
Teachers' Attitude towards Sports Participation by Students in Delta State, Nigeria

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ABSTRACT

The study ascertained the attitude of teachers in urban and rural secondary schools towards sports participation among students in Delta state, Nigeria. The descriptive survey design was adopted for the study. A 14-item, 4-point scale instrument (questionnaire) with a reliability index of 0.68 was used for data collection. A sample of 380 respondents (teachers) was drawn using multi-stage sampling procedure from ten out of 167 secondary schools in four of the eight Local Government Areas in the study area. The data generated was analyzed using the t-test, and the findings revealed that, there is no significant difference between urban and rural teachers' attitude towards sports participation among secondary school students in Delta Central Senatorial District of Delta State.

KEYWORDS: Attitude, Sports development, Sports facilities, Sports equipment, National Sports Policy.

INTRODUCTION

Sports organized at the school and/or local government levels form the primary and starting base for a comprehensive administration and development of sports for the state and country at large (Diejomaoh, 2011). Morakinyo and Aluko (2009) asserted that individuals in a multi-lingual country like Nigeria could be easily integrated using sports as the cohesive agent. This highlights the importance of ensuring that in a bid to inculcate the right moral values and attitudes in the Nigerian youths, the place of sporting activities and physical education in the secondary schools which apparently form part of the core at the community level would not need to be undermined.

The Federal Republic of Nigeria (National Policy on Education, 2004, 2013) stated the broad goals of secondary education to include preparing the individual for useful living within the society and for higher education. Pursuant to this, it aims at providing technical knowledge and vocational skills necessary for agricultural, industrial, commercial and economic development. It further lists Physical and Health Education among the Non-prevocational electives at the junior secondary school level and Non-vocational electives at the senior secondary school level.

The Federal Republic of Nigeria (National Sports Policy, 2000:5) stated that the maximization of the contribution of the sports sector towards the attainment of the country's economic and social integration, social defense and human development objective as well as the promotion of policy orientations likely to strengthen the observance and protection of human rights; to advance social justice and human dignity and to enhance the status of people in the scheme of national development are part of the broad goals of the sports development policy in Nigeria.

Perhaps, it is towards the realization of the above that the Federal Republic of Nigeria (National Sports Policy, 2000:16) has the following objectives from which secondary school sports would act as the fulcrum in Nigeria:

- i) To promote an awareness of general fitness, health, recreation and leisure activities of the individual Nigerian citizen whatever his age, occupation and status
- ii) To make a conscious effort to encourage mass participation in physical activity programmes in all institutions of learning
- iii) To provide personnel, sporting facilities and equipment
- iv) To maintain the stated incentives and award schemes
- v) To provide adequate financial support and resources for school sports
- vi) To ensure that participation in sports shall be compulsory in primary and secondary schools as well as institutions of higher learning

Edenedo, Akarah and Tayire (2018) citing Venkateswarlu (1999) posited that sports development entails the improvement in sports facilities to enable individuals participate in sports for fitness, represent the institution, state or country. The Federal Republic of Nigeria (National Sports Policy, 2000:7) however, noted that certain factors have limited the effectiveness and impact of sports development. Amongst these factors are: inadequate funding and inefficient resource management, problems of staff management and development as well as the lack of appropriate research and data base for effective planning and decision making. As part of its basic strategy of operation, it noted that there should be emphasis on community based approach and on the full utilization of the local communities institutional and other resources, stable priority to the implementation of programmes for the benefit of the society, emphasis on the systematic use of research and of programme and project monitoring and evaluation as tools in the management process as well as, equitable distribution of funds between personnel costs and programmes.

Toward the realization of the above, the Federal Republic of Nigeria (National Sports Policy, 2000:8, 9) identified the federal, state and local governments as well as the local community as being some of the principal agencies for sports development. It further noted that state governments shall have the primary responsibility for the organization and delivery of sports services and, that each state government shall involve its local governments in the planning and implementation of sports programmes as well as delegate to its local governments, the implementation of all such programmes as are best organised at the grassroots. However, there are no clear cut indications to ascertain the attitude of urban and rural teachers towards sports participation among secondary school students.

