPS, 0.81) was established using Cronbach alpha to analyse the data. Simple random sampling techniques of fish bowl method without replacement were used to select eight tertiary institutions in two different senatorial

district of Ogun state. Multistage sampling technique was used to select 800 (Eight hundred) respondents. The data collected were analysed with inferential statistics of multiple regression to test the stated hypotheses at 0.05 level of significance.

Results

Hypothesis 1: There will be no significant joint contribution of Administrative factors as determinant of sport participation among students of tertiary institution in Ogun state.

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	49.752	3	16.584	8.953	.000 ^b
Residual	1474.467	796	1.852		
Total	1524.219	799			

R- value (.181) and Adjusted R- value .029

The table shows the joint contribution of the independent variables on the dependent variable. Sport participation has positive correlation with the prediction variables, which also showed a coefficient of multiple correlation of (R=. .181^a and a multiple R² of .029.) This means that 29% of the variance was accounted for by the predictor variables when taken together. The test of the composite contribution was tested at .05. The table also shows that the analysis of variance (ANOVA) for the regression yielded an F-ratio (F 3,796) =

8.953: $p < 0.05$ level). Hence, the null hypothesis hereby rejected. This implies that the joint contribution of the independent variables to the dependent variable was significant and that other variables not included in this model may have accounted for the remaining variance. Hypothesis 2: There will be no significant relative contribution of Administrative factors (Motivation, leadership style, and human resources) as determinant of sport participation among students of tertiary institution in Ogun state.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	4.569	.279		16.389	.000		
HR	-.090	.033	-.098	-2.706	.007	.929	1.076
L	.080	.037	.078	2.201	.028	.967	1.034
M	-.086	.033	-.092	-2.558	.011	.935	1.070

a. Dependent Variable: SP

The table reveals the relative contribution of each of the independent variables on the dependent variables, expressed as beta weights, viz: Human resources has the highest contribution of ($t = -2.706$, ($\beta = -.098$, $p < .05$) followed by motivation with ($t = 2.558$ ($\beta = .092$, $p < .05$), and Leadership style ($t = 2.201$ ($\beta = .078$, $p < .05$ respectively. This shows that all the independent variables were significant.

Discussion of findings

The result of this findings shows a significant joint contribution of Administrative factors as determinant of sport participation among students of tertiary institution in Ogun state. However, this study shows that motivation was revealed in this study to have a significant relative contribution to sport participation among students of tertiary institution in Ogun state; This study is in line with the study of Kilpatrick, Hebert and Bartholomew (2007) who equated the motivations for sports participation amid male and female students and reported that students were mostly intrinsically motivated to participate in sport activities to gain pleasure. However, they were mostly extrinsically motivated to participate in training programs to maintain their good shape, control weight and reduce stress.

The study also supported the findings of Cervelló, Escartí, and Guzmán (2007) and Whitehead, Andrée, and Lee (2004) who postulated that individuals have diverse attainment goals with respect to sports participation and it is sensible to advocate that their achievement is an integral of enjoyment. The findings also in line with the findings of Seyed, Rasool, Masoumeh, and Hasan (2012) who postulated in their findings that the motivations for sports participation for all in order of priority included entertainment, working off energy, social energy, fitness,

group work, intrinsic motivation, extrinsic motivation and competition.

The findings of this study on leadership style have significance relative contribution as determinant of sport participation among students of tertiary institution in Ogun state. The findings is in line with the findings of DeMoulin (2002) who reported that senior high school students who participated in planned sports were better able to get along with all classes of individuals (social integration), a serious skill for leaders of various groups. Aries, McCarthy, Salovey, and Banaji (2004) in their findings reported that highly committed athletes had a higher insight of themselves as socially skilled, outgoing, self-confident, and good leaders. Motivation, like leadership, is another administrative factor that could also influence participation in sports.

The findings of this study on human resources have significant relative contribution as determinant of sport participation among students of tertiary institution in Ogun state. The findings is in line with the findings of Onifade (1992) that most of Nigeria higher institution do not have coaches whereas the availability of qualified coaches with good temperament in most sports will go a long way to influence student's participation in sports. This was also confirmed by the results of Okundare (2005), who stated that developing an efficient system for organizing school sports personnel is necessary for Nigeria to produce athletes

who will be capable of delivering good performances at future international sporting events. Igbanugo (1996) posited that sports-related staff members should be knowledgeable about and committed to the development of sports. Igbanugo placed emphasis on the use of sufficient and competent employees who are experts in managing sports programs. Adegbesan (1998) stated that qualified and knowledgeable teachers or personnel should be employed to teach and coach students in order to achieve desired sports participation.

Conclusion

The findings revealed that there was a significant joint contribution of Administrative factors as determinants of sport participation among students of tertiary institution in Ogun state. It shows further that independent variables of motivation, human resources and leadership style were significant predictors of sports participation.

Recommendation

1. Coaches and other personnel should regularly attend refresher courses and workshops to broaden their knowledge of skill development. This will help them to improve and update their education on the job, and ultimately provide better coaching and instruction to their athletes.
2. Participants in sports should be motivated through recognition, such as awards and certificates, and by offering scholarships and monetary rewards. This will help to complement their efforts and encourage them to continue participating in sports.

3. Sports programs should be well-scheduled and programmed ahead of time. They should be planned in a way that fosters a positive relationship between academic and sporting activities, and they should be designed to appeal to students' interests.

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