

PREDICTORS OF STUDENTS' NON-PARTICIPATION IN SPORTS IN PUBLIC TERTIARY INSTITUTION IN AKWA IBOM STATE

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ABSTRACT

The crux of this study anchored on the predictors of students' non-participation in sports in public tertiary institutions in Akwa Ibom State, Nigeria. The study adopted the descriptive survey research design to determine the relationship between variables and use these relationships to make inference. The study also adopted a purposive sampling technique in selecting 320 students (152 males and 168 female students) from tertiary institution drawn from all tertiary institutions in Akwa Ibom state offering Physical and Health Education for data analyses. The instrument used for data collection in this study was The Students Participation in Sport Questionnaire (SPSQ) and The Sport Equipment's Availability and Adequacy Checklist (SEAAC) developed by the researcher. The instruments were duly validated, and its reliability estimate established at 0.82. The data were collected and collated, and the three null hypotheses tested at .05 alpha level using pearson product moment correlation analysis (PPMC) statistical tool. The result showed that there exists a strong positive significant correlation between availability of sport equipment and students' participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. That gender significantly predicted student's participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. And that there was a strong positive correlation between adequacy of sports infrastructure and students' non-participation in sports, which was statistically significant. Based on this result It was recommended among others, that government provides and make available sport equipment in schools for students' participation in sports especially public tertiary institutions in Akwa Ibom State. Also, teacher should utilize the available sports facilities in schools to bridge the gender gap and gender bias in sport participation in public tertiary institutions in Akwa Ibom State.

Keywords: Sports, Predictors, Non-participation, Sports facilities, Public tertiary institutions

1.0 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, 2011). Sport is an organized competitive activity which involves strenuous physical energy and complex

skills. The individual by virtue of participating is motivated by either intrinsically or extrinsically factor. Generally, sport is a show of skills, techniques, competition and strategy for enjoyment and personal gain.

Sports universally have been recognized and accepted as one of the most important aspects of general education that touches all parts of human endeavour. It is a social activity that is indispensable to human healthy living because of its multifaceted functions and roles. Akinsanmi and Oloyede (2001) opined that sports contribute to character building, discipline, economy, ideology, patriotism, education, mental development, human communication and physical fitness. Akanbi (2002) described sports as physical activities needing physical efforts, mental and emotional stability, among others to provide entertainment, physical fitness and health as while as revenue.

Also, Oladije (2003) viewed sport as an institutionalized physical activity which operates by rules and regulations. It is an activity with clear standards of performance involving physical exertion through competition, governed by norms, definitions and role relationships, typically performed by members of organized groups with the goal of achieving some rewards through the defeat of other competitors.

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.

Nevertheless, 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 participation serves as a unifying factor for national development and settling of warring neighbours. Gbefwi, Okoroigwe and Akinmorin (2018) opined that participating in sports by students has a lot of benefits which include; it makes the body strong and healthy; it keeps the heart in good working condition; it helps to strengthens the bones and muscles; it aids body circulation and proper breathing; it help to lose excess weight; it helps to reduce the risk of contracting some diseases; it gives a trim and firm body shape; it prevents the bones and joints from becoming stiff and reduces pains and it helps an individual to get sound sleep.

Also, participation in sports programme is one of the best known ways of maintaining optimum health from childhood to adulthood. It is an instrument in helping an individual at all levels, to gain strength, endurance, agility, coordination and flexibility. Robertson (2001) identified the importance of sports participation to the individual as; physical fitness, enjoyment, entertainment, exercise, prizes, as a profession, as hobby and learning to develop some students as well as helping in reshaping the life of youths for a better future.

In Nigeria, in view of the benefit of sports participation, 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).

Understanding the predictors of students' non-participation in sports is crucial for addressing this pressing issue in public tertiary institutions. Addressing barriers such as academic pressures, inadequate infrastructure, socio-cultural norms, and economic challenges requires a multi-faceted approach that involves institutional reforms, targeted awareness campaigns, and policy initiatives. By creating a conducive environment for sports participation, stakeholders can enhance students' physical, mental, and social well-being, ultimately contributing to their holistic development. The availability of sporting facilities and equipment, personnel, funds, time allotment to sports and motivation of students are very vital variables to meaningful sports development at all levels of schools interschool, national and international sports. Akin (1998) stated that adequate physical infrastructure are necessary for effective sports performance and achievement. However, non-availability of sporting facilities and equipment, qualified personnel, motivation of students, funding and time allotment to sports may limit the organisation of sports participation. Negligence may hamper sports participation by students in secondary schools. Predictors of students non participation in sports in tertiary institutions in Akwa Ibom State call for attention beyond school level, and stakeholders of physical education and sport related profession to rise to the need of students in tertiary institutions in Akwa Ibom State. Sport create aesthetics, and as a medium of ethical values, which brings about peaceful coexistence unites people and brings about understanding among people of all race; participating in sports benefits the students or participants, physically, mentally, socially, and economically. (Nkangude, 2016); Asuquo and Udofia (2020).

