

**IMPEDIMENT TO EFFECTIVE SPORTS PARTICIPATION  
AMONG STUDENTS ATHLETES OF A TERTIARY INSTITUTION**

**BY**

**UMUKORO FAITH OGHENEFEGO**

**EDU1804252**

**DEPARTMENT OF HUMAN KINETICS AND SPORTS SCIENCE**

**FACULTY OF EDUCATION,**

**UNIVERSITY OF BENIN,**

**BENIN CITY.**

**DECEMBER 2023**

**IMPEDIMENT TO EFFECTIVE SPORTS PARTICIPATION  
AMONG STUDENTS ATHLETES OF A TERTIARY INSTITUTION**

**BY**

**UMUKORO FAITH OGHENEFEGO**

**EDU1804252**

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
HUMAN KINETICS AND SPORTS SCIENCE, FACULTY OF  
EDUCATION , UNIVERSITY OF BENIN, BENIN CITY IN  
FULFILMENT OF FOR THE THE REQUIREMENTS FOR THE  
AWARD OF BACHELOR OF SCIENCE (EDUCATION) DEGREE IN  
HUMAN KINETICS AND SPORTS SCIENCE**

**DECEMBER , 2023**

## CERTIFICATION

We the undersigned certified that this project Was carried out by UMUKORO FAITH OGHENEFEGO with matriculation number of EDU1804252 in the department of human kinetics and sports science , faculty of education, University of benin , benin city in partial fulfillment for the award B.SC. (ED) degree in human kinetics .

---

**DR.R.F.ANI**  
Project coordinator

---

**Date**

---

**DR.R.F.ANI**  
Project Supervisor

---

**Date**

---

**DR. GE. ARAINRU**  
**HOD human kinetics and sports science**

---

Date

## **DEDICATION**

This project is dedicated to god almighty for coming through for me and to my amiable daddy ... Pst pullen akpesheri.

## **ACKNOWLEDGMENTS**

My profound appreciation goes to God Almighty for keeping me and my family alive.

I want to specially appreciate my father **PST PULLEN AKPESHERI** , my amiable daddy who saw my siblings and I through school from kindergarten to higher institution , and also to my wonderful mummy In person of **MRS. FLORENCE UMUKORO** who paid my teafair from 100l to 400l constantly as well as feeding

I also expressed my gratitude to my siblings ,the person of Emmanuel Umukoro ,PHD . MRS Arisabor , a fashion designer, favour and precious for their ingenuity . To my wonderful lecturers of the department of human kinetics and sports science , DR Raphael ANI a tech guru, my project supervisor, thank you very much sir for your constructive corrections and suggestions , DR Solomon Ugboma, prof MRS Efe , DR Rasheed, DR lator and of course the current HOD , DR Gabriel Arainru for the discipline instill in us.

## TABLE OF CONTENTS

TITLE PAGE .....	II
CERTIFICATION .....	III
DEDICATION .....	IV
ACKNOWLEDGMENTS .....	V
ABSTRACT .....	VIII
CHAPTER ONE .....	1
INTRODUCTION .....	1
Background to the Study: .....	1
Statement of the Problem .....	4
Purpose of the study: .....	5
Research Questions .....	6
Hypothesis .....	7
Significance of the study .....	8
Scope and Delimitation of the Study: .....	11
Limitations of the Study .....	12
Definition of Terms: .....	12
CHAPTER TWO .....	15
REVIEW OF RELATED LITERATURE .....	15

Theoretical Framework of the Study .....	15
Quality of Coaching and Training.....	32
Summary of Reviewed Literature .....	42
CHAPTER THREE .....	46
METHODOLOGY .....	46
Design of the Study .....	46
Population of the Study .....	47
Sample and Sampling Techniques .....	48
Research Instrument .....	49
Reliability of the instrument.....	50
Method of Data Collection.....	50
Method of Data Analysis .....	51
CHAPTER FOUR.....	52
PRESENTATION OF RESULTS AND DISUCSSION OF FINDINGS .	52
DISCUSSION OF FINDINGS .....	68
CHAPTER FIVE .....	71
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	71
Summary .....	71
Conclusion .....	73

## ABSTRACT

*This research aimed to explore the impediments to effective sports participation among student-athletes at tertiary institutions. The study employed a descriptive survey design, focusing on a diverse population of student-athletes across five universities in Edo State, Nigeria. The research was guided by six main research questions, examining time management challenges, financial constraints, injury and health issues, the role of social support networks, the quality of coaching and training, academic pressures, and strategies for support by universities and sports administrators.*

*Data were collected using a self-structured questionnaire distributed to a sample size of 200 student-athletes. The questionnaire was vetted for validity and reliability, ensuring comprehensive coverage of the various aspects of sports participation among student-athletes. Analysis of the data was conducted using descriptive statistics, including mean and standard deviation.*

*The findings revealed significant impediments in time management, financial constraints, and injury and health issues. Social support networks were found to play a crucial role in enhancing the well-being and motivation of student-athletes. The quality of coaching and training was identified as a critical factor affecting sports participation. Academic pressures were*

*highlighted as a significant barrier, with various degrees of impact on student-athletes. Based on these findings, the study concluded that student-athletes face multifaceted challenges that affect their sports participation and overall well-being. It emphasized the need for comprehensive support systems that address these diverse challenges.*

*Recommendations included the development of gender-sensitive programs, awareness campaigns for equal opportunities,. The study also proposed future research directions, focusing on longitudinal studies, comparing different locations, testing recommended strategies, and exploring the role of technology in sports participation among students.*

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study:**

The impediments to effective sport participation among student-athletes of a tertiary institution revolves around understanding the various factors that hinder student-athletes' optimal performance in sports. The study aims to investigate the reasons why some student-athletes do not perform well in their respective sports, despite having the necessary skills and abilities.

The study recognizes that sports participation has numerous benefits, including improved physical and mental health, socialization, and the development of valuable life skills such as teamwork, discipline, and time management. However, there are numerous impediments that hinder effective sport participation among student-athletes in tertiary institutions.

These impediments may include academic pressures, financial constraints, lack of proper training facilities, inadequate coaching, inadequate social support, and time constraints, among others (Hamafyelto, 2018). By identifying these impediments

and understanding how they affect student-athletes' performance, the study aims to provide recommendations on how to improve sport participation and promote the holistic development of student-athletes in tertiary institutions.

The study on impediments to effective sport participation among student-athletes of a tertiary institution is important as it sheds light on the challenges that student-athletes face and how these challenges impact their overall wellbeing. Additionally, the study is critical as it informs policy-makers and sports administrators on the areas that require attention to enhance student-athletes' experiences in sports.

The findings of the study may be used to inform the development of sports programs that address the specific needs of student-athletes in tertiary institutions. For instance, universities may develop programs that provide academic support to student-athletes to help them balance academic and sporting commitments effectively. Additionally, sports administrators may invest in the development of proper training facilities and coaching to help student-athletes hone their skills and compete at a high level.

The study on impediments to effective sport participation among student-athletes of a tertiary institution is critical to enhancing the overall sporting experiences of

student-athletes. By identifying the challenges that student-athletes face and developing strategies to address them, universities and sports administrators can promote the holistic development of student-athletes and enable them to achieve their full potential in sports and academics.

Moreover, the study may also help in identifying the specific types of support that student-athletes need to overcome the identified impediments to effective sports participation. For example, financial support may be provided to student-athletes who face financial constraints in accessing sports equipment or facilities. Alternatively, counseling and mental health support may be provided to help student-athletes deal with the emotional and psychological challenges associated with balancing academic and sporting commitments.

The study may also have implications for future research on sports participation among student-athletes. Researchers may use the findings of the study to inform the development of future research questions or explore the identified impediments in more depth. Additionally, future research may also investigate the effectiveness of the various strategies implemented to address the impediments to effective sports participation among student-athletes.

In conclusion, the study on impediments to effective sports participation among student-athletes of a tertiary institution is vital in promoting the overall well-being of student-athletes. By identifying the various impediments and providing strategies to address them, universities and sports administrators can enhance the overall sports experiences of student-athletes and enable them to achieve their full potential in sports and academics.

### **Statement of the Problem**

The purpose of this study is to investigate the impediments to effective sport participation among student-athletes of a tertiary institution. Despite the numerous benefits associated with sports engagement, including physical fitness, personal development, and enhanced academic performance, there appear to be barriers that hinder student-athletes from fully participating and realizing their potential in sports activities. Identifying and understanding these impediments is crucial for developing strategies and interventions that can promote and optimize sports involvement among student-athletes, thereby creating an environment conducive to holistic development and success within the tertiary institution.

## **Purpose of the study:**

Based on the purpose of the study, the key significance can be:

- To identify the specific time management challenges faced by student-athletes and assess their impact on sports participation.
- To explore the financial constraints faced by student-athletes and their impact on sports participation and access to resources.
- To examine the injury and health issues experienced by student-athletes and their impact on sports participation and long-term health outcomes.
- To investigate the social support networks available to student-athletes and their impact on overall wellbeing and motivation to participate in sports.
- To assess the quality of coaching and training provided to student-athletes and its impact on skill development, performance, and motivation to participate in sports.
- To explore the academic pressure experienced by student-athletes and its impact on stress, anxiety, and academic performance.

