

SELF- EFFICACY AND SPORTS PARTICIPATION PROFILE OF JUNIOR SECONDARY SCHOOL STUDENTS IN AWGU EDUCATION ZONE IN ENUGU STATE

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Abstract

This study examined the status and relationship between self-efficacy and sports participation profile of junior secondary school students in Awgu education Zone of Enugu state. Eight objectives with eight corresponding research questions and seven hypotheses guided the study. Descriptive survey research design was used for the study. A sample of 385 students were drawn from a population of junior secondary school's student in Awgu education Zone of Enugu State using a multi-stage sampling procedure. Self-efficacy sport participation Questionnaire (SESPQ) was the instrument for data collection. The mean, standard deviation and ANOVA, Pearson Product Moment were used for data analyses and testing of hypotheses at 0.05 level of significance. Findings revealed that junior secondary school's student in Awgu education Zone reported self-efficacy with regards to sports participation across gender. There was positive relationship between self-efficacy and sports participation among junior secondary school students in Awgu Education Zone. Hence it was recommended that the ministry of education, sports council and sports providers collaboratively develop and enforce curriculum that emphasizes sports participation and self-expression.

Keywords: Self-efficacy; Sports participation; students; sports; sports participation

Introduction

Sports are essential to physical, mental, social and psychological development of all persons, and the diverse nature of sports (professional, recreational and economic) has contributed to these developmental benefits. According to Kay (2004), sports have become inevitable part of modern society with its influence being felt in all facets of national life, and have also become a symbol of national unity which governments utilize to legitimize themselves. Sports also associate with numerous health and well-being improvements. Gill, Gross and Huddleston (1993) posited that sports are one of the unifying instruments that unite human beings irrespective of race, gender, class and other.

Sports are important means for increasing physical activity among adolescents. Sports and sports participation have therefore become a global phenomenon with people participating actively or passively. Without either forms of participation, sports cannot thrive and benefits accruing from there cannot be evidenced. Sports researchers have variously conceptualized the term sports participation and the influence of sports participation. Colman and Dave (2013), sports participation is defined as a situation where an individual or group of persons is voluntarily involved in sporting activities. In schools, Sports participation is seen as a veritable means for improving school image, attracting quality individual to the school, promoting the provision of sports amenities to school by the government and enhancing physical, mental, cognitive, and social development of adolescents.

School or institutional sports present youths and students with opportunities for fun, socialization, forming peer relationships, physical fitness, and athletic scholarships. McAuley, Courneya, Rudolf and Lox (1994) assert that sports are very important to the mental development of students in secondary school which comprises mostly adolescents with its provision of exposures and social interaction among students. Worldwide, especially in the developed countries of the world, institutional sports such as secondary and tertiary institution sports have always been the basis for selection of athletes for national and international competitions. Also, institutional sports have been used by students to keep fit, socialize and prolong life. Woodruff and Schallert (2008) summarized the benefits of adolescents participating in sports to include physical, psychological, educational and social developments. Despite the proven psychosocial benefits, records have shown that sport

participation levels of students have decreased over the last two decades globally (Steve, Shonna & Magner, 2010, and Awgu Education Zone Sports Competition and Participation Data, 2014). Reasons for the decline in participation have been linked to a variety of factors including self-efficacy, gender and class levels of student in Nigerian secondary schools.

According to Bandura (1977) self-efficacy is a person's beliefs in his ability to succeed in a particular situation, hence he identified four principal sources of information that influence self-efficacy; enactive mastering experiences, vicarious experiences, verbal persuasion and physiological and affective states. Park and KIm (2008) perceived self-efficacy as the most important predictive factor of physical activity participation in adolescents. They explained that individuals do not tackle challenging task, if they harbor self-doubts, even if they have made a good action plan for participation in such activities.

Gender differences have been identified as a factor that determines sports participation (Allison, Dwyer & Makin, 1991). According to Stone (1994) gender could be a factor that moderate the level of students' sports participation since it was found that less than 50% of secondary school student's sports participation in sports are mainly of the female population. Female participation in sports continues to rise alongside the opportunity for involvement and the value of sports for child development and physical fitness (Schmalz, Deane and Davison, 2007).

