



Comparative Analysis of Predictors of Students Participation in Sports in Colleges of Education in North Central Zone of Nigeria

Jimoh Femi Olatunji¹, Mininko Alhaji Mohammed², Babako Maiyaki³, and Igba Emmanuel Igba⁴

^{1,2,3,4}Physical and Health Education Department School of Secondary Education (Science Programmes)

^{1,2,3,4}Federal College of Education P. M. B 39, Kontagora, Niger State

Abstract— Sports have permeated the Nigerian society just as it has in many other societies worldwide. In Nigeria most colleges of education and other tertiary institutions are not active in sports due to poor facilities, equipment, motivation, and attitude of the public based on religious and cultural beliefs. The study compared and analyzed some predictors of student participation in North central zone of Nigeria. The study adopted non – experimental research design (ex – post facto), and descriptive survey method. The sample for the study comprised of three hundred and thirty-two (332) students randomly selected from eight (8) public colleges of education in the North Central Zone of Nigeria. A self-structured instrument (CAPSPSQ) with four modified likert scale type, with $r = 0.832$ was used for the study, while six research questions were answered, six hypotheses were tested. The findings showed significance difference in participation in sports based on sex or gender, parental influence, equipment or suppliers, students lecture schedule, peer group pressure and student's accommodation. The researchers concluded that gender, peer group influence, and equipment or suppliers significantly predicts students' participation in sports, while parental influence, lectures schedules and off-campus accommodation does not significantly predict students' participation in sports in colleges of education in North Central Zone of Nigeria. The researchers recommended among others the need to motivate students to participate in sports by the provisions of adequate facilities, equipment, and suppliers in their various schools, encouraging female students to participate in sports, and provisions of acceptable colleges of education policies on sports participation and the need to keep fit at all time.

Keywords— predictors, gender, peer group, participation, sports.

INTRODUCTION

The indispensable role of sports in societies has been debated for many decades. Sports as part of the society have both educational features and entertainment enterprise. According to Morakinyo (2010), sports forms part of human and social development by contributing to social cohesion, tolerance and integration and is also an effective channel for physical and socio-economic development. As a universal language, sports are powerful medium for social and economic change. It can be utilized to bridge cultural gaps, resolve conflict and educate people in ways that very few activities can Babatunde (2001). Colleges



of Education are centers of excellence in all fields of human learning and development. The College of Education as an institution is designed to provide a forum for young people to acquire knowledge and live a productive life. Thus, Sports are integral part of these programmes and processes.

Sports have permeated the Nigerian society just as it has in many other societies worldwide. A lot of media coverage has been devoted to sports. This view is supported by Morakinyo (2010), who opined that sports is a social phenomenon that has grown from its humble beginning of entertainment and recreation to become a visible and prominent business phenomenon that could not be ignored in the social, political and economic environment of any 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, religious backgrounds and political affiliations 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). Onifade (2010), noted that sports have become an inexorable part of modern society with its influence being felt in all facets of national life and has also become a symbol of national unity which Governments utilize to legitimize themselves. In the developed countries, institutional sports have always been the basis for selection of athletes for national and international competitions. It is used by students to keep fit, socialize and prolong life. For any institution of learning to achieve meaningful development, the social, economic and political system must be enhanced. Sport serves as a unifying factor for national development and settling of warring neighbours.

In Nigeria, the probability of student's athlete receiving athletics scholarship is very rare. In view of the benefit of sports, educational institutions in adherence to the directive of the federal government of Nigeria have been encouraging students participating in sporting activities through the provision facilities, equipment, training personnel and opportunities of participation. The main objectives of such participation according to Ladani (2008) and Venkateswarlu (2011), is to promote health, fitness and performance. Interscholastic school sports had their origins in student organization as far back as 1880. Activities of sports clubs attracted the attention of administrators and faculty in higher institutions who had reservations about the time and energy devoted to sports and its effects on the schools (Robert, 2020). In colleges of education, competitive sports started as far back in 1978 during the first Nigerian Colleges of Education Games Association (NICEGA). the establishment of NICEGA games offered tremendous opportunity for students to participate in a wide variety of sports with great enthusiasm (Bichi, 2010).