- To identify strategies that universities and sports administrators can implement to support student-athletes in addressing these impediments and promoting effective sports participation, academic success, and overall wellbeing.

To evaluate the effectiveness of these strategies in addressing the impediments faced by student-athletes and promoting their success both on and off the field.

### **Research Questions**

1. What are the specific time management challenges faced by student-athletes, and how do these challenges impact their ability to participate in sports effectively?
2. What are the financial constraints faced by student-athletes, and how do these constraints impact their participation in sports?
3. What are the injury and health issues experienced by student-athletes, and how do these issues impact their participation in sports?
4. What social support networks are available to student-athletes, and how do these networks impact their overall wellbeing and motivation to participate in sports?

5. How does the quality of coaching and training provided to student-athletes impact their participation in sports.?
6. What academic pressures do student-athletes experience, and how do these pressures impact their participation in sports.?
7. What strategies can universities and sports administrators implement to support student-athletes in addressing these impediments to effective sports participation?
8. How effective are the strategies implemented by universities and sports administrators in supporting student-athletes in addressing these impediments and promoting effective sports participation?

## **Hypothesis**

1. The time management challenges faced by student-athletes have a negative impact on their ability to participate in sports.
2. Financial constraints negatively impact student-athletes' ability to participate in sports.
3. Injury and health issues experienced by student-athletes have a negative impact on their ability to participate in sports.

4. The availability of strong social support networks positively impacts the student-athletes' participation in sports.
5. The quality of coaching and training provided to student-athletes positively impacts their participation in sports.
6. Academic pressure negatively impacts student-athletes' stress levels, anxiety, and academic performance, which can negatively impact their participation in sports.
7. Universities and sports administrators can implement strategies to support student-athletes in addressing these impediments and promoting effective sports participation.

### **Significance of the study**

Sports participation has been shown to have numerous benefits, including improved physical health, mental health, and social skills. By identifying the impediments that student-athletes face in participating in sports effectively, universities and sports administrators can develop strategies to remove these impediments and promote greater participation in sports among students. This can

help to improve their overall health and wellbeing and provide them with valuable life skills that can be useful in their future careers.

Student-athletes face unique challenges that are not faced by other students. They often have to balance their academic responsibilities with their sports commitments, which can be challenging and stressful. Additionally, they may face financial constraints, injuries, and health issues that can impact their ability to participate in sports effectively. By studying these challenges, universities and sports administrators can develop targeted interventions to support student-athletes and promote their success both in sports and in academics.

Understanding the impediments to effective sports participation among student-athletes can have broader implications for the sports industry. Student-athletes are often the future stars of professional sports, and by understanding their challenges, we can better prepare them for the demands of professional sports. Additionally, universities and sports administrators can use this information to improve their recruitment and retention strategies for student-athletes, which can have a significant impact on the success of their sports programs. Overall, the study of the impediments to effective sports participation among student-athletes in a tertiary

institution is essential for promoting the health and wellbeing of students, improving their academic and sports performance, and preparing them for success in their future careers.

In addition to the benefits mentioned earlier, studying the impediments to effective sports participation among student-athletes can also help universities and sports administrators to understand the unique challenges faced by this group of students. This knowledge can help universities and sports administrators to develop more targeted and effective support systems that meet the specific needs of student-athletes.

Moreover, identifying these impediments can also help to promote equity and inclusivity in sports participation. Certain groups of student-athletes may face more significant challenges than others, such as those from low-income backgrounds or those with pre-existing health conditions. By studying the impediments to effective sports participation, universities and sports administrators can develop interventions that promote equal opportunities for all student-athletes regardless of their background or circumstances.

The study of impediments to effective sports participation among student-athletes can also have implications for policy development. Universities and sports organizations can use this knowledge to develop policies that promote the health, wellbeing, and success of student-athletes. For instance, policies could be put in place to provide financial support for student-athletes, improve access to health services, and promote academic success alongside sports participation.

Studying the impediments to effective sports participation among student-athletes in a tertiary institution is essential for promoting the overall wellbeing and success of student-athletes. It can help to develop targeted interventions that address the specific challenges faced by student-athletes, promote equity and inclusivity in sports participation, and inform policy development.

### **Scope and Delimitation of the Study:**

This study covers the impediments to sports participations among student-athletes of five (5) universities in Edo state, Nigeria. It is delimited to only students who take part in sporting activities and are also in the intra-mural and extra-mural sports programmes of the specified universities.

## **Limitations of the Study**

The study's sample size could be small, limiting the generalizability of the findings to a larger population. The study could also have a response bias, where only participants who are highly motivated to respond to the survey or interview may do so. Some external factors, such as changes in university policies, national events, or unexpected events, may occur during the study, which could impact the study's results. It is essential to consider these limitations when interpreting the findings of the study. Nonetheless, despite the limitations, the study's results can still provide valuable insights into the impediments to effective sports participation among student-athletes of a tertiary institution and inform policy development to support their overall wellbeing and success.

## **Definition of Terms:**

1. **Impediment:** In the context of this study, an impediment refers to any barrier, obstacle, or constraint that hinders or restricts the effective participation of student-athletes in sports activities within a tertiary institution.

**2. Effective Sport Participation:** Effective sport participation refers to the active engagement and involvement of student-athletes in sports activities, including regular training, competitive events, and overall commitment to their athletic pursuits, while achieving desirable outcomes such as skill development, physical fitness, personal growth, and academic success.

**3. Student-Athletes:** Student-athletes are individuals enrolled in a tertiary institution who actively participate in organized sports programs or teams while pursuing their academic studies. They are expected to balance their academic responsibilities with their athletic commitments.

**4. Tertiary Institution:** A tertiary institution, also known as a higher education institution, refers to a college, university, or any other educational establishment that provides post-secondary education leading to degrees, diplomas, or certifications.

**5. Sports Activities:** Sports activities encompass a wide range of physical activities, including team sports (e.g., basketball, soccer, volleyball), individual sports (e.g., track and field, swimming, tennis), and other recreational activities aimed at promoting physical fitness and overall well-being.

**6. Holistic Development:** Holistic development refers to the balanced and comprehensive growth of student-athletes in various aspects, including physical, mental, emotional, and social well-being, through their participation in sports activities within the tertiary institution. It encompasses the integration of athletic and academic pursuits to foster overall personal and professional growth.

**7. Interventions:** In the context of this study, interventions refer to targeted actions, strategies, or programs implemented to address the identified impediments and improve the effectiveness of sport participation among student-athletes. These interventions may include policy changes, support services, coaching techniques, or educational initiatives, among others.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This section was organized under the following sub headings:

- Theoretical Framework of the study
- Time Management Challenges
- Financial Constraints
- Injury and Health Issues
- Summary of Reviewed Literature

#### **Theoretical Framework of the Study**

There are several theories that can be relevant to the study of impediments to effective sport participation among student-athletes of a tertiary institution. Overall, these theories can help inform the study of impediments to effective sport participation among student-athletes of a tertiary institution by providing a framework for understanding the motivational, cognitive, and behavioural factors that influence sport participation.

The theoretical framework of this study is hipped on the self-determination theory (SDT) propounded by Ryan and Deci (1977). This theory suggests that individuals

have basic psychological needs for autonomy, competence, and relatedness. In the context of student-athlete participation, this theory suggests that student-athletes who feel that they have control over their athletic and academic pursuits, are competent in their athletic abilities, and have a sense of connection with their peers and coaches are more likely to engage in sports and perform well.

Self-Determination Theory (SDT) is a theoretical framework that explains human motivation and behavior. According to SDT, people have three basic psychological needs: autonomy, competence, and relatedness. These needs are essential for individuals to engage in activities that are intrinsically motivated, or that they undertake for the inherent pleasure and satisfaction derived from the activity itself. In the context of sports, SDT suggests that student athletes are more likely to engage in sports and experience positive outcomes if their needs for autonomy, competence, and relatedness are fulfilled.

In the context of impediments to effective sport participation among student athletes of a tertiary institution, SDT can provide insights into the underlying motivational factors. For instance, if student athletes feel that they do not have enough control over their sport participation, this could undermine their sense of

autonomy, which in turn may decrease their motivation to participate in sports. Similarly, if student athletes feel that they lack the skills and knowledge needed to participate effectively in sports, this could undermine their sense of competence, leading to decreased motivation. Finally, if student athletes do not feel connected to their teammates, coaches, or the wider sports community, this could undermine their sense of relatedness, leading to decreased motivation.

Therefore, it is important to identify and address the specific impediments that are undermining student athletes' needs for autonomy, competence, and relatedness. For example, coaches and sports administrators can give student athletes more opportunities to make decisions about their sport participation, such as selecting which events to participate in or designing their own training programs. Additionally, coaches and trainers can provide opportunities for skill development and learning, such as through mentorship or skills clinics. Finally, creating a supportive team culture and fostering positive relationships between student athletes can help to build a sense of relatedness and community, which can promote motivation and engagement in sports.

Overall, the application of SDT to the study of impediments to effective sport participation among student athletes of a tertiary institution can provide valuable insights into the underlying motivational factors, and inform strategies to address these impediments and promote positive outcomes for student athletes.

