

THE IMPACT OF STUDENTS PARTICIPATION IN SPORTS AND CAMPUS POLITICS ON ACADEMIC PERFORMANCE

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Abstract

Participation in sports is of immense benefit to the soundness of an individual mental and social wellness, particularly youngsters. Recently there has been great involvement of youngsters in school games arising from the high administrative (political) supports and social values attached to sports. Today tertiary institutions are in the effort to contribute to student's socialization and political life process by providing sports opportunities. These activities, which are a part of tertiary education, should be seen as activities that aim at developing people's social aspects and social awareness. This paper aims at signifying the role of students' sports participation and campus politics for evaluating their opinions and expectations.

Keywords: Sport, Participation, politics

Introduction

Sport is a social agent that brings different people of different ages and religious background together. It is important to note that sport is a significant and integral part of general education programmes in institutions and this has been widely recognized and accepted as a social activity and an indispensable part of the students. Onifade (2003) defined sport as “a structured and institutionalized activity that involves vigorous physical exertion that has the components of competition and prowess on a continuum between play and work”. Sports has the capacity to develop to physical, intellectual, social and moral dimensions of life for all the continents citizens and it has overtime been a conduit for communication between nations and people and an instrument that brings down barriers and safe guards peace. Beyond its physical and health dimensions, sports contribute to comprehensive and harmonious development and fulfillment of human being.

Morakinyo (2000) also pointed out that sport is a social phenomenon that has grown from its humble beginning of being an entertainment and recreation pastime to

become a visible and prominent business phenomenon that could no more be ignored in the social, political and economic environment of any nation. Msheila (2000) also described sport as a highly organized physical activity of high human intensity regulated by accepted rules and regulations, which requires maximum physical and mental exertion.

At the college level, the life of the student changes altogether. The students are in their teen age which is full of enthusiasm, zeal and energy. They start perceiving about their future life and in the due course they become passionate to achieve their goals. This is the prime time where the students' needs guidance through which their social and academic life to make them a significant citizen of the society. At this stage the role of the both parents and the teachers become prominent to streamline the energies of the student.

The role of sport for social development is a manner of bringing about social change through the use of sports. Sport help college students learn lifelong skills and as incentive for the students to improve their scholarship. Far reaching and ever-present,

sport is a common denominator for people across the globe. Since the advent of modern Olympics, athletes have shown that sports enable people to come together in an effort to bring about global peace and to share a desire for self-improvement (Sage et al, 1979). Non-profit sports programs aiming to educate through similar means are part of an up and coming movement, however through sport, students learn sportsmanship and other social life skills. "They gain confidence in themselves and their involvement with a group, being surrounded by a supportive group of people with similar goals, as in playing a sport, can alleviate the negative effects of poverty (Gautam, 2018).

Politics is another institution in our society that is linked to sports. The related literature revealed that sports and politics use each other. Although countries use sports to enhance their image and power or that of their leaders, sports have also been used as peacemakers. "The sports served this purpose and world leaders have used sports participants to engage in friendly challenges with athletes from other countries as a means of communication in the process of negotiation. The display of flags and the playing of national anthems have raised controversy and other international competitions, because of the interpretation that such displays promote political ideologies". Sports do offer a setting for national pride and unity in our society but at the same time raise questions regarding issues of power, particularly in regard to the selection of athletes for international competition and the control of sports events (Coakley, 2017).

Statement of the Problem

In many researchers conducted on the university students about this issue both at home and abroad, it is said that the priority is given to the academic development of the students, and apart from this, some issues such as spending free time and meeting the personal needs with physical and social development are left behind. Out of the documents in the light of these researches, some important conclusions such as the fact

that the student's health, physical, social and personal developments should be maintained in parallel with intellectual and academic ones have been reached. Multi-directional new scientific researchers are needed to determine the problems of the university youth that constitutes one of the most dynamic groups in our country too. It can be said that the researchers conducted on this issue in Turkey are very few in number in the process of history. The studies conducted on this issue had been given by different researchers. The aim of this study is to determine the role of students' participation in sports and campus politics. A study of Abubakar Tatari Ali Polytechnic.