From the foregoing, it stands that if we must increase sport participation among secondary school student, we must find answers to key variables such as gives us clue to factors responsible for secondary school student participation in sports. Therefore, gaining insight into the secondary school students' level of self-efficacy with regard to sports participation would be both rational and objective first step in establishing the important psychological antecedents associated with poor participation in sports among secondary school students in Awgu education Zone in Enugu state.

Three research questions guided the study included what were the general sports participation and self-efficacy profile of junior secondary school student, and according to gender and class levels? One null hypothesis of no relationship between self-efficacy and sports participation among junior secondary school students was postulated.

Methods

A descriptive survey research design was employed in the study. The population of the study was made up of all JS1-JSIII students in public secondary schools in Awgu Education Zone. They were 10,692 students in all, made up of 4,700 females and 5,992 males. The sample size of this study consisted of three hundred and eight-five (385) students consisting of 194 males and 191 female JS1-JS3 students. The sample size was arrived at using the Yaro Yamane's formula (Cohen, 2007)). The multi-stage sampling technique was used to draw sample from the population of secondary schools in L.G.A that make Awgu Education Zone. Stage 1- involved proportionate sampling technique to sample schools from three local governments (Awgu, Aninri and Orji). Stage 2- stratified sampling based on class- JSI-JSIII; Stage 3- Stratified sampling based on gender from each class, JS I, (boys, girls), JSII (boys, girls) JSIII, (boys, girls).

The instrument for data collection was an adaption of three questionnaires namely "General Perceived Self-Efficacy Scale (GSE), (Schwarzer & Jerusalem, 1995), Sports Participation questionnaire and Students Sport Participation questionnaire (SESPQ) (Hansbury, 2006). It was a three-section questionnaire. Section A obtained Personal data of respondent. Section B comprised ten statements on self-efficacy while, Section C was composed of five statements on sports participation profile of respondents and four Statements on factors that influence sports participation profile of respondents.

Data analysis was by mean and standard deviation for answering the research questions, and mean scores of 2.50 and above was regarded as higher efficacy/sports participation. On the contrary, any mean score below 2.50 was interpreted as Low efficacy/sports participation.

Results**Table 1: Sport Participation Self-Efficacy Profile of Junior Secondary School**

S/N	ITEM STATEMENT	M		SD	Decision
1	I can always manage to solve difficult problem if I try hard enough	3.40		.992	
2	When I am confronted with a problem I find several solutions	3.33		.967	
3	It is easier for me to stick to my aim and accomplish my goals	3.22		1.04	
4	If I am in trouble I can usually think of a solution	3.32		.982	
5	I am confident that I could deal efficiently with unexpected events after sport participation	2.99		1.14	
6	When I think I can perform a task, it helps me to persist.	3.30		1.01	
7	If someone opposes me I can find the means and ways to get what I want	3.31		1.06	
8	Thanks to my resourcefulness, I know how to handle unforeseen situations	3.05		1.12	
9	I can solve most problems if I invest the necessary effort.	3.32		1.03	
10	I can remain calm when facing difficulties because I can rely on my coping abilities.	3.19		1.12	
Grand Mean		3.24			High

Table 1 shows the level of sports participation self-efficacy profile. Results shows that the respondents reported high level of sports participation self-efficacy ($\bar{X} = 3.24$) as the sum of means is above the criterion mean indicating that sports participation self-efficacy profile of junior secondary school is high. The table further shows that the item “I can always manage to solve difficult problem if I try hard enough” has the highest mean of 3.40 while item that “when I think I can perform a task, it help me to persist” has lowest mean 2.99.

Table 2

Profile of Sports participation self-efficacy of junior secondary school based on gender

S/N	ITEM STATEMENT	Gender				Decision
		Male		Female		
		M	SD	M	SD	
1	I can always manage to solve difficult problem if I try hard enough	3.48	.963	3.48	1.01	
2	When I am confronted with a problem I find several solutions	3.39	.952	3.27	.967	
3	It is easier for me to stick to my aim and accomplish my goals	3.24	1.01	3.20	1.06	
4	If I am in trouble I can usually think of a solution	3.31	1.02	3.33	.96	
5	I am confident that I could deal efficiently with unexpected events after sport participation	2.96	1.17	3.03	1.12	
6	When I think I can perform a task, it helps me to persist.	3.28	.993	3.32	1.03	
7	If someone opposes me I can find the means and ways to get what I want	3.45	.973	3.17	1.12	
8	Thanks to my resourcefulness, I know how to handle unforeseen situations	3.15	1.08	2.95	1.15	
9	I can solve most problems if I invest the necessary effort.	3.38	1.00	3.28	1.06	
10	I can remain calm when facing difficulties because I can rely on my coping abilities.	3.26	1.12	3.16	1.12	
Grand Mean		3.48			3.25	High