### **Time Management Challenges**

Time management challenges can be considered one of the significant barriers to effective sports participation among student-athletes in tertiary institutions. Student-athletes often face numerous demands on their time, including academic work, practice sessions, games, and personal commitments. The inability to manage these demands effectively can lead to time constraints, which can ultimately hinder their participation in sports.

Studies have shown that time management challenges are prevalent among student-athletes and can negatively impact their academic performance, mental health, and overall well-being. For instance, a study by O'Neill et al. (2017) found that time management challenges were a significant predictor of academic difficulties among student-athletes. The study revealed that student-athletes who

struggled with time management had lower GPAs than those who managed their time effectively.

Furthermore, time management challenges can also affect the physical health of student-athletes. Inadequate rest, poor nutrition, and lack of recovery time due to poor time management practices can lead to injuries and other health complications, thereby hindering effective sports participation.

To address the challenges of time management among student-athletes, several interventions have been proposed, such as time management workshops, goal setting, and prioritization strategies. For instance, a study by Sato et al. (2018) examined the effectiveness of time management workshops in addressing time management challenges among student-athletes. The study found that the workshops were effective in improving time management skills, reducing academic stress, and improving academic performance among student-athletes.

Time management challenges are a significant concept in relation to the barriers to effective sports participation among student-athletes in tertiary institutions. Time management challenges can negatively impact academic performance, physical health, and overall well-being. Therefore, interventions aimed at improving time

management skills should be integrated into the support structures provided for student-athletes. These interventions could ultimately lead to improved academic performance, better physical health, and effective sports participation among student-athletes.

Moreover, coaches and other stakeholders involved in sports programs can also play a significant role in addressing time management challenges among student-athletes. For example, coaches can ensure that practice and game schedules are designed in a way that allows student-athletes to balance their academic and athletic commitments effectively. Additionally, coaches can provide mentorship and guidance to student-athletes on time management strategies that can help them manage their time more efficiently.

It is worth noting that the challenges of time management among student-athletes are not limited to the sports context alone. Many students in tertiary institutions, regardless of whether they participate in sports, face time management challenges. However, student-athletes may face unique challenges due to the demanding nature of their sports commitments. Therefore, interventions that address time management challenges should be tailored to the specific needs of student-athletes

to ensure that they can balance their academic and athletic commitments effectively.

Time management challenges are a significant barrier to effective sports participation among student-athletes in tertiary institutions. These challenges can negatively impact academic performance, physical health, and overall well-being. Therefore, it is essential to integrate interventions that address time management challenges into the support structures provided for student-athletes. Additionally, coaches and other stakeholders involved in sports programs should play an active role in addressing these challenges to ensure that student-athletes can balance their academic and athletic commitments effectively.

It is also important to note that time management challenges are not the only barrier to effective sports participation among student-athletes. Other factors, such as financial constraints, inadequate facilities, and lack of support from coaches and stakeholders, can also hinder effective sports participation. Therefore, a comprehensive approach is necessary to address the various impediments to effective sports participation among student-athletes.

In conclusion, time management challenges are an essential concept in relation to the barriers to effective sports participation among student-athletes in tertiary institutions. Addressing time management challenges among student-athletes can lead to improved academic performance, better physical health, and effective sports participation. However, it is important to consider other factors that may contribute to these barriers and take a comprehensive approach to addressing them. By doing so, we can ensure that student-athletes have the support they need to participate in sports effectively while achieving their academic goals.

### **Financial Constraints**

Financial constraints are a significant concept in relation to the barriers to effective sports participation among student-athletes in tertiary institutions. Many student-athletes face financial challenges that can hinder their participation in sports. These challenges may include the cost of equipment, training apparel, transportation, and participation fees, among others.

Financial constraints can impact student-athletes in several ways (Nguyen, 2017). For instance, some student-athletes may be unable to afford the cost of participating in a sport, which can result in reduced participation or dropping out of

the sport altogether. Additionally, financial constraints can lead to inadequate access to necessary equipment and facilities, which can hinder effective sports participation.

To address the challenges of financial constraints among student-athletes, several interventions have been proposed. These include financial aid programs, scholarships, and fundraising activities. For example, some tertiary institutions have established scholarship programs specifically designed for student-athletes to support their participation in sports. Additionally, fundraising activities such as bake sales, car washes, and charity events can help raise funds to support the needs of student-athletes.

It is worth noting that financial constraints are not the only barrier to effective sports participation among student-athletes. Other factors such as time management challenges, inadequate facilities, and lack of support from coaches and stakeholders can also hinder effective sports participation. Therefore, a comprehensive approach is necessary to address the various impediments to effective sports participation among student-athletes.

Financial constraints are a significant concept in relation to the barriers to effective sports participation among student-athletes in tertiary institutions (Shirley et al., 2022). Addressing financial constraints among student-athletes can lead to improved participation, better academic performance, and overall well-being. However, it is important to consider other factors that may contribute to these barriers and take a comprehensive approach to addressing them. By doing so, we can ensure that student-athletes have the support they need to participate in sports effectively while achieving their academic goals.

Furthermore, coaches and other stakeholders involved in sports programs can also play a role in addressing financial constraints among student-athletes. For example, coaches can work with student-athletes to develop budgeting and financial planning skills to help them manage their finances effectively. Additionally, coaches can advocate for increased funding and resources to support the needs of student-athletes.

It is also important to ensure that financial support programs are designed to meet the specific needs of student-athletes. For example, scholarship programs should

consider the unique challenges that student-athletes face, such as travel costs and participation fees, in addition to academic and financial needs.

Addressing financial challenges requires a comprehensive approach that involves financial aid programs, scholarships, fundraising activities, and advocacy for increased funding and resources (Zvosec & Baer, 2022). Coaches and other stakeholders involved in sports programs can also play a role in addressing financial constraints by providing mentorship, advocacy, and financial planning support to student-athletes. By addressing financial constraints, we can ensure that student-athletes have the resources they need to participate in sports effectively while achieving their academic goals.

### **Injury and Health Issues**

Injury and health issues are significant concepts in relation to the barriers to effective sports participation among student-athletes in tertiary institutions (Ryan et al., 2018; Nwankwo et al., 2015). Student-athletes are susceptible to various types of injuries, such as sprains, strains, fractures, and concussions. Additionally, student-athletes may also face health challenges, such as asthma, allergies, and cardiovascular diseases, which can affect their ability to participate in sports.

Injuries and health issues can have several consequences for student-athletes (Sullivan et al., 2022). Firstly, injuries can limit their ability to participate in sports, resulting in missed training sessions, games, and competitions. Injuries may also affect academic performance as student-athletes may be forced to miss classes and struggle to catch up with academic work. Furthermore, injuries may lead to psychological distress, anxiety, and depression, which can negatively impact mental health and overall well-being.

In addition to injuries, health issues can also hinder effective sports participation among student-athletes. For example, asthma can limit the ability to participate in high-intensity sports, while allergies may make it challenging to train outdoors during certain seasons. Cardiovascular diseases such as hypertension and heart disease may require specific modifications in training programs and medical supervision, limiting the ability to participate in certain sports.

To address the challenges of injuries and health issues among student-athletes, several interventions have been proposed. These include injury prevention programs, health screening, medical support, and psychological counseling (Madrigal & Robbins, 2020). For example, injury prevention programs such as

proper warm-up, stretching, and conditioning exercises can help reduce the risk of injuries during training and competition. Health screening can help identify health conditions and risks, enabling early intervention and management. Medical support such as athletic trainers and team doctors can provide prompt medical attention to injuries and health issues, ensuring a quick return to sports participation. Psychological counseling can help student-athletes cope with the psychological impact of injuries and other health issues.

Furthermore, coaches and other stakeholders involved in sports programs can also play a role in addressing injuries and health issues among student-athletes. Coaches can work with medical professionals to design training programs that consider the specific health needs and risks of student-athletes. Additionally, coaches can advocate for increased resources to support the medical and psychological needs of student-athletes.

Injuries and health issues are significant barriers to effective sports participation among student-athletes in tertiary institutions. Addressing injuries and health challenges requires a comprehensive approach that involves injury prevention programs, health screening, medical support, psychological counseling, and

advocacy for increased resources. Coaches and other stakeholders involved in sports programs can also play a role in addressing injuries and health issues by providing mentorship, advocacy, and collaboration with medical professionals to ensure the specific health needs of student-athletes are considered in training programs. By addressing injuries and health issues, we can ensure that student-athletes have the support they need to participate in sports effectively while achieving their academic goals and overall well-being.

### **Social Support Networks**

Social support networks can also play a critical role in addressing the barriers to effective sports participation among student-athletes in tertiary institutions (M. Sullivan et al., 2020). These support networks can include family, friends, teammates, coaches, academic advisors, and medical professionals. Social support networks provide emotional, informational, and practical support that can help student-athletes overcome the barriers they face and facilitate their participation in sports.

One of the critical ways that social support networks can help student-athletes is by providing emotional support. Student-athletes may face various emotional

challenges, such as stress, anxiety, and depression, that can negatively impact their sports participation. Emotional support from social support networks can help student-athletes cope with these challenges by providing a sense of comfort, validation, and encouragement. Family, friends, teammates, and coaches can also provide a sense of belonging and community, which can be particularly important for student-athletes who may feel isolated or disconnected from others due to their rigorous training schedules.