Today, most colleges of educational and other tertiary institutions in Nigeria are not active in sports due to poor facilities, equipment, motivation, and attitude of the public based on religious and cultural beliefs. Integrating teaching and sports in our tertiary institution suffered setbacks due to lack of interest and cultural factors. The case is not different with that of the Colleges of Education which faces peculiar factors militating against student's participation in sports. It is pertinent to compare and analyses such factors



based on the recurring variables that bleed each of the colleges of education from active participation of her students in institutional sports. Factors such as lecture schedules, gender, religious affiliations, economic status, peer influence, facilities and equipment, availability of sports personnel, government and institutional policies and host of other contemporary issues may influence student's participation in sports. This study therefore seeks to compare the predictors of student's participation in sports among colleges of education (COE) in North central zone of Nigeria.

The main purpose of this study is to compare and analyze the predictor of students' participation in sports in Colleges of Education in the North Central Zone of Nigeria. Specifically, the study

The study provided answers to the following research questions.

1. Will gender be a predictor of students' participation in sports among Colleges of Education in the North Central Zone of Nigeria?
2. Will parental factor predict students' participation in sports among Colleges of Education in the North Central Zone of Nigeria?
3. Will availability of sports equipment predict students' participation in sports among Colleges of Education in the North Central Zone of Nigeria?

The following hypotheses were tested.

1. Students' sex/gender will not significantly be a predictor of students' participation in sports in Colleges of Education in the North Centre Zone of Nigeria
2. Parental influence will not significantly be a predictor of students' participation in sports in Colleges of Education in the North Centre Zone of Nigeria
3. Equipment will not significantly predict students' participation in sports in Colleges of Education in the North Centre Zone of Nigeria

METHODOLOGY

This study employed non-experimental research design (ex-post facto), using descriptive survey method. The population for this study comprised of active sports participants (students) in colleges of education in the North Central Zone of Nigeria of which is 1774 students. However, using lucky dip technique, five (5) colleges of education in the north central zone of Nigeria were randomly selected from the thirteen (13) colleges of education the zone. To ensure equal representative of the population, 20% of 1774 population was used to have a summed up samples of 350 respondents which was finally used for this study. A self-structured and validated questionnaire titled (CAPSSQ), was used. The instrument was administered by the researchers and their assistants at their various locations. The collected data were collated, analyzed using the descriptive statistic of frequency counts and percentage to analyze the bio-data, mean and



standard deviation to answer research questions while the inferential statistic of independent-test and one way Analysis of variance (ANOVA), were used to compare the five (5) colleges of education on each predictors at 0.05 Alpha level. The T-test was also used to differentiate between two sample means and lavenes test was used to test the homogeneity of variables among the colleges.

RESULTS AND DISCUSSION

1.1 Analysis of Bio-data

Table 1: Demographic Information

S/N	Respondents' college of education of Affiliation	N	%
1	Plateau State College of Education, Gindiri	23	6.9
2	Federal College of Education, Pankshin	73	22.0
3	Federal College of Education, Kontagora	91	27.4
4	Federal College of Education, Zuba	93	28.0
5	Federal College of Education, Okene	52	15.7
	Total	332	100

S/N	Respondents age levels	N	%
1	Age 16 – 20	50	15.1
2	Age 21 – 25	200	60.2
3	Age 26 – 30	70	21.1
4	31 and above	12	3.6
	Total	332	100

S/N	Respondents level of study	N	%
1	100	102	31
2	200	119	36
3	300	111	33
	Total	332	100

Analysis and Interpretation of Research Questions

Research Question 1: How does gender predicts students' participation in sports among Colleges of Education in North Central Zone of Nigeria

Table 2: Percentage distribution of respondents on students' sports participation based on gender

S/N	Items	SA	A	SD	D	Decision
-----	-------	----	---	----	---	----------



1	I participate more in sports because am a male	73 (22.0) 113 (34.0) 72 (21.7) 74 (22,3)	Agreed
2	I participate more in sports because am a female	43 (13.0) 57 (17.2) 95 (28.6) 13.6 (41.0)	Disagreed
3	Because of the vigorous of sports, I don't enjoy sports as a female	34 (10.2) 55 (16.6) 108 (32.5) 134 (40.4)	Disagreed
4	I enjoy sports more as a male because of its physical nature	90 (27.1) 126 (38.0) 63 (19.0) 53 (16.0)	Agreed

