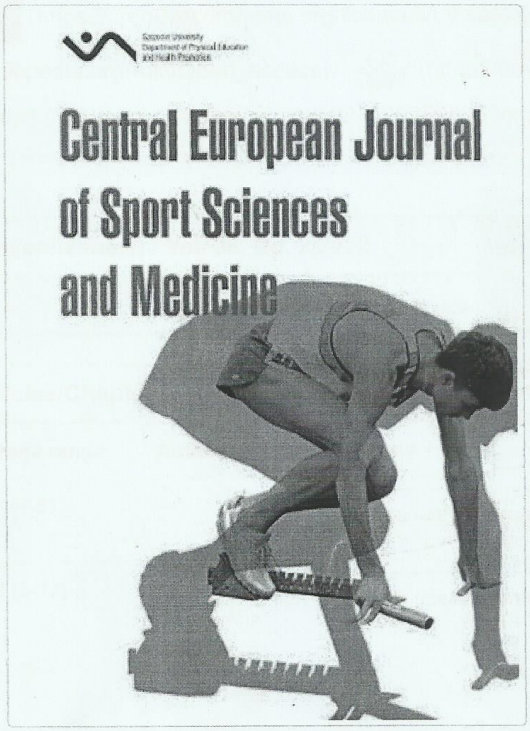
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RELATIONSHIP AMONG SPORTS PARTICIPATION, SELF-PERCEPTION AND GENDER ROLE ORIENTATION OF ADOLESCENT FEMALE STUDENTS IN KWARA STATE, NIGERIA

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Abstract This study examined the relationship among sports participation, self-perception and gender role orientation of adolescent female students in Kwara State. Descriptive survey design was adopted for the study. 240 respondents were sampled from public secondary schools in Kwara State through simple random sampling technique; eight (8) public secondary schools were selected. Stratified and proportionate sampling techniques were used to select 20% of students by class. The research instrument was a self-structured close ended questionnaire. The data collection was conducted by the researcher and three (3) research assistants. Three null hypotheses were tested using Pearson's Product Moment Correlation (PPMC) statistic at 0.05 alpha level. The findings revealed no significant relationship between self-perception and sports participation, there was significant relationship between gender role orientation and sports participation. Also, there was significant relationship between social interaction and sports participation among the adolescent female students. The study recommends that the concept of sports should be promoted among the students while female students should be given equal opportunity in sports as their male counterpart. Also all students should be encouraged to participate in sports in order to promote social relationship with other students.

Key words: sports participation, self-perception, gender role orientation, female adolescents

Introduction

Background to the Study

Sports participation entails mental and physical involvement in competitive activities. Adolescence has different meanings to different people based on cultural, environmental and socioeconomic status. The period is usually accompanied by dramatic changes in the body, along with the developments in an individual's intellectual capacity. Adolescence therefore could be viewed as the transitional stage of development between childhood and full adulthood, representing the period during which a person is regarded as biologically an adult but emotionally not at full maturity.

Self-perception could be conceptualized as self-defined identity and perceived ability to protect or care for oneself. The concept could also be viewed as the process in which people, lacking initial attitudes or emotional responses develop them by observing their own behaviour and coming to conclusions as to what attitudes must

have driven that behavior (Fox, 2000). Harter (1999) stated that self-perception can also be domain-specific; this includes perceived intelligence, athletic competence, physical appearance, scholastic competence, and social acceptance. It has been further affirmed in literature that self-perception can be regarded as an overall rating of self-worth and that an individuals' sense of worth may vary depending on the environment (Harter, 1999).

Gender role orientation could be viewed as the culturally defined "attitudes, feelings, behaviour and motives associated with being male or female (Harrison, Lynch, 2005). Gender role orientation is a set of behaviour patterns, attitudes and personality characteristics stereo-typically perceived as masculine or feminine within culture. The concept also refers to an individual's understanding and acceptance of gender roles; that is how such an individual adapts prescribed sex role to his/her sex identity.

In early research (Theberge, 1993; Lantz, Schroder, 1999), gender role were defined along a single continuum of masculine or feminine, where being high on one trait implied being low on the other. According to Pederson and Kono (1990), the centrality of physique and bodily performance to athletic experience makes sport a particularly effective placing for the construction and affirmation of gender ideologies. Further, organized sport is absolutely a doubtlessly effective cultural arena for the perpetuation of the ideology of men's superiority and dominance (Messner, Duncan, Jensen, 1993).