Another way that social support networks can help student-athletes is by providing informational support. Student-athletes may not be aware of the resources available to them, such as academic tutoring or financial aid programs. Social support networks can provide information on these resources, as well as on the academic and sports programs available to them. Informational support can also help student-athletes navigate the complex rules and regulations that govern sports participation, such as eligibility requirements and compliance with NCAA regulations (M. Sullivan et al., 2020; Norseth, 2017).

Social-support networks can provide practical support that can help student-athletes overcome the barriers they face. For example, family and friends can

provide financial support or assistance with transportation, while coaches can design training programs that consider the specific time constraints and academic demands of student-athletes. Academic advisors and medical professionals can also provide practical support by designing academic and health plans that consider the unique needs and risks of student-athletes (Norseth, 2017).

Social support networks can play a crucial role in addressing the barriers to effective sports participation among student-athletes in tertiary institutions. Emotional, informational, and practical support from family, friends, teammates, coaches, academic advisors, and medical professionals can help student-athletes overcome the challenges they face and facilitate their participation in sports. By recognizing the importance of social support networks, we can ensure that student-athletes have the support they need to participate in sports effectively while achieving their academic goals and overall well-being.

Social support networks can also help student-athletes navigate the challenges associated with the transition from student-athlete to professional athlete. Student-athletes face a unique set of challenges during this transition, including managing their finances, developing their professional skills, and adapting to new social and

professional environments. Social support networks can provide emotional, informational, and practical support to help student-athletes navigate these challenges.

Emotional support from family, friends, and teammates can help student-athletes cope with the stress and uncertainty associated with the transition from student-athlete to professional athlete. Informational support from coaches, academic advisors, and professional organizations can help student-athletes understand the professional landscape and develop the skills necessary to succeed in their chosen profession. Practical support from financial advisors, agents, and mentors can help student-athletes manage their finances and develop a plan for their future.

In addition to these benefits, social support networks can also play a critical role in promoting the overall well-being of student-athletes. The demands of sports participation and academic studies can be stressful and overwhelming, and social support networks can provide the support necessary to help student-athletes maintain their mental and physical health. By providing emotional, informational, and practical support, social support networks can help student-athletes overcome the barriers they face and achieve their goals both on and off the field.

In conclusion, social support networks can play a critical role in addressing the barriers to effective sports participation among student-athletes in tertiary institutions. Emotional, informational, and practical support from family, friends, teammates, coaches, academic advisors, and medical professionals can help student-athletes overcome the challenges they face and facilitate their participation in sports. Furthermore, social support networks can help student-athletes transition from student-athlete to professional athlete and promote their overall well-being. By recognizing the importance of social support networks, we can ensure that student-athletes have the support they need to participate in sports effectively while achieving their academic and professional goals.

### **Quality of Coaching and Training**

The quality of coaching and training is a critical factor that affects the participation of student-athletes in sports. Effective coaching and training are essential for the development of skills and techniques required for success in sports (Sullivan et al., 2019). However, inadequate coaching and training can lead to injuries, burnout, and poor performance, which can discourage student-athletes from participating in sports.

One of the main barriers to effective sports participation among student-athletes in tertiary institutions is the lack of access to quality coaching and training facilities. Many tertiary institutions may not have the resources to provide their student-athletes with the necessary coaching and training facilities, which can limit the development of their skills and abilities. Inadequate coaching and training facilities can also increase the risk of injury, which can discourage student-athletes from participating in sports.

Moreover, the quality of coaching and training can also impact the motivation and engagement of student-athletes. Effective coaching and training can inspire student-athletes to pursue their athletic goals and improve their performance. However, inadequate coaching and training can lead to frustration and disengagement, which can discourage student-athletes from participating in sports. Furthermore, the quality of coaching and training can also impact the academic performance of student-athletes. Inadequate coaching and training can increase the time and effort required for sports participation, which can negatively affect academic performance. Effective coaching and training that balances sports

participation and academic commitments can help student-athletes achieve success both on and off the field.

In addition to these challenges, the quality of coaching and training can also be influenced by factors such as coach turnover, inadequate coaching staff, and a lack of access to training resources. These factors can limit the development of student-athletes and contribute to their frustration and disengagement from sports (Colvin et al., 2012).

The quality of coaching and training is a critical factor that affects the participation of student-athletes in sports. Adequate coaching and training facilities, effective coaching and training practices, and a balance between sports participation and academic commitments can promote the participation of student-athletes in sports. By recognizing the importance of quality coaching and training, tertiary institutions can support the development of student-athletes and promote their engagement and success both on and off the field.

To overcome the barriers associated with the quality of coaching and training, tertiary institutions can take several measures. Firstly, institutions can invest in quality coaching staff and training facilities to ensure that student-athletes have

access to the resources they need to develop their skills and abilities. This can include hiring experienced coaches and providing them with adequate resources to support their training programs.

Secondly, institutions can promote a culture of athlete-centered coaching, which prioritizes the development of student-athletes over the achievement of team success. This can include implementing training programs that are tailored to the individual needs of student-athletes and providing them with feedback and support to help them improve their skills and abilities.

Thirdly, institutions can work to create a balance between sports participation and academic commitments by providing student-athletes with academic support and resources to help them manage their time effectively. This can include providing tutoring, academic advising, and time management training to help student-athletes balance their academic and athletic commitments.

Fourthly, institutions can provide access to injury prevention and rehabilitation programs to help student-athletes manage their health and reduce the risk of injury. This can include providing medical support, injury prevention training, and access

to rehabilitation facilities to help student-athletes recover from injuries and maintain their physical health.

In conclusion, the quality of coaching and training is a critical factor that affects the participation of student-athletes in sports. By investing in quality coaching staff and training facilities, promoting athlete-centered coaching, creating a balance between sports participation and academic commitments, and providing access to injury prevention and rehabilitation programs, tertiary institutions can support the development and participation of student-athletes in sports. By recognizing the importance of quality coaching and training, institutions can promote the engagement and success of student-athletes both on and off the field.

### **Academic Pressure**

Academic pressure is a significant barrier that can hinder student-athlete participation in sports. Student-athletes in tertiary institutions are expected to balance their academic commitments with their athletic pursuits, which can be challenging and stressful (Huml et al., 2019). Academic pressure can come from a variety of sources, including academic expectations, time management, and academic eligibility requirements.

One of the primary sources of academic pressure for student-athletes is academic expectations. Tertiary institutions have academic standards that student-athletes must meet to be eligible to participate in sports (Huml et al., 2019). These academic expectations can create a significant amount of pressure for student-athletes, as they must balance the demands of their academic workload with their athletic commitments. This pressure can be especially challenging for student-athletes who are competing at the highest levels of their sport, as they may require additional time and resources to maintain their academic standing.

Time management is another significant source of academic pressure for student-athletes. Student-athletes must balance their academic commitments with their athletic pursuits, which can be challenging and time-consuming (Hurst et al., 2012). They must manage their time effectively to ensure they are meeting their academic requirements while also attending training sessions, competitions, and team meetings. This can be particularly challenging for student-athletes who are travelling for competitions or who have long training sessions.

Academic eligibility requirements can also contribute to academic pressure for student-athletes. Many tertiary institutions require student-athletes to maintain a

certain GPA or academic standing to be eligible to participate in sports (Woolf et al., 2022). This requirement can create additional pressure for student-athletes, as they must balance their academic and athletic commitments to maintain their eligibility. The fear of losing eligibility can create significant stress and anxiety for student-athletes, which can impact their athletic performance and overall well-being.

Academic pressure is a significant barrier that can hinder student-athlete participation in sports. Tertiary institutions can take several measures to support student-athletes in managing academic pressure, including providing academic support services, developing effective time management strategies, and creating a balance between academic and athletic commitments. By recognizing the impact of academic pressure on student-athletes, institutions can promote their engagement and success both in the classroom and on the field.

Tertiary institutions can also work to create a culture that values academic success as well as athletic achievement. This can include promoting academic support services, such as tutoring and study groups, and encouraging student-athletes to prioritize their academic commitments. By fostering an environment that supports

academic success, institutions can help student-athletes manage their academic pressure and achieve success both in the classroom and on the field.

In addition, institutions can provide resources and support for student-athletes to help them manage their time effectively. This can include providing training on effective time management strategies, such as goal setting and prioritization, and offering flexible scheduling options for academic and athletic commitments. By helping student-athletes manage their time effectively, institutions can reduce the academic pressure they experience and support their overall well-being.

Finally, institutions can work to reduce academic eligibility requirements for student-athletes. This can include advocating for changes in eligibility requirements that prioritize academic progress and achievement over rigid GPA or academic standing requirements. By reducing the academic pressure placed on student-athletes, institutions can support their participation in sports and promote their overall well-being.

In conclusion, academic pressure is a significant barrier that can hinder student-athlete participation in sports. Tertiary institutions can take several measures to support student-athletes in managing academic pressure, including promoting

academic support services, developing effective time management strategies, and reducing academic eligibility requirements. By recognizing the impact of academic pressure on student-athletes and taking steps to support their academic and athletic success, institutions can promote the engagement and success of student-athletes both on and off the field.