The respondents agreed that they participate more because they are male. This was indicated by 73(22.0%) strongly agreed and 113(34.0%) agreed responses which were higher than the sum of the frequency and percentage for strongly disagreed and disagreed. The respondents disagreed they participate less because they are females. This is evidence in 95(28.6%) strongly disagreed and 136(41.0%) disagreed responses which is more than the total of frequency and percentage for strongly agreed and agreed. The respondents also disagreed that the vigorous nature of sports is not a hindrance for enjoying sports as female as 108(32.5%) strongly disagreed and 134(40.4) disagreed which is higher than the sum of the frequency and percentage for strongly agreed and agreed. However, the respondents agreed that the enjoyed sports more because of its physical nature. This is indicted by 90(27.1%) strongly agreed and 126(38.0%) respondents which is higher than the sum total of the frequency and percentage for strongly disagreed and disagreed.

Research Question 2: To what extent does parental factor predicts students' participation in sports among Colleges of Education in North Central Zone of Nigeria

Table 3: Percentage distribution of respondents on students' sports participation based on parental factor

S/N	Items	SA	A	SD	D	Decision
1	Sports participation is viewed as a waste of time by my parents, and this discourages me	41(12.3)	63(19.0)	104(31.3)	123(37.0)	Disagreed
2	My parents encourage me and buy sports equipment/supplies for me to participate in sports	97(29.2)	129(38.9)	26(7.8)	79(23.8)	Agreed
3	My parents always encourage me on sports participation by watching my competitions	70(21.1)	127(38.3)	49(14.8)	86(25.9)	Agreed
4	I am intensely into sports because my parents play sports	45(13.6)	77(23.2)	83(25.0)	127(38.3)	Disagreed



The respondents disagreed that their parents viewed sports participation as waste of time. This is indicated 104(31.3%) strongly disagreed and 123(37.0%) disagreed responses which is higher than the sum total of the frequency and percentage of strongly agreed and agreed responses. The respondents agreed that their parents encouraged them to participate in sports by buying sports equipment/supply this is indicted in 97(29.2%) strongly agreed and 129(38.9%) agreed responses which is greater than the sum total of the frequency and percentage of strongly disagreed and disagreed responses. The respondents also agreed that their parents encouraged them to participate in sports by watching them participate in sports this is shown in 70(21.1%) strongly agreed and 127(38.3%) agreed responses which is greater than the sum total of the frequency and percentage of strongly disagreed and disagreed responses. The respondents disagreed that they participate in sports because their parents were into sports. This is indicated 83(25.0%) strongly disagreed and 127(38.30%) disagreed responses which is higher than the sum total of the frequency and percentage of strongly agreed and agreed responses.

Research Question 3: How does availability of sports equipment predict students' participation in sports among Colleges of Education in North Central Zone of Nigeria

Table 4: Percentage distribution of respondents on students' sports participation based on availability of equipment

S/N	Items	SA	A	SD	D	Decision
1	Sports equipment and supplies are always available for use by every student	51(15.4)	108(32.5)	70(21.1)	103(31.0)	Disagreed
2	I do not participate in sports because only sports stars are allowed to use sports facilities	27(8.1)	40(12.0)	106(31.9)	159(47.9)	Disagreed
3	Because am free to borrow sports equipment from the sports store, I enjoy participating in sports	37(11.1)	84(25.3)	73(22.0)	138(41.6)	Disagreed
4	I enjoy participating in sports because I am well equipped sports wises	71(21.4)	162(48.8)	42(12.7)	57(17.2)	Agreed