It is imperative to mention that the Nigeria Government through policies recognizes the role and place of sports in nation building as it has oftentimes placed premium priority on sports

development through the provision of sports infrastructure and facilities, training of personnel, sports policies formulation as well as the management and administration of sports. Despite the fact that the Federal Republic of Nigeria (1997:118) Report on Vision 2010 stated that Nigeria's vast potential in organized sports is still largely undeveloped and that, this is connected with the poor and declining state of sports infrastructure and facilities, poor funding and administrative problems, the attitude of teachers towards secondary school sports participation open a plethora of issues with regards to meeting government's policy statements and goals. If sports have to be developed, it would therefore be imperative to ascertain if the location of the secondary schools whether in the urban or rural areas would determine teachers' attitude towards the participation of students in sports.

Atan and Imamoglu (2016) stated that attitudes are positive or negative approaches to a situation or thing and that, they can be ordered in various positive and negative degrees while stressing that, it is always easier to show knowledge and skills in situations they have positive attitudes for. In essence, positive attitudes would entail having positive dispositions towards students' participation in sports by teachers, while negative attitudes connote having negative dispositions towards students' participation in sports by teachers. Consequently, the available facilities and equipment for teaching and organising sports will affect the attitude of teachers towards participation in sports by students. Diejomaoh, Akarah and Tayire (2015), noted that, the extent of provision of facilities and equipment by Local Governments in Delta State is low. This in effect will have a resultant consequence on the level of sports development.

RESEARCH METHODOLOGY

The descriptive survey design was adopted in ascertaining urban and rural teachers' attitude towards sports participation among secondary school students in Delta Central Senatorial District. The population for the study is 6,405 secondary school teachers from 167 secondary schools in eight Local Government Areas of Delta Central Senatorial District (Delta State Post Primary education Board, Asaba, 2015). The sample size of 380 teachers was selected from ten secondary schools in four out of the eight Local Government Areas in Delta central senatorial district using a multi-stage sampling procedure.

A 14- item, self-structured 4-point scale questionnaire with an established reliability index of 0.68 was used for the study. The data collected was analysed using the t-test at 0.05 level of significance.

Hypothesis: There is no significant difference between urban and rural teachers' attitude towards sports participation among secondary school students in Delta Central Senatorial District.

Table 1: t-test analysis of difference between urban and rural teachers' attitude towards sports participation among secondary school students in Delta Central Senatorial District. N=380

Teachers' Location	N	\bar{X}	SD	t-cal	t-crit	Df	Sig.	Decision
Urban Teachers	257	2.61	15.87	0.04	1.96	378	.05	Accepted
Rural Teachers	123	2.66	10.8					

The table above reveals that t-calculated value (0.04) is less than the t-critical value (1.96) at .05 significance level with df 378. The null hypothesis was thus accepted. This means that there is no significant difference between urban and rural teachers' attitude towards sports participation among secondary school students in Delta Central Senatorial District of Delta State.

DISCUSSION OF FINDINGS

The study revealed that there was no significant difference between urban and rural teachers' attitude towards sports participation among secondary school students in Delta Central Senatorial District of Delta State. This corroborates the finding of Amuchie (2005) who noted that, teachers irrespective of their school types, location and gender demonstrate similar attitude to school sports and its development. It is also imperative to note that the quality and quantity of available sports facilities and equipment will determine the attitude of teachers towards sports participation by students and if, the extent of provision of facilities and equipment by Local Governments in Delta State is low as espoused by Diejomaoh, Akarah and Tayire (2015), then there will be no marked difference in the attitude of teachers towards sports participation among secondary school students.

CONCLUSION

In order to develop secondary school sports as enshrined in the policies of government, there is an apparent need for the provision of sports facilities and equipment in the secondary schools if, the attitude of teachers towards sports participation by students has to be positive since the study has not shown the direction of the teachers' attitude to be positive or negative.

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