Sports participation in conjunction with physical activities has come to stay, which its goals are to build students physical, mental, social, emotional health and the development of motor performance and skills necessary for attainment of entertainment level (Udofia and Asuquo, 2019). Predictors of students' non-participation in sports to include availability of sports facilities, adequacy of sports equipment and gender personnel in tertiary institution in Akwa Ibom State.

Participation in sports is a key element of student life, contributing significantly to physical health, social interaction, and personal development. It enhances academic performance, reduces stress, and fosters a sense of belonging and community among students. However, despite these widely acknowledged benefits, there remains a persistent challenge of low participation in sports within public tertiary institutions in Nigeria, including Akwa Ibom State. This non-participation is concerning, as it not only undermines students' holistic development but also limits the utilization of sports as a tool for fostering national cohesion and promoting healthy lifestyles. It is against this background that this paper has emerged. It examines perceived predictors of students' non-participation in sports in public tertiary institution in Akwa Ibom State, Nigeria.

1.1 STATEMENT OF THE PROBLEM

Sports participation is widely acknowledged as a critical aspect of student development, offering benefits that range from physical fitness and stress reduction to enhanced social interaction and improved academic performance. Despite these well-documented advantages, a significant number of students in public tertiary institutions in Akwa Ibom State refrain from engaging in sports activities. This trend is alarming, given the critical role sports play in fostering holistic education and promoting lifelong health habits.

Preliminary observations and existing literature suggest that several factors, such as academic pressures, inadequate sports infrastructure, socio-cultural norms, motivational challenges, and economic constraints, may contribute to this low participation. However, the specific predictors and their relative influence within the unique socio-economic and cultural context of public tertiary institutions in Akwa Ibom State remain unclear. The absence of targeted research addressing these predictors limits the ability of educational administrators, policymakers, and sports coordinators to design effective interventions aimed at increasing student engagement in sports.

This gap in knowledge not only undermines efforts to improve students' overall well-being but also perpetuates a cycle of physical inactivity that can have long-term adverse effects on public health. Thus, there is a critical need to investigate the predictors of students' non-participation in sports in public tertiary institutions in Akwa Ibom State. Understanding these predictors will provide empirical insights for developing strategies that promote greater inclusion and active participation in sports among students

1.2. OBJECTIVE OF THE STUDY

The main purpose of this study is to examine the predictors of students' non-participation in sports in public tertiary institution in Akwa Ibom State. Specifically, the study seeks to examine

1. To assess the availability of standard sports facilities in public tertiary institutions in Akwa Ibom State as it predicts students' participation in sports.
2. To evaluate gender as a predictor of students' participation in sports activities in public tertiary institutions in Akwa Ibom State.

3. To investigate the relationship between the adequacy of sports infrastructure and students' non-participation in sports in public tertiary institutions in Akwa Ibom State.

1.3. RESEARCH QUESTION

The study provided answers to the following research questions.

1. Will availability of sports equipment predict students' participation in sports among public tertiary institutions in Akwa Ibom State
2. Will gender be a predictor of students' participation in sports among public tertiary institutions in Akwa Ibom State
3. What is the relationship between the adequacy of sports infrastructure and students' non-participation in sports in public tertiary institutions in Akwa Ibom State.

1.4. HYPOTHESIS

The following null hypotheses were formulated tested.

1. Availability of sport equipment will not significantly predict students' participation in sports among public tertiary institutions in Akwa Ibom State Nigeria
2. Students' sex/gender will not significantly be a predictor of students' participation in sports among public tertiary institutions in Akwa Ibom State Nigeria
3. There is no significant relationship between the adequacy of sports infrastructure and students' non-participation in sports in public tertiary institutions in Akwa Ibom State.

1.5. THEORETICAL FRAMEWORK (CONDITIONING THEORY OF PAVLOV 1936)

Conditioning theory of Pavlov (1936) was postulated that all learners can have their behaviour shaped or condition through regular association (practice) and manipulation of the learning practice environment by the coach or the teacher. The performer learns to associate certain behaviour (responses) with certain stimuli from with the environment. Once this connection or bonding together of a particular stimuli and response occurs, then the performer's behaviour becomes habitual, enabling predictions to be made about that person's future responses to the same or similar stimuli. This theory is relevant to the study because according to the theory, there must be a factor that stimulates or motivates individuals to participate in sporting activities or programmes. The stimuli in this regard can be the sports facilities, equipment/supplies, personnel, motivation means among other things. For example, a school without sporting facilities cannot encourage students' sports participation.