The respondents disagreed that sports equipment and supplies are always available for use by all students. This was indicated by 70(21.1%) strongly disagreed and 103(31.0%) disagreed responses which were higher than the sum of the frequency and percentage for strongly agreed and agreed. The respondents disagreed that they do not participate because only professional athletes were allowed to use sports equipment. This is evidence in 106(31.9%) strongly disagreed and 159(47.9%) disagreed responses which is more than the total of frequency and percentage for strongly agreed and agreed. The respondents also disagreed that they enjoyed participating in sports because they were allowed to borrow sports equipment. This is shown in 73(22.0%) strongly disagreed and 138(41.6) disagreed which is higher than the sum of



the frequency and percentage for strongly agreed and agreed. However, the respondents agreed that they enjoy participating in sports because I am Well-equipped sports wise. This is indicted by 71(21.4%) strongly agreed and 162 (48.8%) respondents which is higher than the sum total of the frequency and percentage for strongly disagreed and disagreed.

Test of Research Hypothesis

Research hypothesis 1: Sex/gender will significantly be a predictor of students’ participation in sports in Colleges of Education in the North Centre Zone of Nigeria

Table 5: T-test on students’ gender as predictor of sports’ participation in Colleges of Education in North Centre Zone of Nigeria

Gender	N	X	SD	Df	t	Sig(2-tailed)
Male	222	10.18	2.041	330	-4.266	.000*
Female	110	11.22	2.228			

*Significance a P<.05

Table 4 shows that gender significantly predicted student’s participation in sports in Colleges of Education in North Central Zone of Nigeria (t = - 4.266 at p < .05). The hypothesis which states that students’ sex/gender will not significantly be a predictor of students’ participation in sports in Colleges of Education in the North Centre Zone of Nigeria was therefore rejected.

Research hypothesis 2: Parents influence will significantly be a predictor of students’ participation in sports in Colleges of Education in the North Centre Zone of Nigeria

Table 6: T-test on parental influence as predictor of sports’ participation in Colleges of Education in North Centre Zone of Nigeria

Gender	N	X	SD	Df	t	Sig(2-tailed)
Male	222	10.17	2.040	330	.061	.951
Female	110	11.15	3.826			

*not significant a p<.05

Table 6 Shows that parental influence dose not significantly predicts students’ participation in sports in Colleges of Education in the North Central Zone of Nigeria (t = .061 at p > .05). The hypothesis which states that parental influence will not significantly be a predictor of students’ participation in sports in Colleges of Education in the North Centre Zone of Nigeria was therefore accepted.



Table 7: T-test on facilities and equipment as predictor of sports' participation in Colleges of Education in North Centre Zone of Nigeria

Gender	N	X	SD	Df	t	Sig(2-tailed)
Male	222	10.32	2.281	330	-2.803	.005*
Female	110	11.06	2.063			

*Significance a $p < .05$

Table 7 Shows that facilities and equipment significantly predict students' participation in sports in tertiary institution in the North Central Zone of Nigeria ($t = -2.803$ at $> .005$). The hypothesis which states that Equipment and supplies will significantly be a predictor of students' participation in sports in colleges of education in the North Centre Zone of Nigeria is therefore accepted.

DISCUSSIONS

The need for sports participation at all levels is important to valuably use of surplus energy as humans. According to Spencer's surplus energy theory, the need for play is bore out of surplus energy in children. Over 70 percent of students in the college of education are youth between the age of 16-30 who are full of energy which if not directed positively can be directed negatively. Sports provide viable option as it not only promotes healthy living but also fun and entertainment for all. The researchers in a bid to comparatively analyze predicting factors of students' participation in sports in Colleges of Education in NCZ used the ex-post facto design and sampled three hundred and fifty (350) respondents. The instrument used for the study was a researcher's developed instrument titled CAPSPSQ. Six hypotheses were analyzed with independent t-test and one-way analysis of variance and the result of the data analysis revealed the following; The analysis showed that male students differ significantly from their female counterparts in terms of their participation in sports in college of education in the North Central Zone of Nigeria. Gender refers to the social roles and expectations that are associated with being male or female which largely influence their lives. Though there are physiological differences between men and women, research shows that the two sexes are more similar than they are different. The result is in line with Coakley (1990) submission which pointed out that babysitting duties keep many women from participating in sporting activities. Gender differences are present everywhere including the world of sports. For instance, some studies indicate that women are more motivated to participate in sports by intrinsic motives rather than extrinsic motives. in agreement with the present findings, Chantel, Guay, Deberah-Martinouve and Weiss (1996), reported several other factors which play major role in the kind of sports an individual participates in including intrinsic motives (participating in sports for satisfaction) and extrinsic motives (participating in sports for rewards). The study also showed that parenting style does not significantly influence students' participation in sports in college of education in the North Centre Zone of Nigeria. This view is supported by Akindutire and Oyeniya (2007) submission who reported that most of the students do not stay with their parents. However, most parents encourage their children to participate in sports as a result of the