Literature Review Concept of Sports and Participation

Many scholars have defined sports in various ways. Webster's Sports Dictionary (1976) defined sports as a recreational or competitive activity which involves a degree of physical exertion or which requires skill in the playing of an object (as a ball), disk or shuttle cock) for scoring. Loy (1984); Coillois (2012); Huizinga (1984); and Edward (1983); reflect on sports as game occurrences, as institutionalized game, as social institutions and as social situations. Bucher (1979) talked of sport as culturally and socially beneficial and Nixon and Jewett (2012) based their definition on ideology. Adedeji (1978) also defined sports in terms of organized competitive and recreational physical activity among athletes. Robert (2012) classified sports into three spheres on the basis of outcome

i. Sports of physical skills in which the outcome is determined by player's motor activities such as in weight lifting and racing and so on

ii. Sports of Strategy in which the outcome is determined by rational choices among possible courses of action such as chess to mention just one example.

iii. Sports of Chance in which the outcome is determined by guesses, such as dice which is uncontrolled. He went further to state that although participation in an array of sports can be very broad in some societies and

groups, the participation is greater or lesser on the basis of sex, age, social status and variety of cultural factors within a single or small society and so the involvement of athletes are never constant. Participation in sports can be seen as an outcome or product of obedience, achievement, interest, needs and responsibility.

This is valid when it comes to the explanation of individual differences with regards to areas of interest and innate tendencies. Two basis modes of behavioral participations formulated by Kenyan (1989) are primary and secondary participations. The primary participation refers to actual involvement in sport as a player or contestant while secondary refers to all other forms of involvement such as consumer and producer of sports. Obviously, people behave in several different ways in sports situation. There are some who are associated with primary participation like the athletes. These athletes can be referred to as superstars and can substitute athletes in sports. The roles reflecting secondary participation are both consuming and producing. The spectator at the playing ground represents the direct consuming role while viewers of the game at home or listener or sports commentary and readers of the sports column represent indirect consumers. Kenyon classified the producing roles as "leadership roles arbitration and entrepreneurial roles as of sports science, coaches, umpires, scorekeepers, to mention a few example while the entrepreneurial roles include the promoters of sports, manufacturer of sports equipment and sellers of the equipment whether wholesalers or retailers. Sport participation will be considered as a relative term signifying the strength of person's sports interest, be it primary or secondary. One of the many sources of sports involvement today is the potential environmental sources. Basically, a person's relation to sports at a certain point in time is dependent upon a complex interplay between hereditary and environmental factors

(Shensaasen, 1981).

Theoretical Framework

A theory is a set of logically interrelated constructs and propositions that present a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena. The importance of theoretical frame-work in sport administration research cannot be over-emphasized. Keslinger (2000) pointed to one such importance as determinant function. A good comprehensive theory enables one to determine an athlete's behaviour and attitude as determinants of participation which has not been observed or occurred. A theory can help to determine behaviour and attitude and how such can influence individual athlete as well as determine their participation. However, Griswold (2011) argued that theoretical thinking provides a rich source of data or idea that can be drawn on in research and stimulate the imaginative capacities as essential to progress in the posture behaviour of an athlete to determine their participation. On this background, this study is theoretically framed on the Theory of Reasoned action. The Theory of Reason Action (Fishbien and Ajzen, 1975) posited that the most important determinant of behavior is a person's behavioural intention and that intention is determined by the person's attitude towards the behaviour plus the 16 influence of social factors. Attitude is a function of personal beliefs about the perceived consequences of engaging in behaviour and an evaluation of those consequences. If the person believes that taking part in regular physical activities would be expected to have a positive attitude towards physical activity. Attitude is believed to be composed of an evaluation of the level of perceived enjoyment and the level of benefit or discomfort associated with the behavior. Subjective norm is a function of the view of important others in the person's life regarding the target behaviour, weighted by how motivated the person is to act on the views. In order words it presents the social pressure to engage or avoid particular behaviours. More recently, it is also hypothesized to include a component which

represents the extent to which one's social network performs the behaviour (Rhodes and Courneya, 2003). The Theory of Reasoned Action suggests that the probability of engaging in sporting activity would be increased if:

1. A person predicts that physical activity will be enjoyable
2. Physical activity will lead to only valued positive outcomes and minimal discomfort
3. A person's social network will want them to be physically active
4. A person's social network is physically active.