A school that has sport facilities and adequate equipment/supplies and then lacks personnel to handle sports programmes will not encourage much sports participation. In line with above, Wesson (2002) stated that sports facilities and equipment/supplies are important stimuli to sports participation. It is also impossible to achieve satisfactory responses to sports from student athletes who lack sports facilities and equipment/supplies in their schools. Good sports programmes function effectively only when they are supported

with sufficient equipment in good condition and also a judicious use of rewards for performance will provide reinforcement for desired behaviours.

1.6 DELIMITATION OF THE RESEARCH STUDY

The study covered predictors of students' non-participation in sports in public tertiary institution in Akwa Ibom State as the independent variables and participation of students as dependent variable. The study also considered one moderator variables of gender.

The sub-variables considered in the study include:

- The availability of sports equipment
- The adequacy of sports equipment

These areas will be investigated as factors that predicts students' non-participation in sport activities in Akwa Ibom State. The public tertiary institution students in Akwa Ibom State will make up the sample for the study.

1.7 Definition of Terms

The following terms are defined as used in the study;

1. **Sports:** Sport is an organized competitive activity which involves strenuous physical energy and complex skills. The individual by virtue of participating is motivated by either intrinsically or extrinsically factor. Generally, sport is a show of skills, techniques, competition and strategy for enjoyment and personal gain.
2. **Sport Participation:** 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 rancour.
3. **Gender:** According to this study connotes male and female students.
4. **Predictors:** these are variables used to predict the future outcome based on given circumstances. There are used to determine the relationship that exist between the independent variables.

2.0 Review of Related Literature

The literature for this research work was reviewed under the following sub-headings;

- 2.1 Availability of sports equipment and students' participation in sports among public tertiary institutions
- 2.2 Gender participation in sports among public tertiary institutions
- 2.3 Adequacy of sports infrastructure and students' participation in sports in public tertiary institutions
- 2.4 Summary of Literature Review

2.1 AVAILABILITY OF SPORTS EQUIPMENT AND STUDENTS' PARTICIPATION IN SPORTS AMONG PUBLIC TERTIARY INSTITUTIONS

It is clear evidence that sports unites nations, people from different background, races and tribes because of its nature and the gains in it by those participating in community sports, institutional sports, intramural, and extramural and intercollegiate sports. The benefits desired from sports participation cannot be overemphasized. It ranges from

physical, mental, emotional, social, physiological and psychological benefits. The interscholastic or intercollegiate sports competition usually organized in the institutions from grassroots as a means to provide avenues for social interaction to build relationship between young people in the institution and coaches. This is in line with Gasser and Lerinsen (2004); Udofia and Asuquo (2019) who stated that 'grassroot sports initiation has expanded to being a reconciliation tool to encourage understanding and tolerance in tertiary institutions. This therefore, shows that sport can produce students who are expert in various sports and can provide a ground for student's participation in institutional sports. Participation in physical activities and sports are essential for health. Conscientious participation in sports for all students contributes essential components of healthy lifestyle, together with healthy and balanced diet, alcohol and tobacco free life (WHO, 2003). Non-participation in sports has been identified as the fourth leading risk factor globally and it is estimated as one of the major causes of 25 percent approximately for breast cancer and colon cancers; 27 percent of diabetes and 30 percent approximately of ischemic heart diseases problems (WHO, 2000); (Asuquo and Udofia, 2018).

"The aim of any organized sport programme is to create an environment that stimulates selected movement experiences, resulting in desirable responses that contribute to the optimal development of the individual potentialities in all phases of life. Regular vigorous physical activity is the only means of developing and maintaining organic power and vigor. Thus, participating in sports has its own gains and misgivings" (Danjuma, 2014). Wayman (1998) and Morakinyo, (2000) described the benefits of participation in sport in terms of physiological parameters, which helps to improve muscle tone and promotes growth and development. Regular physical activity is basically needed by all individuals throughout their life time in order to maintain body maximal exercise (Daugherty, 1996).

Peer and Social influence, which develops ones emotional control, leads to resourcefulness, accurate mental reaction when under pressure; need to engage in creative divergent thinking. Social influence, which helps to cultivate attitude of fairness and displaying a good sportsmanship when playing with or competing against others in various social activities. This is because most of their time is spent in interacting with others. Sports can only be coached successfully by specialist who is expected to teach both knowledge and skills.

A coach is a trained specialist who is expected to impart knowledge and skills of the subject to the learners for achievement. Justifying the importance of coaches in the participation of students in sports knowledge and skills, Ireogbu and Opara (1998) stated that sports today is the greatest image booster for any nation, group and individual and there could be no sports without sports personnel. While buildings and programmes are important in any educational enterprise, no component of an institution or organizational unit surpasses in significance that of sports personnel who have daily contact with the students (Campbell, 2000). Onifade (1992) stated that most of Nigeria higher institutions do not have coaches and therefore the availability of qualified coaches with good training knowledge in most sports will go a long way to boosting students' participation in sports.

