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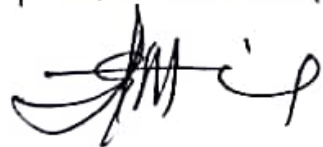


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Influence of Sports Participation on Conflict Resolution among Secondary School Students in Ilorin, Metropolis, Kwara State

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Abstract

This study examined the influence of sports as tool for conflict resolution among secondary school students in Ilorin metropolis. The study adopted descriptive research design of survey type. The population of the study comprises all students in senior secondary schools within Ilorin metropolis. Two hundred respondents were sampled using stratified random sampling technique. Researchers' designed questionnaire which was validated by experts from relevant fields, was used to collect relevant data. The reliability of the instrument was ascertained through test re-test method. A reliability coefficient of 0.75 was obtained. The instrument was administered by the researchers and three trained research assistants. Three research questions and three hypotheses were raised to guide the study. The data collected were analysed using inferential statistics of chi-square (χ^2), at 0.05 level of significance. The results, among others, show that sports participation prevents violent behaviour among students. Furthermore, sports participation increased high level of unity and peace, which invariably improved conflict resolution among students. Based on the findings, it was recommended that, students should be encouraged to engage in sports participation so as to enhance the level of violence prevention, improve

high level of unity, and increase peaceful co-existence and conflict resolution among students.

Keywords: Influence, Sports, Participation, Conflict Resolution

It is a well established fact that participation in sports improves physical and psychological well-being of an individual in the society. Sports are social event that cannot be performed in isolation, however, it has been identified as part of the society force that provides opportunity for regular interaction with many social institutions (Ajiboye, 2004). Oloyede (2001) opined that sports participation contributes to character building discipline, economy, ideology, patriotism, education, mental development, human communication, physical fitness and health.

Orunaboka (2011) pointed out that sports is an institutionalized competitive activity that involves physical exertion or the use of relative complex physical skills by individual whose participation is motivated by a combination of intrinsic satisfaction associated with the activity itself and external rewards earned through participation. Sport is an integral part of general education and it contributes to the intellectual growth and development of youth. It enhances the physical, social, emotional and cognitive development of youth. Active sports participation by students plays an important role in the maintenance of physical well-being, health and academic excellence Ughor & Obiyemi, 2001).

Lam (2008) stressed that generally some conflicts are normal occurrence in all schools, it is often particularly pervasive in urban schools, to cope with institutional problems created by conflict and to help students and staff to handle conflict better, conflict resolution must be legitimized in schools. Through participating in sports students have learned a new way of fighting and causing disturbances during sports events in schools (Lam, 2008). Violence in sports usually leads to conflict in sports participation; violence is generally regarded as physical force exerted by a person or group of persons to other persons or property with the intent of causing harm or damage (Nwakamma, 2008). Bucher (2001) observed that violence in sports can result in chaotic brawls, by athletes and spectators which hindered the goal of participation in sports at all levels. Conflict resolution is a constructive approach to interpersonal and intergroup issues especially in sporting events.

Rahim (2002) observed that organizational conflict must not necessarily be reduced, suppressed or eliminated but managed to enhance organizational learning and effectiveness. The management of conflict at the individual group and inter group levels involves (i) reduction of effective conflict (ii) attainment and maintenance of a moderate amount of substantive conflict for non routine tasks at each level (iii) enabling the organizational participants to learn the various styles of handling inter-personal conflict for dealing with different conflict situations effectively.

Conflict resolution model theory was formulated by a group of Australian psychologists who set about integrating the literature on achieving mutually beneficial outcomes in a conflict situation in order to create a best-practice prescriptive process for conflict resolution (Bretherton & Samson, 2001).

One of the key concepts in conflict resolution theory is the win-win solution. Older approaches were based on the concept of distributive bargaining where the best joint outcome that could be achieved was a fair division of benefits in which one person's gains were another's losses. This approach engages competitive rather than cooperative processes (Littlefield & Love & Peck & Wertheim, 1998) and leads at best to compromise on the other hand, a win-win solution arrived at by integrative bargaining may be close to optimal for both parties.

