

PARENTAL INVOLVEMENT, SCHOOL CONNECTEDNESS AS A CORRELATE TO SPORTS PARTICIPATION AMONG SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE, NIGERIA

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Abstract

This study was carried out to examine the influence parents and the school has on sport participation of students in secondary schools in Anambra State. Five research questions and hypotheses guided the study. The research anchored on Green's (2005) Model of Sport Development and Expectancy-Value Theory. The research design used for the study was correlational survey research design. The sample for the study consists of 400 SS1 students in co-educational secondary schools in Anambra State using Taro Yamane formula. Multi-stage sampling technique was used to select the sample. The instrument used for data collection was questionnaire. Data in this study was analyzed using inferential statistics; Pearson's Product Moment Correlation (PPMC) was used to answer the research questions, Simple linear regression was used to test hypotheses 1 and 2, hypotheses 3 and 4 was tested using Fisher-Z test while hypotheses 5 was tested using multiple linear regression. The result of the study revealed that there is a significant relationship between parental involvement and sport participation of students in secondary schools in Anambra state. It also revealed that the school can affect sport participation of students in secondary schools in Anambra State. It was therefore concluded that the school and parent influences sport participation among secondary school students in Anambra State. It was recommended that Parents, students, teachers and school administrators should be properly educated on the benefits of sport participation to ones' mental, psychological and physical wellbeing. School sport programmes should also be encouraged and organized regularly such as inter-house sport competition with the aim of encouraging sport participation and bringing parent, school and the student together.

Key Words: School sports, secondary school students, Parental Involvement, School Connectedness, Sport Participation

Introduction

Sport as a social entity has grown from being just a form of entertainment and recreational activity to a professional status. Sports develop individuals, society and nations. It makes individuals, families, and communities grow strong and healthy in so many ways: physically, emotionally, socially, and economically. It is also important to note that sport is a significant and integral part of general education programmes in institutions and this has been widely recognized and accepted as a social activity and an indispensable part of the students. Ademola (2014) defined sports as any competitive activity that uses physical and intellectual capacity done by an individual or between individuals in other to

significantly contribute to their physical, intellectual, social, emotional and financial well-being. The European Commission (2013) defines sport as one of the most important health determinants in modern society, and sport constitutes a fundamental part of any public policy approach aimed at improving the levels of physical activity. This is why sport is a fact of life and important aspect of Nigeria culture which popularity and participation cut across the political, social, economic and educational fabrics of the nation.

Sports participation is a means of bringing people of different cultures and creeds together. It serves as an avenue where people of different genders, ages and religious backgrounds and political afflictions meet without any rancour. It is a social agent where people of different ages and political backgrounds meet as either producers or consumers (players and spectators). A considerable amount of literature (Wicker, Hallmann and Breuer, 2012) has revealed that a host of factors impinge in one way or another upon an individual's decision to participate in sport or other forms of physical activity. These determinants include economic, sociological, demographic and motivational factors along with the availability and standard of sport infrastructure. Literature has also revealed that infrastructure-level variables are essential predictors of participation in many sports (Hallmann, Wicker, Breuer and Schönherr, 2012).

It is a matter of fact that every one of us is associated with some type of family in the shape of parents, guardian, wards, and relative. It is also fact that family is the first social institution for every child. Most of the children follow their family rules, customs and tradition, and do as their parents want and directed in all aspects. Similarly, in the arena of sport, support and motivation of the parents and family members for their wards keep great importance to involve them in sporting activities. The children want to participate in sport and wish to make their future in sport, but they are looking for the decision of their parents and family members. Hollins (2016a) disclosed that to participate in organized sport, family must pay organizational sport fees and also to provide proper sport gear for their children to play safely. Siekań-ska (2012) also found that family having sport background always supports and motivate their children as compare to the family having no family background.

The reason why a lack of physical activity is a vital risk factor for humans is that it is a common trigger of various diseases. In addition to risk factors such as high blood lipid levels, tobacco consumption, psychological stress, high blood pressure, and obesity, low physical activity is also associated with the occurrence of coronary heart disease, especially in the form of a heart attack. Therefore, this makes it necessary to introduce sport or physical activities at an early stage which can be mostly achieved through the school.

School is an environment where children and adolescents spend most of their time during the day. School connectedness on the other hand, is the feeling of closeness to school personnel and the school environment. Because schools bear the responsibility of academic education and because it is a place where professional adults educate the young, the environment is different from any other built for work or social gatherings. School environment literally, is the physical and social space within the physical boundary of a school where students spend their school day. Encouraging participation in school sports

can help promotes academic achievement as well as provides an opportunity to achieve health-promoting physical activity (Bradley, Keane, and Crawford, 2013).