Okonkwo (1993) in his study, pointed out that for us to provide sportsmen and women in Nigeria, capable of excelling in world sporting events in the years to come, require a development of effective organization of school sports. This, according to the author

includes the provision of conducive environment to work in, adequate fund, material resources and personnel. Igbanugo (1986) emphasized that personnel who are involved in sports must include people whose knowledge about sports are interested in its advancement. She emphasized on the employment of adequate and qualified personnel who are specialist to run sports programmes. Adegbesan(1998) supported this by suggesting that qualified and knowledgeable teachers should be employed to teach and coach students in order to achieve desired sports participation. The availability and quality of sports facilities play a critical role in fostering sports participation. According to Eke and Iwegbu (2019), public tertiary institutions in Nigeria often face challenges such as poorly maintained facilities, lack of equipment, and limited access to sports programs. These infrastructural deficiencies discourage students from participating in sports.

2.2 GENDER PARTICIPATION IN SPORTS AMONG PUBLIC TERTIARY INSTITUTIONS

The issue of gender difference in sport participation amongst tertiary institution students has attracted more and increased attention recently, this includes research pertaining to participation in physical activity (Drake et al., 2014; Ghooshchy et al., 2011; Roxas & Stoneback, 2004). Two assumptions within classical research on gender socialisation have been given prominent recognition. This includes gender identity as an unchanging personality element, which remains stable over time and during different situations, and also differences between males and females due to internalization of gender identity as defined by the ideals and outlooks of cultural setting (Chalabaev et al., 2013). This explained factors that might influence an individual's involvement in physical activity. Factors which include influence from family (parent or older sibling), and school (friend and peer groups, such as sporting teams or clubs). It is asserts that in most cases, males rather than females are influenced more positively regarding each of the factors (Vilhjalmsjon & Kristjansdottir, 2003).

Studies on gender regarding physical activity involvement is important for programmes design and implementation through correct education and training programmes aimed at attracting male and female participation (Roxas & Stoneback, 2004). According to Sebire et al. (2009) report indicates that females than males have significant greater exercise anxiety, and also lower self-worth and exercising significantly less. It is reported that females are motivated through extrinsic motives such as weight management and appearance, while their males counterpart are motivated by intrinsic motives such as competition and social management (Koivula, 1999). Cultural norms and gender roles can also shape attitudes toward sports participation. For instance, research by Ekong and Obot (2017) revealed that societal expectations often discourage female students from engaging in sports due to perceptions that it is a predominantly male activity. Additionally, cultural stigmas associated with sports may limit participation among certain ethnic or religious groups.

In another veins Drake et al. (2014) indicates competition as one of the main motivators for male sport participation. Okafor and Nwankwo (2020) found that female students prioritize academic success over physical activities due to the competitive nature of tertiary education. Similarly, Adeyemi and Oni (2018) observed that students often cite time constraints and rigid academic schedules as reasons for disengagement from sports activities. Kilpatrick et

al., (2005) report suggests that males are more motivated to exercise by the intrinsic goals of affiliation, challenge, competition, enjoyment and fitness. In contrast, females are more motivated to exercise by the extrinsic goals of weight management, appearance, health pressure and ill-health avoidance. In addition, Rintaugu and Ngetich (2012) reported that males are motivated by the strength and endurance, enjoyment and skill development with the females motivated through fitness, weight management and appearance, and revitalization motives. Amusa and Onifade (2021) argue that many female students lack awareness of the benefits of sports, resulting in low intrinsic motivation. External factors such as ineffective sports promotion campaigns and inadequate support from institutional leadership exacerbate this issue. Clearly, there is an urgent need to motivate people to participate in physical activity and reduce the effects of life-style related diseases. Promoting exercise adherence researchers have tried to understand why people engage in any form of physical activity (Francis & James, 2011; Kravitz, 2011; Morris & Rogers, 2004). From the primary to tertiary level, students participate in various physical activities during class teaching, organized competitions and also mostly during free time. It is therefore important to consider gender motivation to participation in physical activity because they choose to engage or not to engaged in a non-curricular activity, fully voluntary, and conducted during free time.