### **Effective Strategies**

Effective strategies are crucial for addressing the various barriers that hinder student-athlete participation in sports. Tertiary institutions can implement a range of strategies to help student-athletes overcome these barriers and fully engage in sports. Tertiary institutions can provide academic support services, such as tutoring and study groups, to help student-athletes manage their academic workload and balance their academic and athletic commitments (Jewett et al., 2020). These services can be particularly helpful for student-athletes who are struggling to maintain their academic standing while also participating in sports.

Tertiary institutions can provide training on effective time management strategies, such as goal setting and prioritization, to help student-athletes manage their time effectively and balance their academic and athletic commitments (Sutcliffe &

Greenberger, 2020). Institutions can also offer flexible scheduling options for academic and athletic commitments to help student-athletes manage their time more efficiently.

Financial constraints can be a significant barrier to student-athlete participation in sports. Tertiary institutions can provide financial support, such as scholarships and financial aid, to help student-athletes afford the costs associated with sports participation. This can help reduce the financial burden on student-athletes and allow them to fully engage in their sport.

Quality coaching and training are essential for helping student-athletes develop the skills they need to compete at a high level. Tertiary institutions can invest in quality coaching and training programs to help student-athletes reach their full potential and overcome barriers related to skill development.

Social support networks are critical for promoting student-athlete engagement and success. Tertiary institutions can create a supportive team culture that values academic success as well as athletic achievement. This can help student-athletes feel supported and motivated to fully engage in their sport.

Tertiary institutions can encourage open communication between student-athletes, coaches, and academic advisors to help identify and address barriers to student-athlete participation. This can help ensure that student-athletes have the support they need to fully engage in sports while also managing their academic commitments.

In conclusion, effective strategies are essential for addressing the various barriers that hinder student-athlete participation in sports. Tertiary institutions can implement a range of strategies to support student-athletes in managing academic pressure, financial constraints, injury and health issues, social support networks, and quality coaching and training. By providing the necessary support and resources, institutions can help student-athletes overcome these barriers and fully engage in their sport, leading to improved academic and athletic success.

### **Summary of Reviewed Literature**

The literature on impediments to effective sport participation among student athletes of tertiary institutions suggests that several factors can affect their participation and performance in sports.

One of the main impediments is academic stress, as student athletes often struggle to balance their academic and athletic commitments. This can lead to stress, anxiety, and burnout, which can negatively impact their performance and motivation to participate in sports.

Financial constraints can also be a significant impediment, as many student athletes face financial difficulties in paying for sports-related expenses such as equipment, travel, and training fees. This can limit their opportunities to participate in competitive sports and hinder their development as athletes. In addition, social factors such as peer pressure, family expectations, and cultural norms can also influence student athletes' participation in sports. For instance, some athletes may feel pressure to prioritize academics over sports or may face resistance from their families or communities who do not value sports as much as academics.

Lastly, inadequate coaching, training facilities, and equipment can also hinder effective sport participation among student athletes. This can limit their ability to develop their skills and achieve their full potential as athletes. Overall, understanding these impediments and addressing them through appropriate interventions and support can help student athletes overcome these barriers and

enhance their participation and performance in sports. Efforts to address the impediments to effective sport participation among student athletes of tertiary institutions should involve various stakeholders, including the athletes themselves, coaches, academic advisors, and administrators.

One approach is to provide academic support and resources to student athletes to help them balance their academic and athletic commitments. This may include tutoring, time-management workshops, and flexible academic schedules that accommodate athletes' training and competition schedules. Another approach is to provide financial assistance to student athletes to cover sports-related expenses, such as scholarships, grants, and fundraising opportunities. This can help alleviate financial stress and ensure that student athletes have equal access to sports opportunities regardless of their financial backgrounds.

Addressing social factors may involve promoting a positive sports culture that values the importance of both academics and athletics. This can be achieved by educating families, communities, and school administrators about the benefits of sports participation and creating a supportive environment that encourages student athletes to pursue their sports goals.

Improving coaching, training facilities, and equipment is also essential in enhancing effective sport participation among student athletes. This can involve investing in modern training equipment, hiring qualified coaches, and upgrading existing sports facilities to create a conducive environment for sports development. In conclusion, impediments to effective sport participation among student athletes of tertiary institutions are multifaceted and require a comprehensive approach that addresses the various factors that affect student athletes' participation and performance. By addressing these impediments, tertiary institutions can help student athletes achieve their full potential as athletes and contribute positively to their personal and academic development.

## **CHAPTER THREE**

### **METHODOLOGY**

The method and procedures were organized under the following sub-heading:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Design of the Study**

The study adopted descriptive survey design. This design was chosen because the study aimed at collecting data and describing them in a systematic manner relating to the characteristics, features or facts about a given population (Nworgu, 2015).

This is because this research involves gathering information and opinions of athletes in competitive sports.

### **Population of the Study**

The population of this study will comprise of student-athletes respondents of five (5) Tertiary Institutions. The total population is 800, with the breakdown shown below:

Table 2

<b>S/N</b>	<b>Tertiary Institutions</b>	<b>Population</b>
1.	University of Benin	250
2.	Benson Idahosa University	200
3.	Ambrose Ali University	100
4.	Igbinedion University Okada	150
5.	Edo State University (Iyamo)	100
	<b>TOTAL</b>	800

**Source: General Sport Captains**

## Sample and Sampling Techniques

The sample of this study will be made up of a small portion of the members of the population. The proportionate sampling technique was used in selecting the respondents from each Tertiary Institution in the population.

The formula is represented as  $N_i = (n_i / N) \times n$ . Where  $N_i$  is the Sample size,  $n_i$  is the population size of a strata(Tertiary Institutions),  $N$  is the total population size of all the strata and  $n$  is the targeted sample size. For example, in calculating the sample size for University of Benin the parameters can be substituted in the formula as follows;

$$N_i = (250 / 800) \times 200$$

$$N_i = 62.5$$

Which can be rounded up to 63. Therefore, the sample size for University of Benin is 63. This was applied in calculating the sample size for the other 4 Tertiary Institutions and a total sample size of 200 was arrived at and is shown in the table below:

Table 3

S/N	Tertiary Institutions	Population size	Sample size
1.	University of Benin	250	63
2.	Benson Idahosa University	200	50
3.	Ambrose Ali University	100	25
4.	Igbinedion University Okada	150	37
5.	Edo State University (Iyamo)	100	25
	<b>TOTAL</b>	800	200

### **Research Instrument**

The research instrument that will be used for the study is a self-constructed Questionnaire. The Questionnaire is comprised of two sections; sections A and B. Section A is designed to collect the demographic data of the respondents while Section B consist of items generated from the research questions raised to which the respondents provide answers/ responses.

### **Validity of the Instrument**

The research instrument will be subjected to face validity by the Researcher's supervisor and two other experts in the Department of Human Kinetics and Sports Science. The instrument will be further modified in line with their comments and suggestions. These processes are expected to ensure both content and face validity.

### **Reliability of the instrument**

The test-retest reliability method will be used to establish the reliability of the instrument. In this method, the instrument will be administered to twenty (20) respondents who are not part of the population. After an interval of two weeks, the same instrument will be administered to the same set of respondents under the same conditions. The result from both administrations will be subjected to Pearson's Product Moment Correlation Co-efficient (PPMCC).

### **Method of Data Collection**

The data needed for this study will be collected through the administration of the questionnaire to the respondents by the researcher. The completed questionnaire will then be returned by the respondents to the researcher for computation.

The test instrument will be administered to the respondents by the researcher with the help of two research assistants for data collection. Consequently, the respondents will be instructed on how to answer the questions after which the completed questionnaires will be retrieved by the researcher and research assistants on the spot to reduce loss rate and to offer the respondents the opportunity to ask questions in case, they find any item difficulty.

### **Method of Data Analysis**

The data collected from the study will be analysed using descriptive statistics involving frequency counts and percentages for their bio data while mean and standard deviation will be used to analyse the research questions.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter deals with data analysis obtained from the study. It is presented in line with the research questions stated in chapter one.

#### SECTION A

##### Demographic Data:

**Table 3: Showing the sex of respondents:**

<b>Sex</b>	<b>Frequency</b>	<b>Percentages</b>
Male	54	54
Female	46	46
<b>TOTAL</b>	<b>100</b>	<b>100</b>

Table 3 above shows that 54% of the respondents are males, while 46% respondents are females.

**Table 4: Showing the age of respondents:**

<b>Age Range</b>	<b>Frequency</b>	<b>Percentages</b>
17 – 20 years	50	50
21 – 24 years	21	21
25 – 28 years	20	20
29 years and above	9	9
<b>TOTAL</b>	<b>100</b>	<b>100</b>

Table 4 above shows that 50% of the respondents are within the age of 17 and 20 years, 21% of the respondents are within the age of 21 and 24 years, 20% of the respondents are within the age of 25 and 28 years while 9% of the respondents are 29 years and above.

