

Investigation of Sporting Activities on Learning in Public Primary Schools in Kachia Local Government Area, Kaduna State

Yusuf Umar¹, Mercy Magaji¹ & Arome Tairu Adamu²

Department of Primary Education Studies, Federal College of Education, Zaria. 2Kaduna State Ministry of Education.

Corresponding author: marchity1@gmail.com

Abstract

The study investigated sporting activities on learning in public primary schools in Kachia LGA, Kaduna State. To execute this research, three research objectives, three research questions and three hypotheses guided the study. Descriptive survey design was adopted for the study with two hundred (200) respondents drawn from the population of study using simple random sampling technique based on Krejcie and Morgan (1970) table of sample size as sample size for the study. An instrument called "Sports Activities and Learning Questionnaire (SAPLQ)", with reliability coefficient of 0.72 was used in data collection for the study. The analytical tools used were simple percentages; frequency tables; statistical mean standard deviation and chi-square via the Statistical Package for Social Sciences (SPSS version 22). The results revealed that there is significant relationship between sport participation and school activity level in Kachia LGA, Kaduna State, there is significant relationship between sport participation and parental influence in Kachia LGA, Kaduna State and finally there is significant relationship between sport participation and 'academic performance in Kachia LGA, Kaduna State. The study recommends that government should establish a standardized 'safe sports involvement and harm minimization' atmosphere for sports practicability in all primary schools in the state by provide funding and resources to implement these strategies.

Keywords: Investigation, Sporting Activities, Learning, Kachia.

Introduction

Sports have been around since the dawn of time and have served a variety of functions. Sports include structured and recreational activities as well as sports for entertainment. Sports involve strength and skill, competition, strategy, and chance. They are done for the participant's enjoyment, fulfillment, and personal benefit (such as money). It is well recognized that pupils' participation in sports helps them improve social and cognitive abilities and leads to a healthy lifestyle (Choi, et al, 2014). More generally, it is acknowledged that participating in sports can have a variety of positive effects, including improved physical and mental health, social wellness, cognitive function, and academic success (Bailey, et al, 2013). It is acknowledged that physical education in schools is a great vehicle for promoting sports because it is accessible to all youth in order for schoolchildren to reach such performance. Although educators also have the chance to participate in the overall educational process (Telford *et al.*, 2012). If the confidence is handled in a supportive and encouraging manner at the primary stage, the success in physical education may give confidence and assurance in the academic sphere. It should be made more applicable and

alluring to pupils in order to give physical education a better status within the educational system. Social scientists and educators have been attempting to understand the connection between sports and education. A well-known proverb that refers to the potential value of sports in the intellectual development of its participants seems to be supported, and the research shows a favorable impact of sports and physical activity on education as well as in the academic enhancement of its participants. The scientific studies support a beneficial relationship between engaging in sports and mental wellness. Sports and physical activity have been demonstrated to increase alertness.

Because of the nature of sports, which is rooted in movement, games, and physical education, there are frequently exchanges between teachers and pupils. A pupil's view of athletics may be significantly influenced by the character of these interactions. Sports activities enhance vital bodily systems' functionality and raise participants' levels of attentiveness. Sports not only improve mood, but they also boost mental alertness. It is undeniable that physically and intellectually alert pupils always perform better, achieve more (Taras, 2015), and prefer to show up to class. It has been noted that athletes perform better in the fields of math, science, and English.

In high schools in rural areas, Din (2016) conducted a study to determine the benefits of sports activities on participants' academic progress. There has been discussion over the impact of pupil participation in sports on their academic achievement for many years. Participants in sports programs, according to those who support them, perform better academically. For educators, the standard of pupil performance continues to be paramount. It is intended to have a positive impact locally, regionally, nationally, and internationally. Researchers, educators, and trainers have long been curious in the factors that contribute most significantly to the caliber of pupil performance. These factors, both within and outside of the classroom, have an impact on pupils' academic performance. These elements could be categorized as peer pressure, school environment, family factors, and pupil factors (Crosnoe et al., 2014). Pupils' grades keep them in school, boost their educational aspirations, increase their enthusiasm and dedication to learning, and increase their involvement in more parent-school relationships, pupil-teacher relationships, and good attitudes toward education. Researchers have undertaken various studies in the past to determine the association between participation in primary school sports and academic achievement, however according to Broh (2012), there is insufficient evidence to support this claim.