Sporting culture in Nigeria

Encarta Dictionary (2009) defined culture as the beliefs, customs, practices, and social behaviour of a particular nation or people. Britannica Dictionary (2009) defined culture as a set of attitudes, values, goals, and practices that characterizes an institution or an organization. From these two concepts of the term culture, it is observed that word such as attitudes, behaviour, and practices in relation to a nation, people, institution, or an organisation is common to these definitions. Behavioural patterns and practices as emphasized in these definitions are manifested in practical activities such as arts, music, literature and related intellectual activities considered collectively. These activities also include dance, play, and games which constitutes sports. Sport culture can therefore, be referred to as collection of physical activities (game and plays) common to a group of people, community, nation or an organisation and has been in practice from one generation to the other which has become a pattern of social behavioural change in a society. Over the next four years, there will be soccer World Cup finals, a Good Will Games, the Rugby World Cup, a Commonwealth games, two Olympic games, winter and summer, two World Track and Field championships, four Formula One motor racing seasons, two Ryder Cups, four seasons of football, baseball, Basketball and hockey, twenty tennis Grand Slam tournaments and over fifty international cricket matches. The reader will almost

certainly witness some of these events live and many more on television. He or she will read of the competitions in the sports pages of newspapers and specialist magazines, loon to sports websites and listen to reports on radio. It will be difficult to dodge the gun-to-tape coverage of many international spectacles, specially the Summer Olympics, which seems to saturate our lives. It will be impossible to avoid buying merchandise associated with some of the events: burgers, for instance, will carry the endorsement of official food of the.... Even a trip to the supermarket will involve us in sports: count how many of the labels bear the logo of some sporting event. Whether we like it or not, we live in a culture in which sports play an increasingly important role. Once, the impact of sport was segmental; it was an area distinct from many of the other, more important, domains of our lives. Now, sport is central. Following the fact that sports occupies more of our time, our money, our energies, even our brain cells. Sport may once have been bracketed with leisure: now it is business. Some sports measure their annual turnovers in billions; their stars earn more in a week than many people earn in five years. People fight and often die in the pursuit of their sporting ambitions. The values and artefacts of sport surround us and permeate us (Ellis 2000).

Sporting Participation in Tertiary Institutions

The participation of Nigeria institutions in sporting activities has a long history. According to Ladani (2008) it began with Empire day celebration to commemorate the birth of Queen Victoria of England and grew into schools' sports where athletic, football and netball competitions were organized for primary, secondary schools and Teacher Training Colleges. With the establishment of a University College in Ibadan in 1948 and other tertiary institutions later, sports became a very serious social activity that dominated the leisure of students in these tertiary institutions (Fafunwa, 1975; Bitrus, 2015). According to Omoruan (2016; Bitrus 2015) the former National Union of

Nigeria Students in the late fifties comprising of Universities, the Polytechnics, Colleges of Education and the Advanced Teachers' Colleges gave impetus to their joint sporting activities. However, with the later increase in the number of these institutions and number of students coupled with financial and administrative constraints, it soon became necessary that each should go its own way. As a result, there emerged the Nigeria University Games Association (NUGA), the Nigeria Polytechnic Games Association (NIPOGA) and Nigeria Colleges of Education Games Association (NATCEGA).

Sports and Political activities in Tertiary Institution

Because they do not exist in a cultural vacuum but rather are part of the social world, sports are influenced by many different societal and cultural forces. "One important force is that of politics. Politics deals with the concept of power, how it is obtained and how it is used. Whether we examine settings such as the local high school games, tournament and the Olympic Games politics are involved. At a local level, decisions regarding facility use by organizations and city sanctions and ordinances must be considered" (Cabinet Office, 2002). Some controversies involving politics and sport are in hat ways are sports effective or ineffective tools of political propaganda? How are the Olympic Games separated from concepts of politics? In what ways can sports be used as integrating and truly peaceful endeavors? How can international competitions be changed to be friendly rather than hostile encounters (Bacon & Russell, 2004).

Advantages of Participation in Sports

Wayman (2018) and Morrish (2018) stated the benefits of participation in sport as follows: Physiological: It helps to improve muscle tone and promotes growth and development. Regular physical activity is basically needed by all individuals throughout his/her life time in order to maintain the body through maximal exercise. Peer and Social influence: It develops ones emotional control, leads to resourcefulness,

accurate mental reaction when under pressure; need to engage in creative divergent thinking Social: It helps to cultivate an attitude of fairness and displaying a good sportsmanship when playing with or competing against others in various social activities. This is because most of our time is spent in interacting with others.