advantages therein. The study does not agree with the submission of Power and Woolger (2000), who demonstrated that parental support was positively correlated with children's enjoyment and enthusiasm in swimming. Similarly, Brustad (1993) showed that higher parental encouragement was associated with greater perceived physical competence for children.

The analysis of the result of the third hypothesis showed that equipment predicts students' participation. This view is shared by Akindutire and Oyeniya (2007), in a study conducted to examine the inhibiting factors of female participation in sports in Nigeria College of education. According to their findings, availability of standard facilities and equipment inhibit sports participation. Igbanugo (2004) ascertained that athletes have been known to drop out or skip training because facilities and equipment are either not available or inadequate.

The analysis on lecture schedule also showed that lecture schedule does not predict students' participation in sports in most colleges of education in NCZ of Nigeria. The hypothesis which stated that students' lecture schedule will significantly be a predictor of students' participation was rejected; the result is line with Trueman and Hartley (1996) study's on Comparison between time management skills and academic performance of mature and traditional-entry tertiary institution students. The study showed that women in general report more time-management skills than men, and that older students have better time management skills than younger students.

The result on peer group showed that Peer group has a significant influence on students' participation in sports in Colleges of Education in the North Centre Zone of Nigeria. The peer group massive influence was established through parent's ultimate search for survival which leaves babies care to the Day Care Centre where their various lifestyles designed in accordance with the norms set by the children in attendance at that particular Day Care Centre (Awosika 2005; Orunaboka 2006). Furthermore, Greendofor (2007), found out that peer group were the major influence throughout each life cycle. Research on Olympic aspirants in track and field by Kenyon (1969), demonstrated that the peers served as the most important social system in regard to socialization into active sports role.

Lastly, the analysis on student's accommodation revealed that accommodation status of students will significantly be a predictor of students' participation in sports in colleges of education in the North Centre Zone of Nigeria. This is against the backdrop of students' hostel, as most students live off campus. Esenwa (2006), opined that the problem of accommodation worsen as undue pressure is put on the existing bed spaces and the associated utilities (such as water supply, Electricity supply and toilets) resulting to frequent breakdown. Most students miss out on co-curricular activities like sports due to distance from off campus accommodation. Moreso, Ubong (2007) stated that students in hostels have a greater opportunity of participating in sports, games, club, and social activities than those living off-campus that face more challenges like house chores while at home.



CONCLUSION AND RECOMMENDATIONS.

The fall in students' participation in sports in tertiary institutions in Nigeria inspired the researchers to embark on this fact finding to identify the predicting factors of sports participation in colleges of education in the north central zone of Nigeria. After testing the research hypothesis with the responses from the field surveyed and comparing the findings with explanations given, the researchers concluded that gender, peer group, equipment significantly predicts students' participation while parental influence, lecture schedules and off-campus accommodation does not significantly predict students' participation in sports in colleges of education in North Central Zone of Nigeria. However, this predictor varies in various degrees among the sampled Colleges of Education. Also, the sampled populations are students who have been motivated as participants of pre-NICEGA, and who are aware of the importance of participating in sports.