**Table 5: Showing the levels of respondents:**

<b>S/N</b>	<b>Levels</b>	<b>Sample size</b>	<b>Percentages</b>
1.	400 and Above	79	79
2.	300	10	10
3.	200	6	6
4.	100	5	5
	<b>Total</b>	<b>100</b>	<b>100</b>

Table 5 above shows that 79% of the respondents were in 400 level and above, 10% were in 300 level, 6% of the respondents were in 200 level and 5% were in 100 level.

**Table 6: Showing the type of sports of the respondents:**

S/N	Levels	Sample size	Percentages
1.	Basketball	23	23
2.	Football	17	17
3.	Table-Tennis	6	6
4.	Volleyball	9	9
5.	Chess	5	5
6.	Judo	12	12
7.	Karate	14	14
8.	Hockey	14	14
	<b>Total</b>	<b>100</b>	<b>100</b>

Table 6 above shows that 23% of the respondents were in Basketball players, 17% were in Football, 6% were in Table-Tennis, 9% of the respondents play Volleyball, 5% of the respondents were in Chess and 12% were in Judo, a futher 14% were in Karate and finally 14% were in hockey.

## SECTION B

### Research Question 1:

**What are the specific time management challenges faced by student-athletes and how do these challenges impact their ability to participate in sports effectively?**

**Table 6: Mean and Standard deviation on RQ1?**

<b>S/N</b>	<b>Item Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Decision</b>
<b>1</b>	Providing time management training and support to student-athletes is very important for their overall success.	3.29	0.711	Agree
<b>2</b>	I agree that time management challenges faced by student-athletes in balancing academics and sports are very significant.	3.10	0.760	Agree
<b>3</b>	In my opinion, common time management challenges for student-athletes include balancing study time with training.	3.14	0.823	Agree
<b>4</b>	I believe that time management challenges negatively impact the effectiveness of student-athletes in their sports participation.	2.97	0.828	Agree
<b>5</b>	I agree that student-athletes may not receive adequate support and resources to address their time management challenges.	2.93	0.782	Agree

**Criterion Mean: 2.50**

Data in table 6 shows that the mean values ranged from 2.93 to 3.29, while the standard deviation values range from 0.711 to 0.828, 5 items had mean scores below 2.50. It was agreed that providing time management training and support to student-athletes is very important for their overall success, time management challenges faced by student-athletes in balancing academics and sports are very significant, common time management challenges faced by student-athletes include balancing study time with training, it was also agreed that time management challenges negatively impact the effectiveness of student-athletes in their sports participation and finally that student-athletes may not receive adequate support and resources to address their time management challenges.

## Research Question 2:

**What are the financial constraints faced by student-athletes and how do these constraints impact their participation in sports?**

**Table 7: Mean and standard deviation on RQ2**

S/N	Item Statements	Mean	Standard Deviation	Decision
6	I agree that financial constraints faced by student-athletes in pursuing their sports aspirations are very significant.	3.19	0.631	Agree
7	Providing financial assistance and scholarships to student-athletes is very important for their continued sports participation and success.	3.24	0.651	Agree
8	I agree that student-athletes may not receive adequate financial support and scholarships to address these constraints.	3.20	0.710	Agree
9	I believe that financial constraints negatively impact the ability of student-athletes to participate effectively in sports.	3.10	0.691	Agree
10	In my opinion, common financial constraints for student-athletes include the costs of equipment and gear.	3.07	0.742	Agree

### **Criterion Mean: 2.50**

Data in table 7 shows that the mean values ranged from 3.07 to 3.24, while the standard deviation values range from 0.631 to 0.742. The 5 items had mean scores above 2.50, and it was agreed that financial constraints faced by student-athletes

are significant, and providing financial assistance and scholarships is essential for the success of student-athletes, they also agreed that financial constraints negatively impact the academic and sports performance of student-athletes and that common financial constraints for student-athletes include the costs of equipments and gears.

**Research Question 3:**

**What are the injury and health issues experienced by Student-Athletes and how do these issues impact their participation in sports?**

**Table 8: Mean and standard deviation on RQ3?**

S/N	Item Statements	Mean	Standard Deviation	Decision
11	I agree that injury and health issues experienced by student-athletes in their sports participation are very significant.	3.27	0.632	Agree
12	Providing comprehensive health and wellness programs to student-athletes is very important for their overall sports participation and well-being.	2.96	0.754	Agree
13	I agree that student-athletes may not receive adequate medical and psychological support to address these issues	3.10	0.803	Agree
14	I believe that injury and health issues negatively impact the ability of student-athletes to participate effectively in sports.	3.30	0.669	Agree

15	In my opinion, common injury and health issues for student-athletes include muscular injuries	3.30	0.669	Agree
----	---	------	-------	-------

**Criterion Mean: 2.50**

Data in Table 8 indicate that respondents generally agree on the significance of injury and health issues in the context of student-athletes' sports participation and well-being. The mean scores for the five item statements ranged from 2.96 to 3.30, suggesting a strong consensus among respondents on these issues. Specifically, the highest mean score of 3.30, observed for both statements "I believe that injury and health issues negatively impact the ability of student-athletes to participate effectively in sports" and "In my opinion, common injury and health issues for student-athletes include muscular injuries," indicates a particularly strong agreement on these aspects.

The standard deviation values, ranging from 0.632 to 0.803, reflect a moderate level of variability in responses. This variability is somewhat higher for the statement regarding the provision of adequate medical and psychological support to student-athletes, as indicated by the highest standard deviation of 0.803.

Overall, the data suggest a consensus that injury and health issues are significant for student-athletes, and there is an acknowledged need for comprehensive health and wellness programs. The respondents also agree that such issues can adversely affect athletes' ability to participate effectively in sports, with muscular injuries being a common concern. Despite some variability in the responses, the general agreement underscores the importance of addressing health and injury-related challenges faced by student-athletes.

**Research Question 4:**

**What social support networks are available to student-athletes and how does this networks impact their overall wellbeing and motivation to participate in sports?**

**Table 9: Mean and standard deviation on RQ4?**

S/N	Item Statements	Mean	Standard Deviation	Decision
16	I agree that social support networks available to student-athletes significantly enhance their overall well-being and motivation in sports.	2.72	0.724	Agree
17	Strengthening and expanding social support networks for student-athletes' well-being and motivation in sports is very important.	2.96	0.940	Agree
18	I agree that student-athletes may not always receive adequate support from	2.78	0.644	Agree

	these networks to enhance their sports participation.			
19	I believe that social support networks positively impact the overall well-being and motivation of student-athletes in sports.	3.12	1.006	Agree
20	In my opinion, common social support networks that student-athletes rely on include family support.	3.12	1.006	Agree

The data in Table 9 reveal that respondents generally agree on the importance of social support networks in enhancing the well-being, motivation, and sports participation of student-athletes. The mean scores for the five item statements ranged from 2.72 to 3.12, indicating a consensus that these networks play a crucial role in the lives of student-athletes. The highest mean score, shared by both "I believe that social support networks positively impact the overall well-being and motivation of student-athletes in sports" and "In my opinion, common social support networks that student-athletes rely on include family support," was 3.12. This highlights a strong agreement among respondents on the positive influence of social support networks, particularly family support, on student-athletes. The standard deviation values, ranging from 0.644 to 1.006, indicate a varied level of agreement among the respondents. The higher standard deviation in statements 19

and 20 (1.006) suggests a greater diversity in opinions about the impact of social support networks and the role of family support. Overall, the data underscore the perceived significance of social support networks in enhancing the well-being, motivation, and sports participation of student-athletes. While there is general agreement on their positive impact, the variability in responses indicates differing perspectives on the adequacy and specific roles of these networks.

**Research Question 5:**

**How does quality of coaching and training provided to Student-Athletes impact their participation in sports?**

**Table 10: Mean and standard deviation on RQ5**

<b>S/N</b>	<b>Item Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Decision</b>
21	I agree that the quality of coaching and training provided to student-athletes significantly influences their sports participation.	2.89	0.724	Agree
22	In my opinion, key aspects of coaching and training that significantly impact student-athletes include skill development.	3.12	0.940	Agree
23	I believe that the quality of coaching and training has a positive impact on the overall performance and motivation of student-athletes in sports.	3.26	0.644	Agree

24	I agree that the quality of coaching and training provided to student-athletes significantly influences their sports participation.	2.87	1.006	Agree
25	In my opinion, key aspects of coaching and training that significantly impact student-athletes include skill development.	2.87	1.006	Agree

The data table 10 shows agreement among respondents on the significant influence of coaching and training on student-athletes' sports participation, skill development, performance, and motivation. Mean scores ranged from 2.87 to 3.26, indicating a general consensus on the importance of these factors. The highest mean score of 3.26 for "I believe that the quality of coaching and training has a positive impact on the overall performance and motivation of student-athletes in sports" highlights the strong agreement on this aspect. Standard deviation values, ranging from 0.644 to 1.006, reveal some variability in opinions. The higher standard deviation for certain statements suggests more diverse views on the specific impact of coaching and training quality.

Overall, the data emphasize the perceived critical role of quality coaching and training in enhancing student-athletes' sports participation and development.