2.3 ADEQUACY OF SPORTS INFRASTRUCTURE AND STUDENTS' PARTICIPATION IN SPORTS IN PUBLIC TERTIARY INSTITUTIONS

Adequate sport infrastructure is needed to improve sports participation, which in effect can have a lasting impact on a country's sporting ecosystem. Sports infrastructure offers opportunities and tools for people to engage in sports and lead an active life. Physical education includes facilities such as playing grounds for identifying diversions, equipment, swimming pools, classrooms, class furniture, laboratories, and libraries as primary sports. According to Ankan (2018), sports infrastructure plays a crucial role in achieving excellence in the global arena of sports. It not only helps in producing sportspeople of international repute, but also encourages the young population of a country to participate in sporting activities to create a culture of sports. In Nigeria, the standard of sports infrastructure is not at a satisfactory level for a number of reasons. Sport is known internationally as a catalyst for economic growth and as a separate sector to be managed in different economies. The sector includes sporting activities and infrastructure related services, as well as training facilities and sports retail. Sports infrastructure was defined as "the primary physical and organizational construction necessary to facilitate the participation of sports. Sport infrastructure helps community members engage in sports from a practical point of view. This includes facilities, systems, goods, and services that allow sports and is vital for any organization or country to compete in the international sporting arena. It has been acknowledged in recent years that the construction and renovation of sport infrastructure can stimulate economic development, whether it involves large facilities or small ones. Hence, the development of such infrastructure also plays an important role in sport's development.

Sports facilities promote leisure time and therefore require timely and adequate maintenance services. These types of facilities have sensitive user requirements which are related to the environmental factors. Jagemann (2011) placed premium on sports adequacy

and noted the environmental criterion to be one of the influential factors affecting the usage. Adequate provision of sports facilities and their effective maintenance will provide the structure within which to strategically carry out optimization of the life cycle of institution assets in accordance with the business needs of a university as well as service delivery requirements.

METHODOLOGY

3.1 DESCRIPTION OF STUDY AREA

This study will be conducted in Akwa Ibom State. Akwa Ibom State is located in the coastal southern part of the country, lying between latitude 4⁰32'N and 5⁰33'N and longitude 7⁰25'E and 8⁰25'E. The state is bordered on the East by Cross River State, on the West by Rivers State and Abia State, and on the South by the Atlantic Ocean and the southern-most tip of Cross River State. The state has 31 local government areas and a population of over six million people. It was created in 1987 from the former Cross River State and is currently the highest oil and gas producing state in the country. Akwa Ibom has an international airport and a 30,000-seater ultramodern sport stadium. It is home to the Ibom E-library, a world class resource centre. The Akwa Ibom State Ministry of Education is tasked with monitoring the education sector of the state. Various institutions for higher education such as University of Uyo, Akwa Ibom State University, Akwa Ibom State Polytechnic, Akwa Ibom State College of Education are located in the state. The state also has many pre-primary, primary and secondary schools. Akwa Ibom State was chosen for this particular research since the researcher schooled and was trained in the state and has witnessed different instructional approaches used by many teachers in the state. Many of these approaches need remediation and this study sets out to proffer this remediation.

3.2 DESIGN OF THE STUDY

The study explored the Descriptive survey research design to determine the relationship between variables and use these relationships to make inferences. Descriptive survey research design explains a situation as it is. Udoh (2014) assert that descriptive survey research design examines the conditions or relationships that exist, practices that prevail, effects that are being felt, or trends that are developing beliefs, points of view, attitudes that are held or processes that are going on. The study will implore a qualitative element to the design with an interview session.

3.3 POPULATION OF THE STUDY

The population of the study comprises all the all students in tertiary institution in Akwa Ibom State which the record will be obtained from PRS (planning, research and statistics) department of the Federal Ministry of Education, Uyo.

3.4 SAMPLE AND SAMPLING TECHNIQUES

The samples for this study consisted of three hundred and twenty (320) tertiary institution students drawn from all tertiary institutions in Akwa Ibom state offering Physical and Health Education. The samples were 152 males and 168 female students. The distribution of the sampled participants is provided in appendix 1.

3.5 INSTRUMENTATION

The instruments for data collection for this study was The Students Participation in Sport Questionnaire (SPSQ) and The Sport Equipment's Availability and Adequacy Checklist (SEAAC) developed by the researcher. The Students Participation in Sport Questionnaire

(SPSQ) has two (2) parts: part A elicited information on students, gender and school location and part B consisted of Twenty (20) question items under the variables of this study as stated under delimitation of the study. While The Sport Equipment's Availability and Adequacy Checklist (SEAAC) contained a list of 20 sport facilities meant to be available in schools for students' usage.

3.5.1 VALIDATION OF THE INSTRUMENT

A research instrument is valid when it is capable of measuring exactly the attributes in which it was intended to measure (Onwiodukit, 2000 and Isangedighi, 2012). To ensure that the instrument serves the particular purpose for which it was intended the instruments Students Participation in Sport Questionnaire (SPSQ) and The Sport Equipment's Availability and Adequacy Checklist (SEAAC) developed by the researcher was subjected to validation by experts in measurement and evaluation as well as experts in Physical and Health Education Departments.

3.5.2 RELIABILITY OF THE INSTRUMENT

A research instrument is reliable when the instrument has the ability to measure consistently the attributes which it was intended to measure over repeated usage (Anikweze, 2009) to strengthen the validity of the instrument.