Based on the findings as presented in the conclusion, the following recommendations were made:

1. More women should be encouraged to take up coaching job, since they would understand the female athletes' problem better than the male. This also would go to disabuse the minds of parents against the men coaches defiling their wards.
2. Female Athletes should be given comprehensive insurance because of the associated sports hazards.
3. Parents should encourage their children by buying sports equipment for them. They also should make out time to watch their children participate in sports.
4. Governing councils of colleges of education and government should provide standard facilities and equipment in order to encourage participation in sports. This facilities and equipment should be appropriate, adequate and equally made available for both the male and female participants in sports.
5. Colleges of Education authorities should always designate an evening as lecture free period so that students can participate in sporting programs, to reduce stress. Also, equal opportunities and programs should be made available to both men and women to afford them equal opportunities for training for effective performance.
6. Scholarships and other incentives of equal weightings should be given to outstanding athletes up to university levels and those out of school should be given job opportunities and when retiring from active sports, pensions should be granted.
7. Enlightening and informing the general public on the need for students' participation in sports. This medium of approach should be through jingles on radio, television, and newspaper advertisement. Colleges of education should also organize seminars for parents and the general public about the need for students' participation in sports programmes.
8. The Colleges of Education sports budget should be reviewed upward and development of sports facilities should be planned and taken in phases having in view the various sports and the cultural interest of the people, while also, provision of sports equipment should be enhanced through



planned annual target. Government should solicit and encouraged interest private individual, for the development of sports in Colleges of Education in North Central Zone of Nigeria.

9. Colleges of Education policies on sports should always be received and updated in order to encourage many sports participants.

REFERENCES

- [1] Adeyanju, F.B. (2009). Women and sports in Nigeria. Problems and perspectives in the next millennium .In Aderinokun, E., Adeniji, N. & Ajibode (eds.) Sports development in Nigeria in the next millennium.
- [2] Adio, A. (2006), NUGA Yester-years Campus Spectacular: An Inter-Campus Sports Magazine. Lagos: STA and Company.
- [3] ACE (2018). We will do everything possible to host NICEGA. A.C.E Provost.
- [4] Akindutire, I.O. & Oyeniyi P (2007). Inhibiting Factors to Female Participation in sports in Nigeria Universities. European Scientific Journal. September edition. 8 (21), 1857 – 7881 (Print). E – ISSN 1857 – 7431
- [5] Anthonio, J.M (2014). Social values and sports. Retrieved 26/11/2014 from <https://www.efdeportes.com-efd199.Social-values-and-sports>.
- [6] Andreff, M & Andreff W. (2009). Global trade in sports goods: European sport management quarterly. 9 (3), 259-294
- [7] Awosika, Y.B. (2005). Women in sports. Journal of Nigeria Academy of Sports Administration, 1(1&2):6
- [8] Awosika, Y.B (2009). The Phenomenology of Spectatorship in Nigeria Soccer Administration. Journal of Kinetics and Health Education Perspectives (JOKHEP) 1 (2), 55-66.
- [9] Axthelm, P. (1990), The City Game. New York: Harper Row.
- [10] Babatunde, S.O. (2001), Socio-cultural determinants of sports participation among undergraduates in first generation Nigerian universities. Unpublished Doctoral thesis
- [11] Bauzon, J. (2007). Challenging the challenges of 21” century challenges. Journal of the International Council for Health, Physical Education, Recreation, Sports and Dance, 36 (1), 2.
- [12] Bashiru, A (2019), Federal College Education Yola to Host 2020 NICEGA Games Retrieved on the 29th August 2019 for <https://m.facebook.com/the.periscopeglobal/posts/1653541014780477>.
- [13] Bernard, A (2002). Working with play. Retrieved 30th January, 2002. From Error! Hyperlink reference not valid..
- [14] Bucher, C.A & Krotee, M.C (2002). Management of physical education and sports. Boston; McGraw - Hill Companies
- [15] Banta, T. W., Bradley, J. & Bryant, J (1991) Quality and importance of recreational services: International Journal of Sports Psychology, Technical manual and survey. Corvallis, OR: NIRSA.