Sports and other extracurricular activities are sometimes referred to as co-curricular or pupil activities. It is impossible to overstate how vital sports are to the educational process at institutions given that they are present almost everywhere in the world. The competitive nature of school sports and the educational nature of physical education combine to create the educational process that is school sport. School sports are more than just an extension of effective educational programs; they assist and guide the academic objectives of schools (Chalageri & Yarriswami, 2018). Sports are physical activities that require the athlete to use

talent and physical effort in the framework of established standards of conduct. Athletes participate in activities for fun, to improve their physical, mental, and social well-being, as well as for other intrinsic and extrinsic rewards (Kondric et al., 2013). Participating in sports is the act of engaging in physical activity.

While Akpe (2021) found that pupils who participate in sports have a high cognitive domain and outperform those who do not in terms of academic performance. Jaarsma et al., (2014) was unable to obtain trustworthy data since he solely surveyed sports participants. For many parents, particularly those in Kaduna State, the idea that engaging in regular physical activity might improve mental and social health as a foundation for academic brilliance is still a fiction. Because the respondents are children between the ages of 11 and 17 and the area is remote and underdeveloped (rural), elementary school pupils in this area were selected. Children or pupils of the age group described above must be the aim for reasonable advancements in both academics and athletics in rural areas.

Statement of Problem

Due to differences in opinion from diverse perspectives, pupils often struggle with indecision when selecting a subject. Many primary school pupils in Nigeria have been troubled by this issue for a long time. Knowing well that the importance of elementary education in the growth of a nation's educational system, it is a problem that needs to be investigated. Despite having a strong foundation, pupils still need to advance in the subjects they are passionate about, especially if they show potential. Numerous pupils have been observed selecting junior high school diploma subjects while disregarding their potential and the guidance of the school counselor (where available).

In addition to being held responsible for the low levels of desire and drive to pursue greater school performance, parents and teachers have also been held accountable for sabotaging numerous measures intended to improve the problem. The researcher had noticed that there were few pupils participating in sports in Kachia LGA, Kaduna State, for a number of reasons that were personal to the pupils and unrelated to outside causes. A learning disability, for instance, is pupil-centered and may make it difficult to meet specific academic criteria. Poor performance can also be impacted by motivation. A pupil can be perfectly capable of receiving great grades but simply lack the will to work hard. Parents or even the school may be blamed for a child's lack of drive, but occasionally a kid just doesn't like school. This study will investigate the impact of sports on learning in public primary schools in Kachia LGA, Kaduna State, in light of the aforementioned issues.

Research Questions

The following research questions guided the conduct of this study

- i. Is there any relationship between sports participation and school activity level in Kachia, LGA, Kaduna State?
- ii. What is the relationship between sports participation and parental influence in Kachia LGA, Kaduna State?

- iii. Is there any relationship between sports participation and academic performance in Kachia LGA, Kaduna State?

Research Hypotheses

The research hypotheses postulated to guide the study at $P \leq 0.05$ are as follows:

Ho₁: There is no significant relationship between sport participation and school activity level of in Kachia, LGA, Kaduna State.

Ho₂: There is no significant relationship between sport participation and parental influence in Kachia LGA, Kaduna State.

Ho₃: There is significant relationship between sports participation and academic performance in Kachia LGA, Kaduna State.