Sports are still generally considered to be a masculine domain (Koivula, 1995). It is generally believed that boys outnumber girls in sports participation. One reason for this difference may have to do with gender role orientation; Mash (1998) contended that this difference tended to be consistent with traditional gender stereotypes. There are also views that individuals with a masculine gender role orientation might inhibit behaviours that are stereotyped as feminine, while in contrast those with feminine gender role orientation might inhibit behaviours that are stereotyped masculine. It may therefore be logical to assume that adolescent girls, who are more likely to hold feminine gender role orientation, may not engage in sports activities because sports are considered to be masculine activity.

Social interaction refers to a process by which human beings act and react in relation to each other. One vital aspect of social interaction is that the individual involved recognize every other person's underlying intention and meanings (Klomsten, Marsh, Skaalvik, 2005). Aside from motivating a healthy and fit lifestyle, socialization goals are also considered to be one of the factors that encourage individuals to engage in sport (Oliveira-Brochado, Brito Oliveira-Brochado, 2017).

Gould, Flett, and Lauer (2012) affirmed that sports and social skills are closely related. Particularly the sports that involve sharing the same environment with other people or that involve teamwork require social skills such as internalizing social norms, organizing behaviors according to rules, respecting others, initiating and sustaining publicity, communicating with others, cooperating with the group, taking responsibility and providing appropriate feedback. Sport participation improves interpersonal communication and is effective in sustaining participation in sporting activities (Ferguson, Shapiro, 2016).

Statement of the Problem

It is generally believed that boys take part more in sports compared to their female counterparts. Traditionally, girls are expected to assist their mothers more often in domestic work than participating in sport. The culturally formed identity and socially constructed inequality between male and female has so far made females to experience frequent segregation and discrimination in their access to sport participation, while this manifested into persistent stereotype at the expense of females. Lack of social support networking for sportswomen and girls who are willing

and showing potential capability poses a serious challenge to female sports participation today. Individual tends to see participation in sports as fun and an avenue to be in conformity with peers.

Finding has also provided that male adolescents are more active in sporting activity compared to female adolescents during their developmental years. This shows that there is a decrease in sport participation with an increase in age and especially among girls. This instance tends to limit their social interaction and creating unequal identity between female and their male counterpart. It is on this premise that the researcher is interested in investigating the relationship among sports participation self-perception and gender role orientation of female adolescent students in Kwara State.

Hypotheses

1. There is no significant relationship between self-perception and sports participation among female adolescent students in Kwara State.
2. There is no significant relationship between gender role orientation and sports participation among female adolescent students in Kwara State.
3. There is no significant relationship between social interaction and sports participation among female adolescent students in Kwara State.

Methods

The design adopted for this study was descriptive research of survey type. The population comprised all public secondary school students in Kwara State. Simple random sampling technique was used to select eight (8) public secondary schools representing 20% of the population; stratified sampling technique was used to select students from SS1, SS2, and SS3. The research instrument was a self-structured close ended questionnaire. The questionnaire has two sections; section A and section B. Section A dealt with the personal data and general information about the respondents while section B contained items eliciting information on variables under study. The modified Likert type four-point rating scale of SA – Strongly Agree, A – Agree, D – Disagree, and SD – Strongly Disagree was adopted.

The research instrument was validated by three (3) lecturers who are experts from the Department of Human Kinetics Education University of Ilorin. Test-re-test method was used to conduct the reliability of the instrument using Pearson's Product Moment Correlation (PPMC) statistic. The questionnaire was administered to the respondents by the researcher with the help of three (3) trained research assistants. The data collected was analyzed using descriptive statistics and inferential statistics. Hypotheses were tested using Pearson's Product-Moment Correlation (PPMC) statistic at 0.05 alpha level.

Statistical Analysis

Hypothesis 1. There is no significant relationship between self-perception and sports participation among female adolescent students in Kwara State.