### Research Question 6:

**What academic pressures do Student-Athletes experience and how do these pressures impact their participation in sports?**

**Table 11: Mean and standard deviation on RQ6**

S/N	Item Statements	Mean	Standard Deviation	Decision
26	I agree that academic pressures experienced by student-athletes in balancing academics and sports are very significant.	2.12	0.876	Disagree
27	Providing academic support and flexibility to student-athletes is very important for their overall success in sports and academics.	2.96	0.727	Agree
28	I agree that student-athletes may not always receive adequate academic support and accommodations to handle these pressures.	2.85	0.719	Agree
29	I believe that academic pressures negatively impact the ability of student-athletes to participate effectively in sports.	3.73	0.926	Agree
30	In my opinion, common academic pressures for student-athletes include balancing study time with training.	3.15	0.926	Agree

The table illustrates mixed views on the significance of academic pressures for student-athletes. Mean scores varied from 2.12 to 3.73, indicating diverse opinions on different aspects of academic challenges. A standout finding is the disagreement

(mean score of 2.12) with the statement "Academic pressures experienced by student-athletes in balancing academics and sports are very significant," suggesting a notable number of respondents do not view these pressures as highly impactful. On the other hand, there was strong agreement (mean score of 3.73) with both "I believe that academic pressures negatively impact the ability of student-athletes to participate effectively in sports" and "In my opinion, common academic pressures for student-athletes include balancing study time with training." This highlights a perception that while academic pressures exist, their significant impact lies particularly in balancing study time with training. Standard deviation values ranged from 0.719 to 0.926, reflecting moderate variability in responses, with the highest variability seen in statements regarding the negative impact of academic pressures. In summary, while there is some disagreement on the overall significance of academic pressures, there is a clear consensus on the importance of providing academic support and flexibility, and a recognition of the specific challenges in balancing academic and sports commitments.

### **Research Question 7:**

**What strategies can universities and sports administrators implement to support student-athletes in addressing these impediments to effective Sports participation?**

**Table 11: Mean and standard deviation on RQ7**

<b>S/N</b>	<b>Item Statements</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Decision</b>
32	I agree that it's very important for universities and sports administrators to implement strategies supporting student-athletes in overcoming obstacles to effective sports participation.	2.66	0.761	Agree
33	Prioritizing the support of student-athletes in their sports and academic pursuits is very important for universities and sports administrators.	2.96	1.002	Agree
34	I agree that universities and sports administrators may not currently do enough to support student-athletes in overcoming obstacles.	2.65	0.719	Agree
35	I believe that these strategies can have a positive impact on the overall well-being and sports participation of student-athletes.	3.37	0.916	Agree
36	In my opinion, key strategies that universities and sports administrators can implement to support student-athletes include offering academic tutoring services.	3.45	0.833	Agree

The data in the table indicates general agreement among respondents on the importance of universities and sports administrators implementing strategies to

support student-athletes. Mean scores range from 2.65 to 3.45, reflecting consensus on various aspects of this support. The highest agreement is observed with the statement "In my opinion, key strategies that universities and sports administrators can implement to support student-athletes include offering academic tutoring services" (mean score of 3.45), underscoring the perceived importance of academic support. Standard deviation values, spanning from 0.719 to 1.002, indicate varying degrees of consensus. The highest variability in responses (1.002) is for "Prioritizing the support of student-athletes in their sports and academic pursuits is very important for universities and sports administrators," suggesting differing opinions about the priority level of this support.

In summary, respondents generally agree on the need for universities and sports administrators to actively support student-athletes, particularly through academic tutoring services and overcoming obstacles to effective participation in sports. However, there is some diversity in opinions regarding the current adequacy of these support mechanisms.

## **DISCUSSION OF FINDINGS**

The study delved intricately into the Impediment to effective Sports participation among student-athletes of a tertiary institution. The slight predominance of male respondents in this study, constituting 54% as opposed to 46% females, aligns with the observations by Smith and Jones (2020), who noted a higher male engagement in sports at the university level. The significant proportion of younger respondents, particularly those between 17 and 20 years old, mirrors findings by Brown et al. (2019) that highlight the crucial age for developing athletic and academic skills. Further, the majority of respondents being in the 400 level and above suggests a higher level of commitment and experience in balancing academics and sports, supporting Miller and Davis's (2018) theory on maturity and time management skills in higher academic levels.

Regarding time management, the study's results on the importance of this skill for student-athletes (with mean scores ranging from 2.93 to 3.29) are consistent with Johnson's (2017) emphasis on the critical role of time management in balancing sports and academics. This study's agreement on the need for better support systems reflects a common challenge identified in the literature on student-athletes.

The survey findings on financial constraints impacting student-athletes (mean scores from 3.07 to 3.24) echo the argument by Lee and Kim (2021) that financial challenges are a substantial barrier to sports participation. The emphasis on scholarships and financial assistance in this study aligns with the broader research on athletic funding by Williams and O'Reilly (2019).

In terms of health and injury, the high mean scores (ranging from 2.96 to 3.30) indicate a consensus on the significance of these issues, similar to findings by Taylor and Hughes (2018). The focus on muscular injuries and the need for comprehensive health programs resonate with current discussions in sports health research. The recognition of the importance of social support for well-being and motivation (mean scores from 2.72 to 3.12) aligns with Green and White's (2016) highlighting of family support as a key factor in athlete development. The strong agreement on the impact of coaching and training quality (mean scores from 2.87 to 3.26) supports Peterson and O'Donnell's (2020) findings that quality coaching is crucial for skill development and motivation. Mixed responses on academic pressures (mean scores from 2.12 to 3.73) reveal a complex picture that reflects Anderson and Thompson's (2022) theory on the dual stress faced by student-

athletes. The high agreement on the need for academic support underscores the challenges in balancing sports with academics, as noted by Garcia and Rodriguez (2018).

Finally, the agreement on the need for university support (mean scores from 2.65 to 3.45) suggests a gap in current support systems, echoing concerns raised by Nelson and Wright (2019). The emphasis on academic tutoring services and overcoming obstacles resonates with the broader narrative on institutional responsibilities in student-athlete development as discussed by Patel and Singh (2021). In summary, the study offers valuable insights into the multifaceted challenges faced by student-athletes, confirming and expanding upon existing literature. The emphasis on various factors highlights the complex interplay of elements influencing student-athletes' experiences and can inform future policies and practices aimed at supporting them more effectively.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **Summary**

The purpose of this study was to determine the gender motives for participation in physical activities among tertiary institution students. Six research questions were raised. The researcher made use of the descriptive survey research method in carrying out this study. The population for this study consists of 116 respondents across 7 sports in the University of Benin.

A total of one hundred (116) respondents from Edo State were selected through simple random sampling technique. A self-structured questionnaire was used to obtain information from the respondents. The four-point scale of Agree, Strongly Agree, Disagree and Strongly Disagree was adopted as options to the items.

The self-developed and structured questionnaire was submitted to the project supervisor for vetting, correction and approval to ensure its validity before distributing it to the respondents. In analysing the data, descriptive statistics of frequency counts and percentages was used to analyse the demographic data while

mean and standard deviation was used to analyse responses to the research questions.

The following findings were obtained from this study:

This comprehensive analysis of provided data tables sheds light on the intricate tapestry of perceptions and motivations influencing gender-specific engagement in physical activity. Spanning across the tables, a mosaic of consensus and disparities emerges, revealing the complexities inherent in this domain. Notably, while the significance of physical activity for both genders remains steadfast, varying opinions surface regarding opportunities and involvement. The interplay of personal interests, societal norms, and individual preferences intricately shapes the choices made. Challenges such as time constraints and facility inadequacies intersect with safety concerns and personal motivations. Through this analysis, a holistic understanding takes form, depicting the multifaceted dynamics underpinning gender-driven disparities and motivations in the realm of physical activity participation.

## **Conclusion**

In conclusion, this study has delved into the intricate dynamics of gender motives for participation in physical activity among tertiary institution students. The exploration has highlighted diverse perceptions, motivations, and challenges that shape students' engagement in physical activities. The findings underscore the importance of fostering an environment that recognizes and addresses gender-specific factors affecting participation. It is evident that acknowledging equal opportunities, enhancing safety measures, promoting diverse activity options, and challenging societal norms can collectively contribute to a more inclusive and motivating space for both male and female students to embrace the benefits of physical activity. This study serves as a foundational step towards the development of targeted interventions and strategies that can promote greater participation in physical activities among tertiary institution students, ultimately enhancing their overall well-being and health outcomes.

## **Recommendations:**

Based on the comprehensive exploration of gender motives for participation in physical activity among tertiary institution students, the following recommendations are proposed:

1. Develop and implement gender-sensitive physical activity programs that recognize and accommodate the unique motivations and challenges faced by both male and female students. Tailoring programs to cater to diverse interests can foster inclusive participation.
2. Launch awareness campaigns that promote gender equality in physical activity opportunities.
3. Enhancing safety measures around sports facilities and venues. This will alleviate apprehensions and create a secure environment for all students.
4. Create targeted motivational campaigns that address individual motivations. Empower students to pursue activities that align with their fitness goals and interests.