- [16] Bakker, F.C., De Koning, J.J., Van Ingen Schenau, G.J., & Gert, D.G. (1993). Motivation of young elite speed skaters. *International Journal of Sports Psychology*, 24, 432- 442.
- [17] Biddle, S., Akande, D., Armstrong, N., Ashcroft, M., Brook, R., & Goudas, M. (1996). The self-motivation inventory modified for children: evidence on psychometric properties and its use in physical exercise. 27, 237-250.
- [18] Bronfenbrenner, U. (1962). Soviet method of character education. Some implications for research. *American Psychologist*
- [19] Bucher, C.A & Krotee, M.C (2002). *Management of physical education and sports*. Boston; McGraw - Hill Companies
- [20] Bichi, M.S. (2010). School sports and sports management in Nigeria tertiary institution. Retrieved from www.researchgate.net/sports.
- [21] Carrol, R. (1993). Factors influencing ethnic minority groups' participation in sports. *Physical Education Review*, 76 (1) 55-66.
- [22] Chantel, Y., Guay, F., Debreva-Martinova, T., & Vallerand, R.J. (2006). Motivation and elite performance: an exploratory investigation with Bulgarian athletes. *International Journal of Sports Psychology*. (27)173-182.
- [23] Coakley, J.J. (2009). *Sports in society*. St. Louis: Times-Mirror College Publishing. Deem, R. (1986). *All work and no play: The sociology of women and leisure*. Milton Keynes: Open University Press
- [24] Council of Europe, (2011). Revised European Sports charter (Google Scholars)
- [25] Egborge, A. B. M. (2006), Admission of Sportsmen into Nigerian Universities in Udoh, C.O. et al (eds). *Organization of Sports in Nigerian Universities: Proceedings of NUGA 86 Sports Clinic*.
- [26] Ekpeyong, T. E. (2010). –The Failure of Universities in the Effective Organization and Performance in Competitive Sports: *Organization of Sports in Nigerian Universities: Proceedings of Guinness-NUGA 86 Sports Clinic*.
- [27] Esenwa, S.O. (2006), *Fundamental of Research Methods and Statistics*. Makurdi, Selfers academic Press limited.
- [28] Etim, A. (2016). Influence of facilities and equipment on female. *ARC journals*.
- [29] Ericsson, K A & starkes, J.L (2003). Expert perform once in sports: retrieved from <https://www.researchgate.net: publication:24>.
- [30] Fagot, B.I. (2008). The influence of sex of child on parental reaction to toddler children. *Child Development*, 40, 459-65.
- [31] Fasan, C.O. (2013), *Sports: A tree of life and death. The difference is in the management*. A paper presented at the 51st inaugural lecture of Lagos state university, Lagos Nigeria.
- [32] Fox, T. (2009). The role of the parents in competitive sport. Retrieved from psycnet.apa.org>journals>spy.
- [33] Front, R. (2011). A little competition among tertiary Institution students, codat publication Nig Ltd



- [34] Greendfor S.L. (2007). Role of socializing agents in female sports involvement. *Research Quarterly*, 40: 304-310.
- [35] Herren, W (2021). Youths participation in sports. The importance of youth sports participation Retrieved from <https://herrenwellness.com/the-importance-of-youth-sports-participation/>.
- [36] Igbanugo, V.C (2004). Influence of facilities and Equipment on female athletic performance. *ARC journals*.
- [37] Ikulayo, P.B. (2005). Psychological issues in female participation in sports. *Journal of the International Council for Health, Physical Education, Recreation, Sports and Dance*, 34 (3), 60-2.
- [38] Jeroh, E. J. (2010), The Role of Incentives in Sports Performance Among Nigerian University Students. Unpublished Ph.D. Thesis, Delta State University, Abraka.
- [39] Keysey, M. (2020). Seven-time management tips students' athletes. <https://www.swimmingworldmanagement.com/>.
- [40] Ibadani, B A. (2008). An introductory to sports management. Kaduna, Nigeria. Sunjo A.J. Global links ltd.
- [41] Lewko, J.H, & Ewing M.E. (2010). Sex differences and parental influence in sports involvement of children. *Journal of Sports Psychology*, 2: 76-83.
- [42] Loy, J.W, Mcpherson, B.D.&Kenyon, G.S(2008). Sports and Social Systems. Massachusetts: Addison-Wesley Publishing Co.
- [43] Macionis, J.J., & Gerber, L.M. (2009). Sex and gender. *Sociology*. (pp. 292-32) Scarborough: Prentice-Hall Canada Inc.
- [44] Mgbor, M.O.& Obiyemi W.O (2011) –Sports in Nigerian Universities Present Status and Influencing Factors. *Journal of Health, Physical Education, Sports and Leisure Studies* (2).
- [45] Morakinyo, E.O. (2010). Sports Management Structure. 21st Century and Sports Development in Nigeria. Abuja: Federal Ministry of Sports and Social Development.
- [46] Msheila, B. S. (2012), Nigerian Universities Games Association: The Way Forward NUGA Forum 2002.
- [47] National Commission for College of Education (NCCE), (2020). Facts sheet, Abuja Nigeria.
- [48] Odotola, B (2014). NICEGA Game key for National unity. Retrieved for <https://theogleonline.com.ng/nicega-games-key-for-nationalunity>.
- [49] Oladipo, C.O. & Otinwa, G (2010). Introduction to sports facilities. Monograph for Review university of Ibadan, Ibadan Nigeria.
- [50] Orunaboka, T.T & Deemua, A.G (2011). An Analysis of peer Groups influence on sports involvement of in female Athletes in Rivers State Secondary schools, Nigeria. *International journal of Education science*, 3 (1), 9 – 14.
- [51] Orunaboka TT, Elendu I.C. (2009). Misconceptions about Rivers State woman in sports. *Journal of Kinetics and Health Education Perspectives*, Uniport, 3(4): 18-25.