Literature Review

Sports are any competitive activity involving the use of one's physical and mental abilities that is done by oneself or between people in order to significantly improve one's social, emotional, intellectual, physical, and financial well-being, according to Ademola (2014). The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2015) defines sports as any physical activity that has the quality of play and involves rivalry with oneself or others, confrontation with the forces of nature, or both (UNESCO, 2015). According to the Oxford English Dictionary, sports are a competitive activity and a disciplined self-improvement activity. Sport is self-evident until one is asked to explain it, claims Larry (2016). Sports are the antithesis of recreation and diversion because they may be the primary cause of stress and pressure in a person's life. Sports can be an amateur or professional activity. It can be carried out either as a job or as a leisure activity. Sports have a long history because they naturally encourage competition through physical exertion and the documentation of the outcomes of these efforts. Cash, trophies, or prizes are all acceptable forms of compensation in sports. Sports, which also involve competition between people and their local communities as well as across countries and continents, have little room for imagination or make-believe.

Ademola (2015) described sports as a game or contest between individuals or groups of people with different physical prowess or capabilities, on which money or reward is at stake and which is also done out of a person's intrinsic and unrequited love. Additionally, he stated that athletics is beneficial for society, pupils, and physical educators. It is a method of communication that has an impact on all facets of life. If correctly managed, sports provide a social environment where social stimulation circumstances can be exploited to positively influence societal perspectives (Ademola, 2015). Particularly for young people who are competing for awards in a range of activities, sports have been found to be a real tool for developing social contact and integration.

Facilities play a significant role in how well secondary school pupils perform in sports. Owoeye and Yara (2011) assert that a facility's importance to an organization's operation. This is accurate since they significantly affect the effectiveness of social organizations,

systems, and health programs. Its availability, sufficiency, and relevance have an impact on efficiency and high output. The purpose of the sports facilities is to promote good sportsmanship, improve pupils' physical health, and provide them with access to recreational and sporting possibilities. A court or playing field is made specifically for a sport, such as volleyball, basketball, cricket, football, tennis, badminton, and the like. Sports facilities and equipment are used in laboratories for physical education (P.E.) where games are played or performed, so they are crucial for achieving the objectives of both physical education and sports (Rintaugu & Nteere, 2021).

According to Hock (2018) unique opportunities for improvement exist within each sport to maximize the health benefits for teens. Sports participation has more benefits and positive impacts towards educational work as it stimulates academic performance resulting to higher grades for pupils. Sports and activities help secondary school learn better and accomplish their expected life objectives because they create a positive learning environment. Participation in sports and games has a positive effect on pupils' academic achievement or success because it fosters confidence, discipline, teamwork, and cooperation. These qualities give pupils the intra-personal and interpersonal skills they need to interact with others during group discussions and various seminars and workshops, as well as to simply socialize with others while learning or acquiring skills, experience, and knowledge from one another. Additionally, sports and games protect pupils against illnesses and psychological issues by giving them energy, self-assurance, refreshment, and joy. They also help pupils who participate in sports and games develop physical health. Improved learning capacities are frequently cited as an illustration of this.

While Jonker et al., (2020) highlight a higher use of self-regulatory abilities among athletes, specifically effort, monitoring, and movement control, they claim that being active and moving during play facilitates linguistic, visual, and kinaesthetic learning. These findings are also represented in the study of Pfeifer and Cornelißen (2020), who came to the conclusion that sports promote the development of behavioral habits like discipline, boost young people's enthusiasm and confidence, and help teach skills like following directions. Consequently, this not only increases their willingness to do so but also gives them the fundamental abilities to do so.

Methodology

A descriptive survey design was adopted for the study. The population for the study was made up of three hundred and fifty-five (355) public primary schools in Kachia LGA, Kaduna State. A sample of two hundred (200) was sampled out from the population based on Krejcie and Moran (1970) table of sample size. An instrument called "An instrument called "Sports Activities and Learning Questionnaire (SAPLQ)", with reliability coefficient of 0.72 was used in data collection for the study. In administering the questionnaire, a random sampling technique was used. The data collected were analysed using simple percentages; frequency tables; statistical mean standard deviation and chi-square.

Results

Null Hypothesis 1: There is no significant relationship between sport participation and school activity level of in Kachia, LGA, Kaduna State.