To ensure the reliability of the instrument, SPSQ was administered to 40 students from two tertiary institutions in the area of the study, but not part of the main study. The SPSQ was administered once, and the odd and even numbered items were correlated. The data obtained was subjected to split-half reliability test to determine the reliability index of the instrument, which was 0.82.

Table 1: Split-half reliability estimates of the research instrument (N 40)

Instrument	No of item	Type	Mean (\bar{x})	Standard derivation (SD)	Split-half correlate (r _{xy})	Reliability estimate (r _{tt})
	20	Odd	118.82	12.10	.80	.82
	20	Even	120.69	14.34		

3.6 PROCEDURE FOR DATA COLLECTION

Permission was obtained from the authorities of the selected schools, this granted the researcher access into the school and sport facilities for inspection and administration of questionnaires. The questionnaire items were distributed and filled by the participant who provided honest responses to the 20 items provided by the researcher. After that was done, the questionnaire as well as the checklist were retrieved for scoring and data analysis.

3.7 Procedure for Data Preparation and Scoring

Each correct option to items in SPSQ was scored 5 marks and incorrect answer was scored zero (0).

Gender

Male – 1

Female –2

School Location

Rural – 2

Urban - 1

3.8 Method of Data Analysis

The research questions were answered using descriptive statistics (means and standard derivation), while the relevant null hypotheses (1 - 3) stated, were tested using pearson product moment correlation analysis (PPMC) at p-value = 0.05. This method of data analysis helps to determine the correlation between the variables of the study.

RESULTS

4.0 Presentation of Results

This section is focused on the results of data analysis, interpretation of results and discussion of findings. The section is presented under the following sub-headings;

- General description of research variables
- Presentation of results
- Discussion of findings

4.1 General Description of Research Variables

The study covered predictors of students' non-participation in sports in public tertiary institution in Akwa Ibom State as the independent variables and participation of students as dependent variable. The study also considered one moderator variable gender (male and female), and participation of students as dependent variable.

4.1 Presentation and Interpretation of Results

4.1.1 Research Question 1: Will availability of sports equipment predict students' participation in sports among public tertiary institutions in Akwa Ibom State Table 1: shows the mean and standard deviation of sports equipment availability as it predict students' participation in sports among public tertiary institutions

Variables	N	\bar{X}	SD
Standard Football Field	120	09.85	2.03
Exercise physiology room	84	10.17	1.89
Tennis court	99	18.30	1.46
Field event tools	17	04.24	1.04

The result presented in Table 1 showed mean and standard deviation of number of sport equipment and students' participation in sports among public tertiary institutions. As shown in the Table, the number of standard football field is 120 with mean of 09.85, exercise physiology room with 84 respondents and a mean of 10.17, tennis court with 99 respondents with mean 18.30 and field event tools 17 with mean 04.24 respectively. The responses on standard football field and tennis court have the highest mean of availability and students' participation compared to exercise physiology room. Thus, implying that there is a relationship of availability of sports equipment as it predict students' participation in sports among public tertiary institutions.

4.1.2. Research Question 2: Will gender be a predictor of students' participation in sports among public tertiary institutions in Akwa Ibom State

Table 2: Mean summary of relationship between the gender and students’ participation in sports among public tertiary institutions in Akwa Ibom State

Variables	n	X	Pooled Mean
Male	152	10.26	2.71
Female	168	10.85	

In Table 2, the mean relationship between the gender and students’ participation in sports among public tertiary institutions in Akwa Ibom State, for all the respondents under male is 10.26 and female is 10.85. The pooled mean of items in the questionnaire 2.71 is greater than the criterion means of 2.50 of the decision rule. This implies that there is strong relationship between male and female students’ participation in sports among public tertiary institutions in Akwa Ibom State

4.1.3 Research Question 3: What is the relationship between the adequacy of sports infrastructure and students’ non-participation in sports in public tertiary institutions in Akwa Ibom State.

Table 3: Mean summary of relationship between adequacy of sports infrastructure and students’ non-participation in sports in public tertiary institutions

Variables	n	X	Pooled Mean
Adequacy of sports infrastructure	320	6.32	2.68
Students’ non-participation in sport	320	7.60	

In Table 3, the mean for all the respondents under Adequacy of sports infrastructure is 6.32 and Students’ non-participation in sport is 7.60. The pooled mean of items 2.68 is greater than the criterion means of 2.50 of the decision rules. This implies that there is strong relationship between between adequacy of sports infrastructure and students’ non-participation in sports in public tertiary institutions.

4.1.5 Hypothesis One

Availability of sport equipment does not significantly correlate students’ participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. The independent variable in this hypothesis is Availability of sport equipment while the dependent variable was the students’ participation in sports among public tertiary institutions. A pearson product moment correlational analysis was conducted to find the correlate relationship that exist between availability of sport equipment students’ participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. The hypothesis was tested at .05 level of significance, with the results of the analysis presented in Table below.