- [52] Orunaboka, T.T. and Deemea A.G. (2011), An Analysis of Peer Group Influence on Sports Involvement of Female athletes in River State Secondary Schools, Nigeria. (PDF file)
- [53] Orunaboka, T.T & Nathan YH (2007). Gender issues in physical Education and sport in Nigeria. *Journal of Human kinetics and Health Education perspective*, uniport, 3 (4), 18-25.
- [54] Orunaboka, T.T & Nwachukwu, E A (2012) management of Physical Education Facilities, Equipment and supplies in secondary schools in Nigeria: issues and challenges. *Journal of Education and Practice*, 3 (3)
- [55] Oyeniyi, P.O (2002). Administrative indices as correlates of sports participation by the disabled to southwestern Nigeria. Doctoral thesis. University of Ibadan.
- [56] Power, G T & Woolger, C (2000). Parenting and children's intrinsic motivating in Age Group swimming. *Journal of Applied Developmental psychology*, 21 (6), 595 – 607.
- [57] Quiton, M. (2021). The influence of parents in youth sport. Retrieved from <https://believepaform.com/the-influence-of-parents-in-youth-sport/>.
- [58] Robert, AO (2020). Effects of Extramural and intramural sports on school development. Codat publication
- [59] Scrimgeour, H (2011), why parents hate school sports day. (Google scholar)
- [60] Social Science Dictionary, (2015). Gender. Retrieved 20 March, 2015.
- [61] Synder, S.E. and Spreitzer, E. (1996). Correlates of sports participation among adolescent girls. *Research Quarterly*, 47: 804-909.
- [62] Sport Accord, (2011). Definition of sport. Archived from the original sport. Retrieved 28 October, 2011. (Google scholar).
- [63] Taylor, J. (2017). Values in youth sports: part I. retrieved 13th November, 2017 from. <https://www.psychologytoday.com/us/blog/the-poer-prime/201711/values-on-youth-sports-part->
- [64] Theberge, N. (2000). Gender and sports. In: J Coakley, E Dunning (Eds.): *Handbook of Sports Studies*. London: Sage, pp. 322-333.
- [65] Tracy, T., Nicole, L. & Jo, N. (2009). Myth and reality: Exploring teenage school girl sports participation. *Journal for the International Council of Health, Physical Education, Recreation, Sports and Dance*, 35 (4), 33-6.
- [66] Ullenhag, A & Disabil, R. (2014). Differences in Patters of participation in leisure activities in Swedish children with and without disabilities. Retrieved from <https://pubmed.ncbi.nlm.nih.gov/23738616>
- [67] Venkateswarlu, K (2011). *Exercise for Disease Prevention and Health Promotion*. Ahmadu Bello University Press Limited, Zaria, Kaduna.
- [68] Yan, J.H. & Thomas, J.R. (1995). Parent's assessment of physical activities in American and Chinese children.