

INFLUENCE OF PHYSICAL FITNESS AND SOCIAL DEVELOPMENT OBJECTIVES ON PARTICIPATION IN SPORTS AMONG FEMALE STUDENTS OF EMMANUEL ALAYANDE COLLEGE OF EDUCATION, OYO

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Abstract

This study examined the influence of physical fitness and social development objectives on participation in sports among female students of Emmanuel Alayande College of Education, Oyo. Descriptive survey research design was used in this study, while stratified, quota and convenient sampling techniques were used to select 660 respondents. The research instrument, used for data collection, was a self-developed questionnaire with two scales. They were Physical Fitness Scale (PFS) and Social Development Objectives Scale (SDOS). The two scales yielded reliability coefficients of PFS (0.71) and SDOS (0.74) respectively using Pearson Product Moment Correlation (PPMC). Frequency, percentage, and inferential statistic of chi-square were used to analyse the data. Findings revealed that physical fitness and social development objectives influenced participation in sports among female students of Emmanuel Alayande College of Education, Oyo. Therefore, it is recommended that Director of sports and Coaches in the College should sensitize the entire female students of the benefits inherent in participation in sports such as physical fitness and social values among others. Also, the College authority should expand and rehabilitate existing sports facilities as well as put in place non existing sports facilities in order to help reduce overcrowding on the available facilities.

Introduction

Sport is a universal language that promotes unity among people of different ages and ethnics background irrespective of gender. It also enhances fitness level and social development of the participants. Justification for sport participation differ and a distinction can be made between the psychological demands. Evidence clearly showed that regular sports activities improve physiological and sociological wellbeing. With the aforementioned benefits of sports, one would expect participation in sports to be the norm in all institutions of learning in which college of education is inclusive. However, physical fitness and social

development are part of objectives of participation in sports which have tremendous effects on the lives of the participants. Physical fitness is defined as the ability of an individual to effectively and efficiently perform everyday tasks without unnecessary fatigue and, with enough energy remaining to enjoy spending free time, as well as to resolve unusual situations of sudden and unforeseen emergency. It can be seen as an integrated measure of, if not all, then most of the body functions (muscle-skeletal, cardio-respiratory, hemato-circulatory, psycho-neurological, metabolic and endocrine), involved in the performance of daily physical activities and/or physical

exercises (Ortega, Ruiz, Castillo & Sjöström, 2008). In the report of Mesa, Ruiz, Ortega, Warnberg, Gonzalez-Lamuno, and Moreno (2006), they found that a high level of fitness in childhood has a positive effect on health and has a prolonged effect later in life.

The morphological component of physical fitness refers to the relative position of muscle, fat, bone, and other vital components of the human organism (Ruiz, Castro-Piñero, España-Romero, Artero, Ortega & Cuenca, 2011). Body composition is essential for optimal physical performance. Excess fatty tissue above the optimal value exposes a person to an increased health risk of obesity, cardiovascular disease, diabetes and malignant diseases (Ostojić, Stojanović, Veljović, Stojanović, Međedović & Ahmetović, 2009).

Therefore, females especially, with obese nature that failed to engage in sporting activities would find things difficult in carrying out daily routine activities. Similarly, Anejo (2006) said that regular exercises result in increased physical fitness for everyday life. This involves the ability to meet occasional demands for increased exertion without undue strain and to complete the day's work without excessive fatigue.

Participation in sporting activities also helps students' social behavioural development, which is necessary for their compatibility with the world around them, and it moves them towards socially acceptable and desirable criteria such as good moral (Aslankhani, 2009). In contrast, students who are not exposed to physical activities are less likely to learn social skills. So if an opportunity to practice and experience is not provided for them, they are likely to lose their interest and become

dissociable (Haywood & Getchell, 2014). Artinger, Clapham, Hunt, Meigs, Milord, Sampson and Forrester (2006) found that involvement in recreational sport programmes, such as intramural sports and club sports, promote the groundwork for social interaction among students who do not achieve this in other settings on their own. Similarly, Singer (2009) reported that sports and group activities increase social skills such as responsibility, problem-solving skills, improved interpersonal relationships, decision making and the social development of the students. Playing a sport is associated with a strong sense of identity, social confidence, social support and a sense of belonging (Corretti, Martini, Greco, & Marchetti, 2011; Soundy, Kingstone & Coffee, 2012).