Table 1. Descriptive statistics on relationship between self-perception and sports participation among female adolescent students in Kwara State

S/N	Items	Not at all	Somewhat unlike me	UF (%)	Somewhat like me	Verymuch like me	F (%)
1	I feel very happy with my body	58	43	42.1	17	42	57.9
2	I am glad that I look the way I looked	41	48	37.0	90	61	63.0
3	I am looking as nice as I would like to	34	61	39.6	61	84	60.4
4	I always curious about my achievement	40	56	40.0	80	64	60.0
5	I am excited about my academic performance	32	58	37.5	57	93	62.5
Column Total		205	266	471 (39.3%)	305	424 (60.7%)	729 1,200

Table 1 revealed that 60.7% of the respondents were favourable towards the items while 39.3% were unfavorable, this indicates that most of the respondents perceived there is relationship between self-perception and sports participation.

Table 2. PPMC showing relationship between self-perception and sports participation

	Variable	No	X	*df*
		r-value	*p-value*	*Decision*
Self-perception	240	4.06	0.71	H0
	239	0.16	0.13	Accepted
Sport Participation	240	3.03	0.91	

$P \leq 0.05$

Table 2 presents the correlation analysis on relationship between self-perception and sports participation. The mean value is 4.06 with standard deviation of 0.71, calculated r-value of 0.16 and p-value of 0.13 at 239 degree of freedom. The result implies that there is significant relationship between self-perception and sport participation among female adolescent students in Kwara State.

Hypothesis 2. There is no significant relationship between gender role orientation and sport participation among female adolescent students in Kwara state.

Table 3. Descriptive statistics on relationship between gender role orientation and sports participation among female adolescent students in Kwara State

S/N	Items	SA	A	F (%)	D	SD	UF (%)
1	Sport participation promotes gender equity	104	110	89.2	17	9	10.8
2	Engaging in sport decreased likelihood to breast cancer and osteoporosis in adulthood	84	119	84.6	29	8	15.4
3	Sport participation is associated with educational achievement among both male and female	67	126	80.4	31	16	19.6
4	Cultural background may hinder girls participation in sports due to cultural belief and religious belief	78	107	77.1	40	15	22.9
5	Participation in sports among female is lesser than male students	85	107	80.0	27	21	20.0
Column Total		418	569	987 (82.25%)	144	69 (17.75%)	213 1,200

Table 3 revealed that 82.25% of the response was favourable while 17.75% was unfavourable which shows there is relationship between gender role orientation and sports participation among female adolescent students in Kwara State.

Table 4. PPMC showing relationship between gender role orientation and sports participation

	Variable	No *r-value*	X *p-value*	*df* *Decision*
Gender role orientation	240	2.35	0.62	H0
	239	0.22	0.01	Rejected
Sport participation	240	3.53	0.85	

$P \leq 0.05$.

Table 4 presents the correlation analysis on relationship between gender role orientation and sports participation. The calculated r-value was 0.22 and the p-value was 0.01 at 239 degree of freedom, the p-value was 0.01, therefore the null hypothesis is rejected. This implies that there is significant relationship between gender role orientation and sport participation among female adolescent students in Kwara State.

Hypothesis 3. There is no significant relationship between social interaction and sport participation among female adolescent students in Kwara State.

Table 5. Relationship between social interaction and sports participation among female adolescent students in Kwara State

S/N	Items	SA	A	F (%)	D	SD	UF (%)
1	Sport participation teaches and reinforces positive behaviors among the student	98	97	81.25	28	17	18.75
2	Sport participation develops social skills such as team work, leadership, sportsmanship and respect	87	99	77.50	38	16	22.50
3	Participation in sport increases sense of belonging and communication skills	87	103	79.20	33	17	20.20
4	Engaging in sport bring individual together and bridging cultural and ethnics divide	84	99	76.25	39	18	22.75
5	Sport participation develop positive characteristics such as stress management and ability to relate well with others	88	105	80.40	30	17	19.60
Column Total		444	503	947 (78.9%)	168	85 (21.1%)	253 1,200

Table 5 revealed that 78.9% of the response was favourable while 21.1% was unfavorable which shows that there is relationship between social interaction and sports participation among female adolescent students in Kwara State.