Secondary school students' sports participation has long been considered a positive aspect of their secondary school experience. Gråstén (2014) reported that school-based physical activity interventions increased students' physical activity participation and positive attitudes toward physical activities. Gråstén (2014) also underlines the importance of this period saying that it is a period for promoting physical activity. Apart from sufficient equipment and facilities, a safe environment is also indispensable for an effective and attractive school physical education.

Purpose of the Study

This study was designed to examine parental involvement, school connectedness as a correlate to sport participation among secondary school students in Anambra State. Specifically, this study is aimed at examining;

1. The relationship between parental involvement and sport participation of students in secondary schools in Anambra State.
2. The relationship between school connectedness and sport participation of students in secondary schools in Anambra State.

Research Questions

The following research questions will guide the study

1. What is the relationship between parental involvement and sport participation of students in secondary schools in Anambra State?
2. What is the relationship between school connectedness and sport participation of students in secondary schools in Anambra State?

Hypotheses

1. There is no significant relationship between parental involvement and sport participation of students in secondary schools in Anambra State.
2. There is no significant relationship between school connectedness and sport participation of students in secondary schools in Anambra State.

Method

A correlational survey research design was used for this study. The area of the study was Anambra State. The population of this study comprises 12,068 SS1 Students of public co-educational secondary schools in the six educational zones in Anambra State, which is made up of 6,331 male and 5,733 female students. The sample for the study consists of 400 SS1 students in co-educational secondary schools in Anambra State using Taro Yamane formula. Multi-stage 2sampling technique was used to select the sample. Out of the six (6) education zone in Anambra State, two (2) education zones were selected using simple random sampling technique without replacement which is Onitsha and Awka educational zone. One (1) local government area each was selected from the selected education zones using simple random technique which is Onitsha north and Awka South Local Government

Areas. Using proportionate stratified random sampling technique, 113 and 287 SS1 students were selected from Onitsha north local government area and Awka south local government area respectively. The research instrument used for this study was a questionnaire. The instrument is structured on a four-point scale of Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD) weighted at 4,3,2, and 1 respectively. In order to validate the instrument for this study, drafts of the questionnaire were given to two (3) experts for face and content validity.

Reliability of the instrument was ascertained using pilot test. Twenty copies of the instrument were distributed amongst 20 secondary school students in Enugu State, who were not part of the current study. Cronbach's Alpha was used to determine the coefficient. The reliability coefficient obtained an overall coefficient of 0.821. Pearson's Product Moment Correlation (PPMC) was used to answer the research questions while Simple linear regression was used to test the hypotheses.

Results

Research Questions one

What is the relationship between parental involvement and sport participation of students in secondary schools in Anambra State?

Table1: Bivariate Correlation between Parental involvement in Sports and Students Sports Participation

Variables	Mean	SD	Correlation	
			Parental involvement	Participate in sports
Parental involvement	3.00	.480	1	.099*
Participation in sports	2.43	.570	.099*	1

Data presented in Table 1 reveals the correlation between parental involvement in sports and sports participation by students. The table reveals a very low positive relationship ($r = 0.099$) between parental involvement and students' sports participation in secondary schools.

Research Questions two

What is the relationship between school connectedness and sport participation of students in secondary schools in Anambra State?

Table 2: Bivariate Correlation between school connectedness in Sports and Students Sports Participation

	Mean	SD	Correlation	
			School connectedness	Participation in sports
School connectedness	2.91	.432	1	.161**
Participation in sports	2.44	.570	.161**	1

Table 2 shows the correlation between school connectedness in sports and sports participation by students. The table reveals a very low positive relationship ($r = 0.161$) between school connectedness and students' sports participation in secondary schools.

Hypotheses

Hypothesis One

There is no significant relationship between parental involvement and sport participation of students in secondary schools in Anambra State.

Table 3: Simple linear regression model on the relationship between parental involvement and sport participation

Model	Sum of Squares	df	Mean Square	F	Sig.	Decision
Regression	1.274	1	1.274	3.954	.047	S
Residual	128.256	398	.322			
Total	129.530	399				

Note. R-square = 0.010, S = significant

The data presented in Table 3 shows a significant relationship between parent involvement in sports and sports participation among students: $F(1, 398) = 3.954$, $p = 0.047 < 0.05$, with R-square of 0.010 which indicate that 1.0 percent of variation in sport participated is accounted for by parent involvement in sport. Overall, the null hypothesis is rejected. Hence, there is a significant relationship between parental involvement and sport participation of students in secondary schools in Anambra State.

Table 4: Coefficient of regression on the relationship between parent involvement and sports participation

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	2.087	.180		11.615	.000
Parental	.118	.059	.099	1.988	.047

Table 4 further reveals the coefficients of regression estimates ($B = 0.059$, $t = 1.988$, $p = 0.047$), which indicate a significant relationship between parent involvement and sports participation.