Sport participation has been correlated with numerous positive developmental outcomes. For example, compared to their peers who do not participate in sport, participants have reported higher levels of self-esteem, emotional regulation, problem-solving, goal attainment, and social skills (Barber, Eccles, & Stone, 2001). Sport participation has also been linked to a lower likelihood of school dropout, improved grade point averages, and higher rates of college attendance for low achieving and working class males (Eccles *et al.*, 2003). As Larson and See-Perse (2003) observed, adolescents' experiences in sport stand out from nearly all other activities (including socializing and schoolwork) in providing opportunities for enjoyment while they exert concerted effort toward a goal.

Taylor, Sallis, Dowda, Freedson, Eason and Pate (2002) examined activity patterns of youth by gender and weight status. They concluded that compared to normal weight girls, overweight girls perceived more

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constraints to physical activity, less athletic coordination, and less enjoyment of physical activity. The growing rates of complacent lifestyles and obesity point to the importance of participation in sports and its role in influencing later lifestyle choices. As the literature has shown, the negative health outcomes associated with insufficient sporting activities are of particular concerns for females (Hajian-Tilaki & Heidari, 2007).

The benefits of participation in sports outweighed the risks of failure to perform, it can reduce the risks of cardiovascular disease, type 2 diabetes as well as lung, breast and colon cancer. It can also strengthen muscles and bones, improve mood and shaping social relationship, and assist in weight management (Sherry, Blanck, Galuska, Pan, Dietz, & Balluz, 2010). An important source of physical activity is participation in sports, particularly for young females. Female who begins sports at younger age in life are more likely to continue being active as they get older (Crouter, 2007).

Statement of the problem

The rate of female students' participation in sporting activities has reduced to an extent that most of the sports and games meant for both male and female are being dominated by male counterparts while this has predisposed females in the college to unwholesome lifestyles such as acts of immorality which affect their fitness and social development. Despite all the values and benefits inherent in sports and physical activity, large numbers of female students are not regularly active. Meanwhile, few of the females who attended evening training at the college when interviewed said they engaged in sports because of fitness and social recognition. It is on this note that the

researchers ascertained physical fitness and social development objectives influence on participation in sports among female students of Emmanuel Alayande College of Education, Oyo.

Objectives of the study

The main objective of this study was to examine the physical fitness, and social development objectives influence on participation in sports among female students of Emmanuel Alayande College of Education, Oyo.

The specific objectives of this study are to:

1. determine the contribution of physical fitness influence on participation in sports among female students of Emmanuel Alayande College of Education, Oyo; and
2. assess influence of contribution of social development objectives on participation in sports among female students of Emmanuel Alayande College of Education, Oyo.

Hypotheses

The following hypotheses were tested in this study:

1. Physical fitness will not significantly influence participation in sports among female students of Emmanuel Alayande College of Education, Oyo.
2. Social development objectives will not significantly influence participation in sports among female students of Emmanuel Alayande College of Education, Oyo.

Methodology

Research design

The descriptive survey design was adopted for the study.

Population

The population for the study consisted of all female students of Emmanuel Alayande College of Education, Oyo.

Sample and sampling Techniques

The sample size for this study was six hundred and sixty (660) respondents, sampled through stratification of female students into six schools and quota sampling procedure was used to allocate 110 female students from each school while convenient sampling technique was used to select female students that filled the questionnaires from 110 allocated to each school.

Instrumentation

The research instrument was a self-developed questionnaire with two sections. Section A dealt with demographic data of the respondents while section B contains items under the two scales used for data collection. The scales were Physical Fitness Scale (PFS) and Social Development Objectives Scale (SDOS). The two scales yielded the following reliability values, PFS (0.71) and SDOS (0.74) respectively through Pearson Product Moment Correlation (PPMC).

Method of Data Analysis

The demographic data of the respondents were analysed with frequency counts and percentage while inferential statistics of chi square was used to test the hypotheses at

Results and Discussion of Findings

Table 1

Respondents on School Basis

Schools	Number of Females
Arts and Social Sciences	110
Education	110
Early Childhood Care and Primary Education	110
Languages	110
Science	110
Vocational and Technical Education	110
Total	660

Summarily, Table 1 shows equal allotment of 110 of the respondents from the six schools in the College.