Table 6. PPMC showing relationship between social interaction and sports participation

	Variable	No *.r-value*	X *p-value*	*df* *Decision*
Social Interaction	240	4.52	0.81	H0
	239	0.29	0.00	Rejected
Sport Participation	240	3.71	0.90	

$p < 0.05$.

Table 6 presents correlation analysis on relationship between social interaction and sports participation. The calculated r-value was 0.29 and the p-value was 0.00 at 239 degree of freedom, p-value was 0.00, therefore the null hypothesis is rejected which means that there is significant relationship between social interaction and sport participation among female adolescent students in Kwara State.

Discussion

There was no significant relationship between self -perception and sport participation among female adolescent students in Kwara State. Though, research has indicated consistent Klomsten, Skaalvick, Espne, 2004) gender differences, with boys scoring higher on physical self-concept and self-esteem than girls; in recent years, there have been gradual changes in women's participation in sports, but the rate of changes has been found to be extremely low. Women have less free time in their choice of leisure activities and they are more restricted than males. Adeyanju (2011) noted that the low rate of women involvement in sports is not due to lack of interest in sports by them. Instead, it is due to the long history of direct and indirect forms of discrimination and stereo-typing that women have to contend with. Furthermore, identity theorists maintained that individuals pursue behaviours that are consistent with their gender identity (i.e., the degree to which they embrace masculinity and/or femininity) and avoid behaviours that violate the meanings associated with their gender identity (Adesoye, Obiyemi, Ibraheem, Ajibua, 2017).

Though, it is generally believed that expectations were the same for both genders. Female also perceived boys as skillful and aggressive. Sometimes, the behaviour of the male creates a physically or emotionally unsafe sporting environment for the female gender especially when events turn violent. McCormick, Frey, Lee, Gajic, Stamatovic-Gajic and Maksimovic (2009) affirmed that whether an individual will participate in sport or not is influenced by their perception. Negative self-perception or lack of required skills in sports may stop an individual from participating in sports and increase the avoidance of been seen in sports attire.

Also, there was significant relationship between gender role orientation and sports participation among the study population. Girls' participation in sports has been associated with family satisfaction. Furthermore, girls and women across countries are faced with a number of obstacles that can limit their interest and participation in sports, these barriers vary in terms of their complexity and can range from cultural stereotypes to decreased opportunities that result from cultural norms (Staurowsky, DeSousa, Ducher, 2009; Sabo, Veliz; 2008). For example, cultural stereotypes play a significant role in many countries including Nigeria thereby channeling girls and women into specific sports. These sports are often less culturally valued than the sports men typically play, resulting in fewer resources for female athletes, less prize money and lower salaries than men's sports (United Nations, 2007).

Furthermore, the finding revealed significant relationship between social interaction and sports participation. It has been affirmed that motivator for adolescents, and adults to play sports are for social interaction (Dionigi, Baker, Horton, 2011; Hargreaves, 1994). Socialization through sports facilitate strong relationships among age groups, not only do people have ample opportunity for interaction during sport participation, researchers have also found that playing sports can teach and reinforce positive social behaviors. Research has reported that parents have indicated that participating in sports helps children and adolescents develop important social skills such as teamwork, leadership, sportsmanship and respect. Furthermore, social interaction is improved through sporting activities; it also facilitates social harmony and social integration as sports programme may bring together students from a variety of background, social groups and with varying level of athletic ability, who are grouped together to work towards a common goal (Barnett, Weber, 2008; Forrester, Beggs, 2005).

Conclusion

The findings of the current study revealed no significant relationship between self-perception and sports participation among female adolescent students in Kwara State, Nigeria. The finding also reported significant relationship between gender role orientation and sports participation among female adolescent students. Lastly, there was significant relationship between social interaction and sports participation among adolescent female students in the study population. It is pertinent that sports specialists should groom female adolescent students to develop positive perception towards sports participation for them to showcase their potentials and reap the benefits of participation. Furthermore, parents and society in general should be enlightened to change orientation concerning female students' participation in sports. They should be encouraged to do away with cultural and traditional practices that hinder female participation in sports. Stakeholders in sports are also challenged to promote sports programme that will attract more females. The sports experts working with the female adolescent students should focus more on developing important social skills such as teamwork, leadership, sportsmanship and respect among these adolescents in order to promote social relationship with other students which could in turn facilitate increased participation.

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