Table 6: chi-square (χ^2) value of hypothesis one

S/N	Statements	SA	A	D	SD	df	Cal. (χ^2) value	Crit. (χ^2) value	Remark
1	Sports play a good role in the life of ' who participates in sporting activities in schools	138	58	3	1	9	71.457	12.59	Rejected
2	Physical education and sports should be introduced in all primary schools to improve the academic performance of '	85	114	1	0				
3	Physical education and sports in schools positively influence on the education of '	120	72	8	0				
4	Physical education and sports in primary schools improves the mental development of '	125	55	15	5				

The table above shows that our critical value i.e the value gotten from the chi-square test statistic is 71.457. The value of tabulated chi-square is 12.59 at 0.05 level of significance and 9 degrees of freedom. Since the value of the test statistic (71.457) is greater than the tabulated value (12.59), we therefore reject H_0 and conclude that there is significant relationship between sport participation and school activity level.

Null Hypothesis 2: There is no significant relationship between sport participation and parental influence in Kachia LGA, Kaduna State.

Table 7: Chi-square (χ^2) value of hypothesis three

S/N	Statements	SA	A	D	SD	df	Cal. (χ^2) value	Crit. (χ^2) value	Remark
5	Parental income can influence performance of	76	96	21	7				
6	Parental attitudes and expectations can affect performance	70	104	19	7	9	19.635	12.59	Rejected
7	Parents misconception about sports can affect performance in school	68	97	28	7				
8	Parental practice (culture) can affects performance	63	82	45	10				

The table above shows that our critical value i.e the value gotten from the chi-square test statistic is 19.635. The value of tabulated chi-square is 12.59 at 0.05 level of significance and 9 degrees of freedom. Since the value of the test statistic (19.635) is greater than the tabulated value (12.59), we therefore reject H_0 and conclude that there is significant relationship between sport participation and parental influence.

Null Hypothesis 3: There is significant relationship between sports participation and ' academic performance in Kachia LGA, Kaduna State.

Table 8: chi-square (χ^2) value of hypothesis three

S/N	Statements	SA	A	D	SD	df	Cal. (χ^2) value	Crit. (χ^2) value	Remark
9	Participation in sports has positive influence on concentration in the classroom	108	64	19	9				
10	who take part in sports activities obtain higher scores than as compared to those who do not take part in sports	68	87	33	12	9	39.952	12.59	Rejected
11	participation in sports program will increase	75	97	18	10				

	their academic performance in and outside of school environment				
12	Physical education and sports should remain in the curriculum because of its positive contributions to academic performance	84	103	10	3

Table 8 above shows that our critical value i.e the value gotten from the chi-square test statistic is 39.952. The value of tabulated chi-square is 12.59 at 0.05 level of significance and 9 degrees of freedom. Since the value of the test statistic (39.952) is greater than the tabulated value (12.59), we therefore reject H_0 and conclude that there is significant relationship between sport participation and ' academic performance

Findings

- i. There is significant relationship between sport participation and school activity level of in Kachia LGA, Kaduna State.
- ii. There is significant relationship between sport participation and parental influence in Kachia LGA, Kaduna State.
- iii. There is significant relationship between sport participation and academic performance in Kachia LGA, Kaduna State.

Conclusion

The influence of sports had been an utmost issue in the minds of most people as far as Nigeria culture and youth development is concerned today, and this had come to reach a considerable consensus by the researcher that sports serves a wider range of benefits which extends from schools to societies, government agencies, communities, to individuals, families and friends. Therefore, the researcher gave the following recommendations to be adhered to in proper learning of in public primary schools in Kachia Local Government Area of Kaduna State.

Recommendations

The following recommendations were made:

1. Government should establish a standardized 'safe sports involvement and harm minimization' atmosphere for sports practicability in all primary schools in the state by provide funding and resources to implement these strategies.
2. Educational programs about sports should be provided for through the educational system to bring about positive academic performance.