Table 2 presents, based on gender, the level of sports participation self-efficacy profile of junior secondary schools' students in Awgu Education Zone in Enugu State. The results show that the cluster means of 3.48 for males and 3.25 for females indicated high level of sports participation self-efficacy when compared with the criterion. The table further shows that male have the highest sports participation self-efficacy ($\bar{X} = 3.48$).

Table 3:
Profile of Sports Participation Self-Efficacy of Junior Secondary School Based on Class Level

		<i>Class Level</i>						
		<i>JS1</i>		<i>JS2</i>		<i>JS3</i>		
<i>S/N</i>	<i>ITEM STATEMENT</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>Decision</i>
1	<i>I can always manage to solve difficult problem if I try hard enough</i>	3.25	1.11	3.59	.798	3.35	1.02	
2	<i>When I am confronted with a problem I find several solutions</i>	3.25	1.08	3.41	.882	3.34	.928	
3	<i>It is easier for me to stick to my aim and accomplish my goals</i>	3.10	1.08	3.30	.967	3.25	1.08	
4	<i>If I am in trouble I can usually think of a solution</i>	3.29	.984	3.35	.977	3.32	.99	
5	<i>I am confident that I could deal efficiently with unexpected events after sport participation</i>	2.85	1.22	3.11	1.12	3.01	1.08	
6	<i>When I think I can perform a task, it helps me to persist.</i>	3.22	1.05	3.38	1.00	3.31	.972	
7	<i>If someone opposes me I can find the means and ways to get what I want</i>	3.26	1.05	3.49	.97	3.41	.972	
8	<i>Thanks to my resourcefulness, I know how to handle unforeseen situations</i>	3.07	1.20	3.49	.91	3.36	.997	
9	<i>I can solve most problems if I invest the necessary effort.</i>	3.29	.084	3.35	.077	3.32	.099	
10	<i>I can remain calm when facing difficulties because I can rely on my coping abilities.</i>	3.22	1.07	3.38	.096	3.31	.972	
	Grand Mean	3.18		3.39		3.30		High

Table 3 shows sports participation self-efficacy levels of different class categories junior secondary schools' students in Awgu Education Zone in Enugu State. Junior Secondary school students reported high sports participation efficacy across the three class categories of JSI, JSII and JS III with grand mean scores of 3.18, 3.39 and 3.30 respectively. However, JSI students scored lowest followed by JSII and JSIII students in that order.

Table 4
Sports participation profiles of junior secondary school students

<i>S/N</i>	<i>Item Statement</i>	\bar{X}	<i>SD</i>	<i>Dec</i>
1	I volunteer at sport	3.18	1.12	High
2	I am currently involved in school sport leadership	2.87	1.25	High
3	I like to participate or represent my school at any sport	3.17	1.12	High
4	Do you participate in any intra-school sports?	2.98	1.15	High

Table 4 shows the sports participation profile of junior secondary school students in Awgu Education Zone in Enugu State. From the table, Students reported high sports participation on all items of sports participation profile. In addition, that they ‘volunteer at sport’ ($\bar{X} = 3.18$), they also ‘currently involved in school sport leadership’ ($\bar{X} = 2.87$). These indicate that the profile of junior secondary school students’ sports participation profile is high.

Table 5: Sports Participation Profile of Junior Secondary School Based on Gender

S/N	ITEM STATEMENT	Gender				Decision
		Male		Female		
		M	SD	M	SD	
1	I volunteer at sport	3.34	1.03	3.05	1.18	
2	I am currently involved in school sport leadership	3.05	1.15	2.70	1.31	
3	I like to participate or represent my school at any sport	3.36	1.01	3.01	1.19	
4	Do you participate in any intra-school sports?	3.13	1.08	2.84	1.19	
	Grand Mean	3.04		2.82		High

Table 5 shows that sports participation profile of junior secondary schools’ students based on gender is high ($\bar{X} = 2.95$) in Awgu Education Zone in Enugu State indicating that gender influenced sports participation profile of junior secondary school students. The table further shows that the male gender has the highest mean score ($\bar{X} = 3.34$). This shows that male gender sports participation profiles are higher than the female gender.