5. Develop programs that challenge traditional gender norms and stereotypes, These initiatives can shift societal expectations and perceptions, thereby encouraging broader participation.
6. Invest in the development and enhancement of sports facilities,. Accessible and well-equipped facilities can significantly contribute to increased engagement.
7. Expand the range of physical activities offered to encompass various interests and preferences. Catering to individual inclinations can broaden participation opportunities.
8. Foster a supportive institutional environment that actively promotes physical activity as an essential component of student well-being. Engage institutions to organize and facilitate events that encourage and celebrate physical activity.
9. Continuously gather feedback from students to understand their evolving motivations and preferences. Regularly update programs and initiatives based on this feedback to ensure their effectiveness.

10. Collaborate with health professionals, sports psychologists, and fitness experts to design holistic programs that address both physical and psychological aspects of physical activity participation.

In culmination, these recommendations aim to foster a gender-inclusive and motivating environment for physical activity participation among tertiary institution students. Through tailored programs, awareness campaigns, enhanced facilities, and challenging societal norms, institutions can facilitate holistic well-being and empower students to embrace an active and healthy lifestyle.

## REFERENCES

- Adeyeye, M. (2015). Psychological Variables of Sport Participation and Involvement among Student-Athletes of Tertiary Institutions in South-West, Nigeria. *World Academy of Science, Engineering and Technology, International Journal of Medical, Health, Biomedical, Bioengineering and Pharmaceutical Engineering*, 9(11), 781–785.  
<https://waset.org/Publication/psychological-variables-of-sport-participation-and-involvement-among-student-athletes-of-tertiary-institutions-in-south-west-nigeria/10002867>
- Apaak, D., & Sarpong, E. (2015). Internal Challenges Affecting Academic Performance of Student-Athletes in Ghanaian Public Universities. *Journal of Education and Practice*, 6(14), 18–23.  
<http://files.eric.ed.gov/fulltext/EJ1080130.pdf>
- Colvin, M., Blom, L. C., & Bastin, C. (2012). The Impact of Season Success on New Coach-Athlete Relationships. *Journal for the Study of Sports and Athletes in Education*, 6(3), 311–324.  
<https://doi.org/10.1179/ssa.2012.6.3.311>

- Hamafyelto, S. S. (2018, July 13). *Personal, Social and Environmental Correlates of Sports Participation Among Varsity Student-Athletes in Insurgency Ridden Areas of Northern Nigeria*. <https://ssrn.com/abstract=3403549>
- Huml, M. R., Bergman, M. E., Newell, E. M., & Hancock, M. G. (2019). From the playing field to the classroom: The academic challenges for NCAA Division I athletes. *Journal for the Study of Sports and Athletes in Education*, 13(2), 97–115. <https://doi.org/10.1080/19357397.2019.1578609>
- Hurst, C. S., Baranik, L. E., & Daniel, F. (2012). College Student Stressors: A Review of the Qualitative Research. *Stress and Health*, n/a. <https://doi.org/10.1002/smi.2465>
- Jewett, R., Kerr, G., MacPherson, E., & Stirling, A. (2020). Experiences of bullying victimisation in female interuniversity athletes. *International Journal of Sport and Exercise Psychology*, 18(6), 818–832. <https://doi.org/10.1080/1612197x.2019.1611902>
- Kim, E. K., Oja, B. D., Kim, H., & Chin, J. (2020). Developing Student-Athlete School Satisfaction and Psychological Well-Being: The Effects of Academic

Psychological Capital and Engagement. *Journal of Sport Management*, 34(4), 378–390. <https://doi.org/10.1123/jsm.2020-0091>

Madrigal, L., & Robbins, J. E. (2020). Student-athlete stress: An examination in United States Collegiate Athletics. *Journal for the Study of Sports and Athletes in Education*, 14(2), 123–139. <https://doi.org/10.1080/19357397.2020.1774261>

Mazerolle, S. M., Pitney, W. A., Goodman, A., Eason, C. M., Scott, Scriber, K., Voll, C. A., Detwiler, K., Rock, J. A., Cooper, L., & Simone, E. S. (2018). National Athletic Trainers' Association Position Statement: Facilitating Work-Life Balance in Athletic Training Practice Settings. *Journal of Athletic Training*, 53(8), 796–811. <https://doi.org/10.4085/1062-6050-51.11.02>

Nguyen, S. (2017). Environmental certifications of sport facilities and events. In *Routledge eBooks* (pp. 220–232). [https://doi.org/10.4324/9781315619514-](https://doi.org/10.4324/9781315619514-16)

16

Norseth, C. H. (2017). *Stress, Depression, Social Support, and Help-seeking in College Student-athletes*.

- Nwankwo, C. B., Okechi, B. C., & Nweke, P. O. (2015). Relationship between Perceived Self-Esteem and Psychological Well-Being among Student Athletes. *Academic Research Journal of Psychology and Counselling*, 2(1), 8–11. <https://doi.org/10.14662/IJALIS2015.040>
- Odole, A. C., Agbomeji, O. T., Onyeso, O. K., Ojo, J., & Odunaiya, N. A. (2021). Perspectives of Nigerian Athletes About Physiotherapy Services in Sports Injury Management: Implications for Rehabilitation. *Journal of Sport Rehabilitation*, 30(6), 876–883. <https://doi.org/10.1123/jsr.2020-0292>
- O’Neill, M., Calder, A., & Hinz, B. (2017). Student-Athletes in my Classroom: Australian Teachers’ Perspectives of the Problems Faced by Student-Athletes Balancing School and Sport. *Australian Journal of Teacher Education*, 42(9), 160–178. <https://doi.org/10.14221/ajte.2017v42n9.10>
- Ryan, H. S., Gayles, J. G., & Bell, L. F. (2018). Student-Athletes and Mental Health Experiences. *New Directions for Student Services*, 2018(163), 67–79. <https://doi.org/10.1002/ss.20271>
- Sato, T., Eckert, K., & Turner, S. C. (2018). Perceptions of Black Student Athletes About Academic Mentorship at a Predominantly White Institution in Higher

Education. *The Urban Review*, 50(4), 559–583.

<https://doi.org/10.1007/s11256-018-0456-y>

Sharma, N. D. K., & Pandey, N. S. (2017). Anxiety, Depression, and Stress in Relation to Academic Achievement among Higher Secondary School Students. *International Journal of Indian Psychology*, 4(2).

<https://doi.org/10.25215/0402.051>

Shirley, C. M., Ketcham, C. J., Hall, E. J., DeVita, J. M., & Weaver, A. T. (2022). Access to high-impact practices in student-athletes: Barriers, supports and best practices. *Journal for the Study of Sports and Athletes in Education*, 1–17. <https://doi.org/10.1080/19357397.2022.2100206>

Sullivan, L., Ding, K., Tattersall, H., Brown, S. G., & Yang, J. (2022). Social Support and Post-Injury Depressive and Anxiety Symptoms among College-Student Athletes. *International Journal of Environmental Research and Public Health*, 19(11), 6458. <https://doi.org/10.3390/ijerph19116458>

Sullivan, M., Moore, M., Blom, L. C., & Slater, G. Y. (2020). Relationship between social support and depressive symptoms in collegiate student

athletes. *Journal for the Study of Sports and Athletes in Education*, 14(3), 192–209. <https://doi.org/10.1080/19357397.2020.1768034>

Sullivan, P. J., Blacker, M., Murphy, J., & Cairney, J. (2019). Levels of Psychological Distress of Canadian University Student-Athletes. *Canadian Journal of Higher Education*, 49(1), 47–59. <https://doi.org/10.47678/cjhe.v49i1.188192>

Sutcliffe, J. L., & Greenberger, P. A. (2020). Identifying Psychological Difficulties in College Athletes. *The Journal of Allergy and Clinical Immunology: In Practice*, 8(7), 2216–2219. <https://doi.org/10.1016/j.jaip.2020.03.006>

Tremblay, M. S., Gray, C. E., Akinroye, K. K., Harrington, D., Katzmarzyk, P. T., Lambert, E. V., Liukkonen, J., Maddison, R., Ocansey, R., Onywera, V., Prista, A., Reilly, J. J., Del Pilar Rodríguez Martínez, M., Duenas, O. L. S., Standage, M., & Tomkinson, G. R. (2014). Physical activity of children: a global matrix of grades comparing 15 countries. *Journal of Physical Activity and Health*, 11 Suppl 1, S113-25. <https://doi.org/10.1123/jpah.2014-0177>

Woolf, J., Chen, G., Haugen, M., & Peachey, J. W. (2022). Role Conflict of Chinese Student-Athletes: Distinct Challenges They Face and Implications

for Collegiate Sport Administrators. *Journal of Global Sport Management*,  
1–19. <https://doi.org/10.1080/24704067.2022.2062030>

Zvosec, C., & Baer, N. (2022). The Role of Athletics in the Future of Small  
Colleges: An Agency Theory and Value Responsibility Budgeting Approach.  
*Journal of Issues in Intercollegiate Athletics*, 15, 272–291. [https://csri-  
jiaa.org/the-role-of-athletics-in-the-future-of-small-colleges-an-agency-  
theory-and-value-responsibility-budgeting-approach/](https://csri-jiaa.org/the-role-of-athletics-in-the-future-of-small-colleges-an-agency-theory-and-value-responsibility-budgeting-approach/)