Davidson & Versluys (2000) noted that the first step in the conflict resolution model theory is to create expectations of achieving a win-win solution such expectations are clearly influenced by the nature of the relationship and culture of the family, school or social unit.

Olutade (2005) observed the following as the major causes of conflict in any given society.

- Difference in values and lifestyle: probably because of the concentration of young adolescent, possibly experiencing freedom and independence for the first time to participate fully in sports with the aggressive styles of play threatened noise by the spectators, intimidation from the referees and home winning syndrome. All these often contribute to high rate of conflict among secondary school students.
- Continuous competition for scarce resources: Research, teaching, students' amenities, staff pay and other welfare services all have their claims on the limited resources at the disposal of the school. Hence when there is deprivation of the needs to all the groups within the system, the urge to react by the student athletes to this act of cheating will eventually lead to conflict.
- Perceived goal incompatibility: the potential for conflict is likely to be high where groups or individuals perceive and interpret the same phenomenon differently. According to Sanda (1992) there is direct connection between deprivation which leads to frustrations and aggression. The conflicts which result from the frustrated are often directed against the defined aggressors or perpetrators of the undesirable state of affairs.
- Politics and national issues: conflicts arising from situations intrinsic to the sport participation some arise as a result of been bias in terms of fair officiating in a game. The politics of team must emerge as a champion whether they merit it or not. Causes of conflict can also be viewed as follows: inter group conflict, inter personal conflict, and individual conflict with an organization.

Lam (2008) viewed conflict resolution as a tool that helps people with opposing positives to work together and to arrive at mutually acceptable compromise/solution. Despite the spread of conflict resolution programmes to all parts of the nation, there are considerable differences in the available resources in the extent and scope of the programmes in school

sports. Some districts offer only a mediation components with the sole goal of cutting down on students violence, others start with mediation and later add a conflict resolution on school curriculum that calls for more active students participation in sports. Sports generally entails bringing participants, officials and spectators together at the level of organization, people are, therefore, brought together at the community state, national and international levels. This explains why individuals, schools, organizations, states and nations are brought together in sports.

Onifade (2001) stressed that several areas of all round development in sports contribute to national integration and cohesion. For instance, character training is an essential function of sport. Participants learn rules and regulation of sports, put them into practice, and adhere to them so much that they become part and parcel of the participants. Sportsmen usually display ethical behaviour either they are alone or not, seen or not seen by other people.

Statement of the Problem

It is a general belief that participating in sports usually leads to violence, hooliganism and disorderliness in the society. Hence people tend to disassociate themselves from active participation in sports especially among school students. It was also observed that active participation in sports usually lead to fighting among young people in the society, this is not true because sport promotes respect for elders and colleague, and sports also reduce social vices through participation. But history of sports participation from ancient Greece revealed that sport participation as one reason was used to bring peace into warring countries, hence policy was inaugurated that all countries at war must stop fighting during the period of Olympic and that they should all come together to participate at Olympic (truce). This shows that sports can be used as a tool for conflict resolution (Njoku 2000). The research therefore, examined the influence of sports participation on conflict resolution among secondary school students in Ilorin.

Research Questions

The following research questions were developed to carry out this research.

1. Does use of rules and regulation in sports influence conflict resolution among secondary school students?
2. Does high level of unity in sports influence conflict resolution among secondary school students?
3. Does participation in sports influence conflict resolution among secondary school students?

Research Hypotheses

The following research hypotheses were formulated inorder to answer research questions.

1. Use of rules and regulation in sports will not significantly influence conflict resolution among secondary school students.
2. High level of unity in sports will not significantly influence conflict resolution among secondary schools.