Table 6: Sports participation profile of junior secondary school based on class level.

S/N	ITEM STATEMENT	Class Level						Decision
		JS1		JS2		JS3		
		M	SD	M	SD	M	SD	
1	I volunteer at sport	2.99	1.23	2.77	1.28	2.84	1.24	
2	I am currently involved in school sport leadership	3.05	1.19	3.28	1.027	3.18	1.12	
3	I like to participate or represent my school at any sport	2.88	1.29	3.00	1.10	3.05	1.06	
4	Do you participate in any intra-school sports?	2.50	.998	2.56	.962	2.50	.90	
	Cluster mean	2.86		2.90		2.89		H

Table 6 shows that sports participation profile of junior secondary schools’ students is high ($\bar{X} = 2.70$) based on gender in Awgu Education Zone in Enugu State. This indicates that sports participation profiles of junior secondary school differ class by class. The table further shows that JS II students has the highest ($\bar{X} = 3.28$) sports participation profile in Awgu Education Zone and the lowest mean score ($\bar{X} = 1.91$) of sports participation profile.

Table 7: Relationship between self-efficacy and sports participation profiles of junior secondary school students in Awgu Education Zone.

	N	r	P-value	Los	Decision
Self- Efficacy	385		.001	.005	Reject
Sports participation		0.411			

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 above shows that there is positive relationship between self-efficacy and sports participation profile of junior secondary school students in Awgu Education Zone ($r = 0.411$, $P = .000 < .05$). It means that as self-efficacy increase, sports participation increases and vis-versa.

Discussion

The findings of the study showed that junior secondary school students in Awgu Education Zone in Enugu State generally reported high level of sports participation self-efficacy ($\bar{X} = 3.24$) Table 1. The same similar result was also evident across gender (Male: $M = 3.48$ and Female: $M = 3.25$) and Lass categories (JS1: $M = 3.18$, JS2: $M = 3.39$, JS3: $M = 3.30$), Tables 2 and 3 respectively. With regards to gender, the finding of this study corroborates that of Spence, Blanchard, Plotnikoff, Storey and McCargar (2010) that self-efficacy was significantly higher in boys when compared with girls. Gist and Mitchell (1992) had observed that self-efficacy is constructed as an assessment of one's capabilities in three complex and crucial areas: motivation, resources and action. And according to Duds (1992) self-efficacy is a primarily motivational factor underlying voluntary participation in any sport. The findings here is similar to the findings of Shahraki, Esmaeli and Ganjourei (2014) that sports participation and hardiness are positively associated with self-efficacy in the participants.

The findings with regard to students' sports participation showed that the students reported high level of sports participation ($\bar{X} = 2.94$), by gender (Male: $M = 3.04$, Female: $M = 2.82$), and class level (JS1: $M = 2.86$, JS2: $M = 2.90$, JS3: $M = 2.89$) Tables 4,5 and 6 respectively. This might be because sports give people enjoyment mostly likely to participate in sports. However, Woodruff and Schallert (2008) summarized the benefits of adolescents' participation in sports to include physical psychological, educational and social development. The findings disagree with those of Moola, Faulkner, Kirsh and Kilburn (2008) that sports were not considered a valued pursuit despite the belief that it is essential for the attainment of good health and that low self-efficacy and fatigued were influenced by cover fears and exclusion and further decreased the value ascribed to sports and physical activity.

The findings of the study on table 7 showed a positive relationship between sports participation and self-efficacy. This means that as sports participation increases, self-efficacy also increases, and that increase in self-efficacy produce the increase in sports participation. Bandura (1986) here asserts that success in sports performance raises efficacy and failure lower sit, but once a strong sense of efficacy is developed a failure may not have much meaning. This finding was not surprising at all. It agrees with the findings of Joseph, Royse, Benitez and Pekmezi (2013) which showed that the relationship between physical activity and quality of life is indirect and likely mediate by variables such as physical self-esteem, exercise self-efficacy.

Conclusion

Based on the findings above, the following conclusions were drawn There was a high level of sports participation self-efficacy profile. There was high level of sports participation profiles of junior secondary school student based on gender. There was a positive relationship between self-efficacy and sports participation profiles of junior secondary school students in Awgu education zone.

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