

**GENDER DISPARITIES IN SPORTS AND ITS EFFECT ON ACADEMIC
PERFORMANCE.**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF HUMAN KINETICS
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CERTIFICATION

We, the undersigned, certify that this research project, titled “GENDER DISPARITIES IN SPORTS AND ITS EFFECT ON ACADEMIC PERFORMANCE ,” was carried out by ADEMESO ADEDURODEMI ABIODUN (Matriculation No: EDU2102439) in the Department of Human Kinetics and Sports Science, Faculty of Education, University of Benin, Benin City, in partial fulfillment of the requirements for the award of the Degree of Bachelor of Science (Education) in Human Kinetics and Sports Science.

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DEDICATION

This project work is wholeheartedly dedicated to God Almighty for His unending grace, guidance, and protection throughout my academic journey and the period of this research. It is also dedicated to my family for their unwavering support, love, and encouragement, which served as a constant source of strength.

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TABLE OF CONTENTS

BY	i
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
LIST OF TABLE	ix
ABSTRACT	x
CHAPTER ONE	1
INTRODUCTION	1
Background to the Study	1
Statement of the Problem	4
Research Questions	5
Research Hypotheses	6
Objectives of the Study	6
Significance of the Study	7
Scope of the Study	7
Definition of Terms	9
CHAPTER TWO	11
REVIEW OF RELATED LITERATURE	11
Theoretical Framework	12
Social Learning Theory (Bandura, 1977)	12
Human Capital Theory (Becker, 1993)	13
Feminist Theory (Tong, 2009)	14
Concept and Importance of Sports Participation	15
Gender Differences in Sports Participation	16
Types of Sporting Activities in Nigerian Secondary Schools	18

Sports Participation and Academic Performance	19
Benefits of Sports Participation:	20
Barriers to Female Students’ Participation in Sports	21
Policy and Implementation Barriers:	22
Gender and Age Considerations in Sports Involvement	22
Institutional Influence on Sports Participation	24
Policy Influence and Gaps in Implementation	25
Empirical Studies on Gender and Sports Participation (Experimental/Longitudinal Evidence)	28
Influence of Culture, Family, and Coach Support on Student Sports Participation	29
Technological and Media Influence on Sports Engagement	30
Gaps Identified in Literature and Relevance to the Study	31
CHAPTER THREE	36
METHODOLOGY	36
Design of the Study	36
Population of the Study	37
Sample and Sampling Technique	37
Research Instrument	38
Validity of the Instrument	38
Reliability of the Instrument	39
Method of Data Collection	39
Method of Data Analysis	39
CHAPTER FOUR	40
PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS	40
Test of Hypotheses	45
Discussion of Findings	48

CHAPTER FIVE	50
SUMMARY, CONCLUSION AND RECOMMENDATIONS	50
Summary	50
Conclusion	51
Recommendations	52
References	52
APPENDIX I	55
APPENDIX II	61

LIST OF TABLE

Table 1: Mean and Standard Deviation of Responses on Gender Differences in Sports Participation.....	Error! Bookmark not defined.
Table 2: Mean and Standard Deviation of Responses on Sports Participation and Academic Performance.....	Error! Bookmark not defined.
Table 3: Mean and Standard Deviation of Responses on Benefits of Sports Participation.....	Error! Bookmark not defined.
Table 4: Mean and Standard Deviation of Responses on Barriers to Female Participation.....	Error! Bookmark not defined.
Table 5: Independent Samples T-Test for Sports Participation by Gender	Error! Bookmark not defined.
Table 6: Pearson Correlation between Sports Participation and Academic Performance	Error! Bookmark not defined.
Table 7: One-Sample T-Test for Sports Benefits.....	Error! Bookmark not defined.
Table 8: Independent Samples T-Test for Perceived Barriers by Gender	Error! Bookmark not defined.

ABSTRACT

This study investigated gender disparities in sports participation and its influence on academic performance among secondary school students in Edo State, Nigeria. The research make use of a descriptive survey design to examine the extent of gender differences in sports involvement, the relationship between sports participation and academic outcomes, the perceived benefits of sports, and also the barriers uniquely affecting female students. The population comprised 470 students from two secondary schools—Ekosodin Secondary School and OSA Osula Secondary School—from which a sample of 100 students was selected using stratified random sampling. Data were collected using a structured questionnaire titled “Gender Disparities in Sports Participation and Academic Performance Questionnaire (GDSP-Q).” Descriptive statistics (mean and standard deviation) were used to answer the four research questions, while inferential statistics (independent samples t-test and Pearson product moment correlation) were employed to test four null hypotheses at the 0.05 significance level.

The findings revealed a significant gender disparity in sports participation, with male students having higher involvement than their female counterparts. A strong positive correlation was found between sports participation and academic performance, indicating that students engaged in sports tend to perform better academically. Respondents also strongly agreed that sports participation offers substantial physical, psychological, and social benefits. Also, female students perceived significantly greater barriers to sports

participation, including cultural norms, lack of parental support, and fear of social stigma, compared to male students. All four null hypotheses were rejected.

It was then concluded that gender-based inequities in sports participation exist in Nigerian secondary schools and that these disparities have academic and developmental implications on the students. The study recommends the implementation of gender-inclusive sports policies, increased parental and community sensitization, provision of adequate sports facilities and female coaches, and the integration of sports into the academic curriculum as a strategy for enhancing the students holistic development.