3. Participation in sports will not significantly influence conflict resolution among secondary school students.

Methodology

The research design used for this study was a descriptive research of survey type. The population for the study comprises all the secondary school students in Ilorin metropolis. A multistage sampling techniques was used. Simple random and stratified sampling technique was used to select the sample for the study, because the school used were grouped into different strata. The schools was divided into four (4) stratified areas, one school was selected from each stratum to pick the sample for the study, fifty (50) respondents were randomly selected from each school and this comprises of 20 females and 30 males. In all 200 respondents were sampled for the study. This consist of 80 females and 120 males. The instrument used was a Likert format scale questionnaire which was validated by experts in the field of Human Kinetics Education and Educational Management Department University of Ilorin. A test re-test method was used to establish the reliability level. A reliability correlation coefficient (r) of 0.75 was obtained through pearson product moment correlation coefficient. The instrument was administered by the researchers and three trained research assistants. Three research questions and three research hypotheses were raised to guide the study. An inferential statistics of chi-square was used to analyse the hypotheses set for the study at 0.05 alpha level

Results

Hypothesis 1: Use of rules and regulation in sports will not significantly influence conflict resolution among secondary school students in Ilorin metropolis.

Table 1: Chi-square (χ^2) analysis on use of rules and regulation in sports on conflict resolution among secondary school students

S/N	Items	SA	A	D	SD	Total	Cal. t-value	df	Crit. value	Dec.
1	Use of rules and regulation in sports usually encourages student to be calm and humble among themselves	20 (21.25)	40 (31.5)	65 (69)	75 (78.5)	200	20.2	3	16.92	Hypothesis Rejected
2	Use of rules and regulation usually leads to	15 (21.25)	24 (31.5)	74 (69)	87 (78.5)	200				

	disorderliness among students.									
3	Inadequate knowledge about the rules and regulation enhance conflict resolution among students.	17 (21.25)	36 (31.5)	67 (69)	80 (78.5)	200				
4	Use of rules and regulation in sports encourage secondary school students to be law abiding in their various schools	33 (21.25)	25 (31.5)	70 (69)	72 (78.5)	200				
	Total	85	125	276	314	800				

Table 1 revealed the calculated chi-square value of 20.2 against the critical χ^2 value of 16.92 with 3 degree of freedom at 0.05 alpha level of significance. Since the calculated χ^2 value is greater than the critical χ^2 value, the null hypotheses that stated that use of rules and regulation in sports will not significantly influence conflict resolution among secondary school students is hereby rejected, this implies that use of rules and regulation pose a serious influence on conflict resolution among secondary school students in Ilorin metropolis.

Hypothesis 2: High level of unity in sports will not have significant influence on conflict resolution among secondary school students in Ilorin metropolis.

Table 2: Chi-square (χ^2) analysis of high level of unity in sports on conflict resolution among secondary school students

S/N	Items	SA	A	D	SD	Total	Cal. t-value	df	Crit. value	Dec.
1	Sports serve as a unifying factors among secondary school students	45 (33.75)	30 (32.5)	60 (63)	65 (70.75)	200	17.72	3	16.92	Hypothesis Rejected
2	Organizing inter-sport competition prevents conflict and encourage unity among	27 (33.75)	33 (32.5)	62 (63)	78 (70.75)	200				

	secondary school students									
3	Team sports often leads to unity among students	40 (33.75)	30 (32.5)	70 (63)	60 (70.75)	200				
4	Pairing with other players in sports encourage students to exhibit high level of unity	23 (33.75)	37 (32.5)	60 (63)	80 (70.75)	200				
	Total	135	130	252	283	800				

Table 2 indicated that, the calculated chi-square value of 17.72 against the critical χ^2 value of 16.92 with degree of freedom at 0.05 alpha level of significance. Since the calculated χ^2 value is greater than the critical χ^2 value, the null hypothesis that stated that high level of unity in sports will not significantly influence on conflict resolution among secondary school students is hereby rejected. This means that high level of unity in sports have great influence on conflict resolution among secondary school students in Ilorin metropolis.