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Table 2

Respondents on Level Basis

Level	Frequency	Percentage
100	184	27.9
200	321	48.6
300	155	23.5
Total	660	100

Table 2 shows that 184(27.9%) of the respondents were in 100level, 321(48.6%)were in 200level while 155(23.5%) of the respondents were in 300level. The results showed that majority was 200level respondents.

Table 3

Chi-square Analysis on Physical Fitness Influence on Participation in Sports among Female Students

Variable	N	Degree of Freedom	Table Value	Calculated Value	Remarks
Physical fitness influence on participation in sports among female students	660	12	21.03	28.16	Sig.

The chi-square analysis in table three shows that calculated value of 28.16 is greater than the critical value of 21.03 at 12 degree of freedom and significance level of 0.05. This implies that the hypothesis which stated that Physical fitness will not significantly influence participation in sports among female students of Emmanuel Alayande College of Education was rejected. It could therefore be said that physical fitness significantly influence d participation in sports among female students of Emmanuel Alayande College of Education, Oyo. Engaging in sporting activities will definitely increase levels of physical activities among the participant which in turns improve their physical fitness. The finding of this study justifies the report of Mesaet *al.*,(2006) who found that a high level of fitness in childhood has a positive effect on health and has a prolonged effect later in life. *The morphological*

component of physical fitness refers to the relative position of muscle, fat, bone, and other vital components of the human organism (Ruiz *et al.*, 2009). Body composition is essential for optimal physical performance. Excess fatty tissue above the optimal value exposes a person to an increased health risk of obesity, cardiovascular disease, diabetes and malignant diseases (Ostojić *et al.*, 2009).

Therefore, females especially, with obese nature that failed to engage in sporting activities would find things difficult in carrying out daily routine activities. Similarly, Anejo(2006) asserts that regular exercises result in increased physical fitness for everyday life. This involves the ability to meet occasional demands for increase exertion without undue strain and to complete the day's work without excessive fatigue.

Chi-Square Analysis on Social Development Objectives Influence on Participation in Sports among Female Students

Variable	N	Degree of Freedom	Table Value	Calculated Value	Remarks
Social development objectives influence on participation in sports among female students.	660	12	21.03	31.77	Sig.

The chi-square analysis in Table 4 shows that calculated value of 31.77 is greater than the critical value of 21.03 at 12 degree of freedom and significance level of 0.05. This implies that the hypothesis which stated that social development objectives will not significantly influence participation in sports among female students of Emmanuel Alayande College of Education, Oyo was rejected. It could therefore be said that social development objectives significantly influenced participation in sports among female students of Emmanuel Alayande College of Education, Oyo.

The findings of this study showed that participation in sporting activities help females social development objectives, which is necessary to make them socially acceptable. This finding is in line with Artinger *et al.*, (2006). They found that involvement in recreational sport programmes, such as intramural sports and club sports, promote the groundwork for social interaction among students who do not achieve this in other settings on their own. Similarly, Singer (2009) reported that sports and group activities increase social skills such as responsibility, problem-solving skills, improved interpersonal relationships, decision making and the social development of the students.

Playing a sport is associated with a strong sense of identity, social confidence, social support and a sense of belonging (Corretti, Martini, Greco, & Marchetti,

2011; Soundy, Kingstone & Coffee, 2012). Female students' participation in sports would enhance their potential of being chosen as a leader in any post of authority they found themselves in future simply because of their experiences as a team member, team captain or team leader.

Conclusion

The findings of this study revealed that physical fitness significantly influenced participation in sports among female students of Emmanuel Alayande College of Education, Oyo. It was also revealed that social development objectives significantly influenced participation in sports among female students of Emmanuel Alayande College of Education, Oyo.

Recommendations

Based on the findings of this study, the following recommendations are made:

Director of sports and Coaches in the College should sensitize the entire female students of the benefits inherent in participation in sports such as physical fitness and social values among others. College authority should expand and rehabilitate existing sports facilities as well as put in place sports facilities in order to help reduce overcrowding of the available facilities. Female students should be integrated with their male counterpart in sports and games that require special sports facilities and equipment in order to improve their level of participation.

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