Table: Pearson’s Product Moment Correlation (r) between Availability of sport equipment and students’ participation in sports among public tertiary institutions in Akwa Ibom State Nigeria.

		Availability of sport equipment	Students’ participation in sport
Availability of Sport equipment	Pearson correlation	1	.785**
	Sig. (2-tailed)		.000
		340	340
Students’ participation In sport	Pearson correlation	.785**	1
	Sig. (2-tailed)	.000	
		340	340

**correlation is significant at the 0.05 level (2-tailed)

Table shows a pearson product moment correlation was run to the relationship that exist between availability of sport equipment and students’ participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. The result using Pearson product moment correlation shows a strong positive correlation between availability of sport equipment and students’ participation in sports among public tertiary institutions, which was statistically significant. ($r = .785$, $n = 340$, $p = .000$, $P < 0.05$). The model is however significant at 5% alpha level such that the sig. value is 0.000** hence, the null hypothesis is rejected and the alternative upheld. It is therefore concluded that there is a significant relationship that exist between availability of sport equipment and students’ participation in sports among public tertiary institutions in Akwa Ibom State Nigeria.

4.1.6 Hypothesis Two

Students’ sex/gender will not significantly be a predictor of students’ participation in sports among public tertiary institutions in Akwa Ibom State Nigeria.

The independent variable in this hypothesis is gender while the dependent variable was the students’ participation in sports among public tertiary institutions. An independent t-test analysis was conducted to compare the influence of gender on students’ participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. The hypothesis was tested at .05 level of significance, with the results of the analysis presented in Table below.

Table 5: T-test on students’ gender as predictor of sports’ participation in sports among public tertiary institutions in Akwa Ibom State 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 among public tertiary institutions in Akwa Ibom State 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 among public tertiary institutions in Akwa Ibom State Nigeria was therefore rejected.

4.1.7 Hypothesis Three

There is no significant relationship between the adequacy of sports infrastructure and students' non-participation in sports in public tertiary institutions in Akwa Ibom State. The independent variable in this hypothesis is adequacy of sports infrastructure while the dependent variable was the students' non-participation in sports in public tertiary institutions. A Pearson product moment correlational analysis was conducted to find the relationship between relationship between the adequacy of sports infrastructure and students' non-participation in sports in public tertiary institutions in Akwa Ibom State. The hypothesis was tested at .05 level of significance, with the results of the analysis presented in Table below.

Table: Pearson's Product Moment Correlation (r) between relationship between the adequacy of sports infrastructure and students' non-participation in sports in public tertiary institutions in Akwa Ibom State.

		Adequacy of sports infrastructure	Non-participation in sports
Adequacy of sports infrastructure	Pearson correlation	1	.701**
	Sig. (2-tailed)		.000
	N	320	320
Non-participation in sports	Pearson correlation	.701**	1
	Sig. (2-tailed)	.000	
	N	320	320

**correlation is significant at the 0.05 level (2-tailed)

Table shows a Pearson product moment correlation was run to determine the relationship between the adequacy of sports infrastructure and students' non-participation in sports in public tertiary institutions in Akwa Ibom State. There was a strong positive correlation between adequacy of sports infrastructure and students' non-participation in sports, which was statistically significant. ($r = .701$, $n = 320$, $p = .000$)

4.2 SUMMARY OF THE FINDINGS

The result of the analysis shows as follows:

1. There exists a strong positive significant correlation between availability of sport equipment and students' participation in sports among public tertiary institutions in Akwa Ibom State Nigeria
2. That gender significantly predicted student's participation in sports among public tertiary institutions in Akwa Ibom State Nigeria.
3. There was a strong positive correlation between adequacy of sports infrastructure and students' non-participation in sports, which was statistically significant.

4.4 DISCUSSION OF FINDINGS

AVAILABILITY OF SPORTS EQUIPMENT AND STUDENTS' PARTICIPATION IN SPORTS AMONG PUBLIC TERTIARY INSTITUTIONS

The result of this hypothesis indicated exists a strong positive significant correlation between availability of sport equipment and students' participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. This result is in line with Okonkwo (2023) in his study, pointed out that for us to provide sportsmen and women in Nigeria, capable of excelling in world sporting events in the years to come, require a development of effective organization of school sports as well as provision of adequate sporting facilities. This, according to the author includes the provision of conducive environment to work in, adequate fund, material resources and personnel. Igbanugo (2016) emphasized that personnel who are involved in sports must include people whose knowledge about sports are interested in its advancement. She emphasized on the employment of adequate and qualified personnel who are specialist to run sports programmes. Adegbesan(1998) supported this by suggesting that qualified and knowledgeable teachers who as knowledge of the usability of adequate sporting facilities should be employed to teach and coach students in order to achieve desired sports participation, this can effectively be achieved when there are available and adequate sporting facilities for both the students and the teachers.