Hypothesis 3: Active participation in sports will not have significant influence on conflict resolution among secondary school students.

Table 3: Chi-square (χ^2) analysis of active participation in sports on conflict resolution among secondary school students

S/N	Items	SA	A	D	SD	Total	Cal. t-value	df	Crit. value	Dec.
1	Participation in sports makes students not to obey the school rules and regulation	12 (25.75)	27 (29.5)	74 (66.25)	87 (78.5)	200	25.30	9	16.92	Hypothesis Rejected
2	Participation in sports usually promote and stability among students	33 (25.75)	25 (29.5)	70 (66.25)	72 (78.5)	200				

3	Participating in sports often leads to conflict management in schools	30 (25.75)	29 (29.5)	61 (66.25)	80 (78.5)	200				
4	Participation in sports enhance good behaviour among students	28 (25.75)	37 (29.5)	60 (66.25)	75 (78.5)	200				
	Total	103	118	265	314	800				

Table 3 revealed the calculated chi-square value of 25.30 against the critical χ^2 value of 16.92 with 3 degree of freedom at 0.05 alpha level, since the calculated χ^2 value is greater than the critical χ^2 value, the null hypothesis that stated that active participation in sports will not significantly influence conflict resolution among secondary school students is hereby rejected. This implies that active participation in sports have significant influence on conflict resolution among secondary school students in Ilorin metropolis.

Discussion of Findings

The finding from tested hypothesis one shows that rules and regulation in sport pose a serious influence on conflict resolution among secondary school students in Ilorin metropolis, this result tallied with the findings of Bucher (2001) who affirmed that rule and regulation in sports helps to rebuild people's character and make people to be law abiding that promote peace and stability among people. he also pointed out that conflict resolution is a constructive approach to interpersonal and intergroup issues especially in sporting events. Also Rahim (2002) noted that abide by the rule and regulation guiding an organization enable the organization participants to learn the various style of handling interpersonal conflict situations effectively.

The finding from tested hypothesis two in table 2 revealed that high level of unity in sports have a serious influence on conflict resolution among secondary school students in Ilorin metropolis. This result is in agreement with Onifade (2001) who observed that sports promote peace and unity among people; several areas of all round development in sports contribute to national integration and cohesion. For instance, character training is an essential function of sports. Participants learn rules and regulation of sports put them into practice, adhere to them so much that they become part and parcel of their lives. In the same vein Littlefield et al (1998) stressed that the approach of engaging in competitive sport often enhance co-operative processes most especially among sportsmen and women.

The finding from tested hypothesis three from table 3 indicates that active participation in sports has significant influence on conflict resolution among secondary school students in Ilorin metropolis. This result supported the finding of Oloyede (2001) who pointed out that active participating in sports contributes to character building discipline, economy ideology, patriotism, education and mental development good human relation, physical fitness and sound health. Also Davidson & Versluys (2000) observed that

active participation and skills development of an organization tend to promote conflict resolution among people especially sportsmen and women.

Conclusion

Based on the findings the following conclusion were made;

1. Use of rules and regulation in sports participation enhance conflict resolution among secondary school students.
2. High levels of unity in sports participation enhance conflict resolution among secondary school students.
3. Participating in sports is good for conflict resolution which prevents violence behaviour among secondary school students in Ilorin metropolis.

Recommendations

Based on the findings, the following recommendations were made;

1. Rules and regulation should be used to enhance high level of conflict resolution through the acceptance of final decision taken by the officials in sports so as to promote peace among secondary schools. Also rule and regulation should be strictly adhere to in any organization in order to promote conflict resolution among people.
2. High level of unity in sports should be encouraged so as to enhance peaceful co-existence among secondary school students, people should learn to come together and love one and others so that peace and unity will exist and conflict will not occur in the community.
3. Students should be encouraged to engage in sports so as to enhance the level of violence prevention among the students.

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