Hypothesis Two

There is no significant relationship between school connectedness and sport participation of students in secondary schools in Anambra State.

Table 5: Simple linear regression model on the relationship between school connectedness and sports participation

Model	Sum of Squares	Df	Mean Square	F	Sig.	Decision
Regression	3.376	1	3.376	10.650	.001	S
Residual	126.154	398	.317			
Total	129.530	399				

Note. R-square = 0.026, S = significant

Table 5 shows a significant relationship between school connectedness in sports and sports participation among students: $F(1, 398) = 10.650$, $p = 0.001 < 0.05$, with R-square of 0.026 which indicate that 2.6 percent of variation in sport participated is accounted for by school connectedness in sport. Overall, the null hypothesis is rejected. Hence, there is a significant

relationship between school connectedness and sport participation of students in secondary schools in Anambra State.

Table 6: Coefficient of regression on the relationship between school connectedness and sports participation

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	1.820	.192		9.470	.000
School	.213	.065	.161	3.263	.001

Table 6 further reveals the coefficients of regression estimates ($B = 0.065$, $t = 3.263$, $p = 0.001$), which indicate a significant relationship between school connectedness and sports participation.

Discussion

The findings of the study revealed that there is a significant relationship between parental involvement and sport participation of students in secondary schools in Anambra State. This implies that parent influences sport participation among secondary school students in Anambra State. The findings are in line with the findings of the study carried out by Yao and Rhodes (2015) who found that support from parents was related to children's physical activity. This finding of the study is also in line with Luban (2017) who stated that family support and encouragement is a key factor which significantly influences adolescents' participation in sport. The findings of the study also align with Sohi (2018) who opined that parents have been observed as more influential in socializing their children into sport. He also observed that, the influence of the family status financially, educationally, occupationally and attitude wise on students' sport participation cannot be underestimated, since family is the first setting for informal education of a child and as well is in the better position to form values which their offspring both male and female should have towards sport participation. The findings are in line with Baker and Cote (2016) who posited that parental behaviour and parenting styles can have both negative and positive influences on children's sport participation and experience, that children who perceive more positive supports, encouragements and less pressure from parents tends to enjoy sport more than other children.

The findings of the study further revealed that there is a significant relationship between school connectedness and sport participation of students in secondary schools in Anambra State. This implies that school connectedness influences sport participation among secondary school students in Anambra State. The findings are in line with the opinion of Leo, Jun, Nan, Kyn-Tore and Eun-Cheol (2016) who asserted that sports facilities is one of crucial thing to consider because it provides a room for better performance in sports and also motivate the adolescents in sports participation and other physical activities. The researchers were of the opinion that to become the best athlete or a

good player, one must be motivated through sports facilities to do what it takes to maximize his or her ability and achieve his or her goals.

The finding is also consistent with Samara, Nistrup, Al-Rammah, and Aro, 2015; Aljaaly, 2017 who confirmed that the lack of available facilities at schools was one of the main hindrances for being active by participating in sports. Based on this, it implies that offering students a good plan for sports programs that they can participate in may not be sufficient if the facilities at the school are less accessible or have limited choices. Thus, access to adequate sports facilities at the school results in a greater level of participation in different types of sports. Moreover, school management has a key role in reinforcing the motivation to engage in sports activities by creating more facilities and structured places that can provide integrated sports facilities for students. The finding is also in line with Abedalhafiz (2013) who identified lack of physical education classes as an obstacle that hindered students from participating in sports activities at schools.

Conclusion

Based on the findings of the study, the school and parents are the two groups that most influence the lives of the students both socially and culturally. The findings of the study have shown that parent and the school influence sport participation among secondary school students in Anambra State. It is therefore important to stress the need for the parent to encourage their children to participate in sport by inculcating in them the benefits of sports, paying their sport levies, purchasing sporting equipment and supplies for them and also attending sporting activities with them. All these will motivate them to participate in sport. It is also imperative to stress that schools should provide suitable and innovative sports facilities and programs that suit students' needs to enhance sport participation at the secondary school level.

Recommendations

Based on the findings of the study, recommendations were made;

1. Students should be influenced positively toward sport participation so as to increase their participation in sport.
2. Special recognition, incentives and awards should be given to students who performed exceptionally in sport so that it can serve as motivation towards sport participation among other students.
3. All students who want to participate and are willing to make the commitment necessary for sport participation should be encouraged to participate, but with the consent of their parents so that the schools are not found liable in case of injuries.
4. The type of sport programmes offered to students should be carefully considered. It must address the unique characteristics of students; sport that encourage students to concentrate on personal improvement, accommodate large number of participants and are inherently safe should take precedence.
5. The state government through the school sport division of the Ministry of Education should invest more in sport facilities and equipment development in secondary schools. This will contribute to grassroots sport development in the state.

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