Administrative Style and Sports Participation

Leadership may be defined as the capacity to guide others in the achievement of a common goal. Decisiveness, determination, interpersonal and organizational aptitude, loyalty, self efficiency and self-discipline are considered some of the attributes of effective leaders (Black, 2017). Goldberg and Chandler (2016) explained further that athletics is an area that provides the opportunity to develop and display leadership qualities. He also stated that leadership development is important for society, as today's youth will be tomorrow's business and government decision - maker. Hogan (2017) stated that leadership generally can be found to be very social, intelligent, self-confident, and dominant. He further stated that their knowledge and skills must be adequate to justify others" following them. Hohmann, Hawker and Hopmann (2016) identified sensitivity to others" needs, acceptance and use of others' contributions, tolerance for personal difference, and confidence in skills and knowledge as characteristics of strong leaders. Groustrom (2015) found that adolescent leaders, as compared with non leaders, are dominant on both physical and psychological dimensions. He also noted that adolescent leaders are more active and aggressive, received more positive manner. Snyder and Sopreitzer (2016) explore the relationship of academics and athletics to social and behavioural characteristics. They pointed out further that those who held both scholar and athletic roles stood out in regard to positive attributes, including leadership. According to Monaco and Gaier (2015) females in mixed sex groups are less likely to be group leaders regardless of leadership

style or dominance level". Female tends to try to find the best outcome for all, while males simply have a strong desire to win, reinforcing the conventional view of males as instrumental or autonomous and females as expressive or cooperative. Strong gains in female leadership are observed when they have experience the task at hand. They concluded that females rely on outside support to achieve success, and they tend to have lower confidence and self-regard. Athletes possess stronger leadership skills than do non-athletes, and that male athletes have greater leadership skills than do female athletes, females are as competent in this area as males, but cultural factors hinder them from demonstrating leadership skills in social context (athletics). Ladani (2017) suggested the following qualities to be displayed by a leader:

- i. A good leader must have vision: implies that leaders should at least see a little further ahead; a little more clearly than those who follow. This is the only way that he can guide the members of his group in the right direction.
- ii. All leaders must be sensitive to the yearnings and aspiration, thoughts and feelings of those whom they seek to lead. This implies that there should be careful consideration of their concerns and evaluation of their conclusions.
- iii. Leaders must possess determination and perseverance. All enterprises have two sides success and failure. There are frustrations and obstacles. During the time of crisis when it seems as if there is no way out, there are people who will suggest the abandonment of such enterprise. During this period the leader ability is put to test.
- iv. He must be impartial: any staff of an establishment will accept unfavorable decisions, personal disappointments and well-deserved penalties in good grace if the leader is just and impartial. Discrimination and favoritism on the part of a leader are sure paths to defeat.
- v. A good leader must be good psychologist: since any group or organization is established by human being, an effective leader must understand human nature. He

must know how to tap the best efforts of members of a group. The leader must be aware that not every member will be influenced in the same way or by the same words.

Social Determinants of Sports Participation and Politics

Peer Group and Sports Participation
Peer group is an informal social group of persons with several common characteristics. Members may have very strong ties and may be influence by loyalty to the group (Kenneth, 2011). Peer group has been found to be a socialized agent among children in sport participation. Children are often socialized even before entering the school system and ideas, value, learned in the home are either opposed or reinforced (Colins, 2004). Sporting activities are received by the peer group through participation in extra curriculum activities stimulates the desire for the continued status and recognition that are associated with these activities beyond high school. Peer group provide experience that help the students to become independent of parents and other authority figure and expose the students' ideas, values and experience through sporting activities that may not be encouraged in nuclear family.

Conclusion

Sport has been identified as that having the capacity to provide positive and active learning opportunities for students to the development of cognitive, affective and psychomotor domains. Politics has become the way of life in recent times, people now play politics in almost all human endeavour. The act of winning support of people to become their representative or leader can be termed political activities. All human. The development of Sports participation and Politics in Nigeria campus has great impact on school management that should make sure sports programmes to be well planned, and enough qualified personnel are employed for effective planning of physical education sports programmes. The school authorities should give free hands to staff members, so that much can be achieved. Religious beliefs

and culture should not influence the participation of students in sports and politics, as this will give room for socialization. The level participation is very low for gender especially for female, this is because female prefer sports that are artistic in nature.

Recommendations

The following recommendations are made based on the findings of this study:

1. The type of sports programme offered to students should be carefully considered. It must address the unique characteristics of students.
2. Sports that encourage students to concentrate on personal improvement, accommodate large number of participants and are inherently safe should take precedence.
3. All students who want to participate and

are willing to make the commitment necessary for sports participation should be encouraged to participate, but with the consent of their parents so that the schools are not found liable in case of injuries.

4. Institution should employ competent and qualified physical education personnel who will be able to plan, organize, schedule and execute purposeful sports programme for the students. Motivation of students to participate in sports programme may be best done by qualified sport personnel and specialists.
5. There should be adequate funding of school sports programme in schools with proper accountability as it helps determine the political ground in the campus.
6. Scheduling of school sports programme should take academic concern of students into consideration; afternoon and evenings should be proposed to be lecture free for

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