The availability and quality of sports facilities play a critical role in fostering sports participation. According to Eke and Iwegbu (2019), public tertiary institutions in Nigeria often face challenges such as poorly maintained facilities, lack of equipment, and limited access to sports programs. These infrastructural deficiencies discourage students from participating in sports.

GENDER PARTICIPATION IN SPORTS AMONG PUBLIC TERTIARY INSTITUTIONS

The result of the second hypothesis showed that gender significantly predicted student's participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. Obviously, the issue of gender difference in sport participation amongst tertiary institution students has attracted more and increased attention recently, this includes research pertaining to participation in physical activity (Drake et al., 2014; Ghooshchy et al., 2011; Roxas & Stoneback, 2004). The result corroborated with the findings of Sebire et al. (2009) reports which indicated that females than males have significant greater exercise anxiety, and also lower self-worth and exercising significantly less. It is reported that females are

motivated through extrinsic motives such as weight management and appearance, while their males counterpart are motivated by intrinsic motives such as competition and social management (Koivula, 1999). Also, research by Ekong and Obot (2017) revealed that societal expectations often discourage female students from engaging in sports due to perceptions that it is a predominantly male activity. Additionally, cultural stigmas associated with sports may limit participation among certain ethnic or religious groups.

In another veins Drake et al. (2014) indicates competition as one of the main motivators for male sport participation. Okafor and Nwankwo (2020) found that female students prioritize academic success over physical activities due to the competitive nature of tertiary education.

Similarly, the study was supported by, Rintaugu and Ngetich (2012) who reported that males are motivated by the strength and endurance, enjoyment and skill development with the females motivated through fitness, weight management and appearance, and revitalization motives.

ADEQUACY OF SPORTS INFRASTRUCTURE AND STUDENTS' PARTICIPATION IN SPORTS IN PUBLIC TERTIARY INSTITUTIONS

The result of the last hypothesis indicated that there was a strong positive correlation between adequacy of sports infrastructure and students' non-participation in sports, which was statistically significant. This result was supported by Ankan (2018), who opined that sports infrastructure plays a crucial role in achieving excellence in the global arena of sports. It not only helps in producing sportspeople of international repute, but also encourages the young population of a country to participate in sporting activities to create a culture of sports.

Sports facilities promote leisure time and therefore require timely and adequate maintenance services. These types of facilities have sensitive user requirements which are related to the environmental factors. Jagemann (2011) placed premium on sports adequacy and noted the environmental criterion to be one of the influential factors affecting the usage. Adequate provision of sports facilities and their effective maintenance will provide the structure within which to strategically carry out optimization of the life cycle of institution assets in accordance with the business needs of a university as well as service delivery requirements.

SUMMARY OF THE STUDY

The study examines the predictors of students' non-participation in sports in public tertiary institution in Akwa Ibom State. Specifically, the study seeks to examine to assess the availability of standard sports facilities in public tertiary institutions in Akwa Ibom State as it predicts students' participation in sports, evaluate gender as a predictor of students' participation in sports activities in public tertiary institutions in Akwa Ibom State and investigate the relationship between the adequacy of sports infrastructure and students' non-participation in sports in public tertiary institutions in Akwa Ibom State. three (3) objectives, research questions and null hypotheses were formulated for the study. The samples for this study consisted of three hundred and twenty (320) tertiary institution students drawn from all tertiary institutions in Akwa Ibom state offering Physical and Health Education. The samples were 152 males and 168 female students. Correlational research

design was used. The Students Participation in Sport Questionnaire (SPSQ) and The Sport Equipment's Availability and Adequacy Checklist (SEAAC) developed by the researcher was the instrument used for data collection. The data collected were subjected to a Pearson product moment correlational analysis. After the analysis the results indicated that; There exists a strong positive significant correlation between availability of sport equipment and students' participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. That gender significantly predicted student's participation in sports among public tertiary institutions in Akwa Ibom State Nigeria. There was a strong positive correlation between adequacy of sports infrastructure and students' non-participation in sports, which was statistically significant.

5.2 RECOMMENDATIONS OF THE STUDY

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

1. That government provides and make available sport equipment in schools for students' participation in sports especially public tertiary institutions in Akwa Ibom State.
2. Teacher should utilize the available sports facilities in schools to bridge the gender gap and gender bias in sport participation in public tertiary institutions in Akwa Ibom State.
3. That the available sporting facilities should be made adequate and up to standard for participation in order to meet up global best practices in sport games in the world and make students more competitive in the global space.
4. Students should be allowed to participate in sport game at their spare time or during break period.
5. Workshop and seminar should be organized for teachers at this level of education on how to use the modern sporting facilities in our schools.

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