3. Sport facilities and equipments in schools should be well supervised to ensure use of them appropriately.

References

- Ademola M.A. (2015). Participation in sports and physical activities education in Nigerian secondary schools. *JOPERD--The Journal of Physical Education, Recreation & Dance*, 15(1), 79-90.
- Ademola, M. A. (2014). Participation in sports and physical education in Nigerian secondary schools, *The Journal of Physical Education, Recreation & Dance*, 15(1), 34-41.
- Akpe, C. (2021). The relationship between sports participation and academic performance. Unpublished undergraduate research project. Department of health and physical education, Federal College of Education Nsugbe.
- Bailey, R., Hillman, C., Arent, S., & Petitpas, A. (2013) Physical Activity: An Underestimated Investment in Human Capital? *Journal of Physical Activity & Health*, 10, pp.289-308.
- Broh, B. A. (2012). Linking extracurricular programming to academic achievement: Who benefits and why? *Sociology of Education*, 75, 69-96.
- Chalageri, R. G. & Yarriswami, M. C. (2018). Implementation of Co-Curricular Activities in Secondary Schools: A Role of Teachers. *International Journal of Advanced Research in Education & Technology*, 5(3), 22-24
- Choi, H.S., Johnson, B., & Kim, Y.K. (2014). Children's Development through Sports Competition: Derivative, Adjustive, Generative, and Maladaptive Approaches.
- Crosnoe, R., Johnson, M. K and Elder, G. H., (2014). School size and the interpersonal side of education: An examination of race/ethnicity and organizational context. *Social Science Quarterly*, 85(5), 1259-1274.
- Din-Feng S. (2016) Sport Activities Versus Academic Achievement for Rural High School ' national forum of applied educational research journal-electronic, 19(3e), 2005-2006
- Hock, L. (2018). Strong Athletes, smart pupils: The impact of Teen's sports participation on Academics. Retrieved from <http://www.womanssportsfoundation.org>
- Jaarsma, E. A., Dekker, R., Koopmans, S. A. Dijkstra, P. U., and Geertzen, J. H. B. (2014). Barriers to and Facilitators of Sports Participation in People With Visual Impairments. *Adapted Physical Activity Quarterly*, 31: 240-264
- Jonker, L., Elferink-Gemser, M. T., & Visscher, C. (2020). Differences in self-regulatory skills among talented athletes: The significance of competitive level and type of sport. *Journal of Sports Sciences*, 28, 901-908.
- Kondric, M., Sindik, J., Furjan-Mandic, G. & Schiefler, B. (2013). Participation Motivation and Student's Physical Activity among Sport Students in Three Countries. *Journal of Sports Sci Med.*; 12(1): 10-18.
- Krejcie, R. V. & Morgan, D. W. (1970): Determining sample size for research activities', *Educational and Psychological Measurement*
- Larry, L. B. (2016). A study of extreme physical activity groups of young men. *Res. Quart.*36:183-196.
- Owoeye, J. S. & Yara, P .O. (2011). School Facilities and Academic Achievement of Secondary School Agricultural Science in Ekiti State Nigeria, *Journal Asian Science Sciences*, 7(7), 11-21, www.ccsenel.org/ass
- Pfeifer, C., & Cornelißen, T. (2020). The impact of participation in sports on educational attainment - New evidence from Germany. *Economics of Education Review*, 29, 94-103
- Rintaugu E. G. & Nteere J. S. (2021). Availability and adequacy of sport facilities and equipment in selected secondary schools in Kenya." *The Fountain. Journal of Education*, 5(1): 84-96
- Taras, H. (2015). Physical Activity and Pupil Performance at School. *Journal of School Health*, 75 (6), 214-218.

- Telford, R.D., Cunningham, R.B., Fitzgerald, R., Olive, L.S., Prosser, L., Jiang, X., & Telford, R.M. (2012). Physical education, obesity and academic achievement: A 2 year longitudinal investigation of Australian elementary school children. *Journal Information*, 102(2).
- United Nations Educational Scientific and Cultural Organization UNESCO, (2015). Decades of sustainable educational and scientific research and development.