CHAPTER ONE

INTRODUCTION

Background to the Study

Sports participation has increasingly been recognized as an integral part of holistic education across the globe, and in Nigeria, it holds an especially important role in shaping the physical, mental, emotional, and social development of students. The involvement of students in sports activities goes beyond physical fitness and recreation; it serves as a vehicle for inculcating life skills, fostering discipline, promoting teamwork, encouraging leadership, and enhancing academic performance (Okafor and Nwankwo, 2022).

In Nigeria, the importance of sports in education is well articulated in the National Policy on Education (2013), which highlights the promotion of physical education and the encouragement of sports participation as key objectives of the basic and post-basic education curriculum. Despite this recognition, gender disparities in sports participation remain significantly pronounced, as female students continue to face structural challenges limiting their engagement (Nigerian Sports Commission, 2023).

According to recent data provided by the Nigerian Sports Commission (2023), approximately 68% of male secondary school students actively participate in organized sports activities within the school setting, compared to only 32% of their female counterparts. This imbalance highlights the persistence of systemic inequities in access to educational and extracurricular opportunities (Slater and Tiggemann, 2019).

One of the most concerning issues associated with this gender gap is the loss of developmental benefits for female students. Research has consistently demonstrated that sports participation is positively correlated with improved educational outcomes, including concentration, behavior, and achievement (Eime et al., 2021).

Despite these documented benefits, a host of cultural, institutional, and socio-economic factors continue to hinder girls' participation in school sports. For instance, entrenched gender norms often position sports as masculine, discouraging female engagement in athletics (Okafor and Nwankwo, 2022).

Institutionally, many Nigerian secondary schools are not well equipped to support inclusive sports programs. Limited facilities, the lack of female coaches, and poor scheduling further discourage female participation (Nigerian Sports Commission, 2023).

From a policy perspective, the gender participation gap also reflects challenges in the enforcement of education policies. Although Nigeria's National Policy on Education

mandates equal access, implementation remains inconsistent across regions (Okafor and Nwankwo, 2022).

Psychologically, exclusion from sports can have profound effects on female students. Participation fosters self-esteem and resilience, while exclusion contributes to feelings of inferiority and disengagement (Slater and Tiggemann, 2019).

The academic implications of gender disparities in sports participation are equally troubling. Students involved in extracurricular sports often perform 15–20% better than their peers (Slater and Tiggemann, 2019).

These issues are even more severe for girls in rural areas or from low-income families, who face compounded barriers such as early marriage and unsafe environments (Eime et al., 2021).

Moreover, the digital revolution in Nigerian education poses both risks and opportunities. While technology can widen inequalities, it also offers platforms for promoting female sports participation (Okafor and Nwankwo, 2022).

An emerging dimension is the role of social media in reshaping perceptions of girls in sports. The visibility of athletes like Blessing Okagbare and Asisat Oshoala helps challenge stereotypes (Nigerian Sports Commission, 2023).

Ultimately, addressing these challenges requires collective effort from all stakeholders, including policymakers, educators, and even parents (Eime et al., 2021).

As Nigeria aligns with Sustainable Development Goals on gender equality and education, equitable access to sports becomes both a moral and strategic necessity (Okafor and Nwankwo, 2022).

This study, therefore, comes at an important time, aiming to shed light on the challenges and provide evidence-based recommendations for bridging the gender gap in Nigerian school sports (Slater and Tiggemann, 2019).

Statement of the Problem

Despite Nigeria's National Policy on Education mandating equal opportunities for sports participation across genders, there are still significant implementation gaps.

Firstly, the persistent gender gap in sports participation suggests systemic failures in the policy and practice, with male students dominating opportunities while females are restricted.

Secondly, the academic consequences of this participation gap remain understudied in the Nigerian context, despite international evidence showing positive links between sports and achievement.

Thirdly, the psychological and social benefits of sports are unequally distributed, with female students missing out on opportunities that enhance resilience and confidence.

Finally, barriers limiting female participation have not been comprehensively documented, making effective intervention difficult.

This study seeks to examine differences in participation, their impact on education, and the barriers female students face in Nigerian secondary schools.

Research Questions

Is there a significant difference in sports participation rates between male and female students in Nigerian secondary schools?

Does participation in sports influence academic performance among secondary school students in Nigeria?

Are there significant benefits associated with sports participation for secondary school students?

What are the major barriers limiting female students' participation in sports in Nigerian secondary schools?

Research Hypotheses

There is no statistically significant difference in sports participation rates between male and female secondary school students in Nigeria.

Sports participation has no significant effect on academic performance among secondary school students in Nigeria.

Sports participation provides no significant benefits for secondary school students.

There are no major barriers uniquely limiting female sports participation in Nigerian secondary schools.

Objectives of the Study

The primary objective of this study is to assess gender differences in sports participation and their effects on educational outcomes in Nigeria.

Specifically, this study aims to:

Analyze gender differences in sports participation among Nigerian students.

Assess the impact of sports participation on academic performance and discipline.

Examine the benefits of sports for male and female students.

Identify barriers hindering female participation in sports.

Recommend policies to enhance gender equality in sports and education.

Significance of the Study

This study provides valuable evidence for policymakers, educators, and parents by highlighting the benefits of inclusive sports participation in Nigerian schools.

It also informs the development of gender-responsive education policies and contributes to academic discourse on sports and education in developing countries.

Scope of the Study

This research covers both public and private Nigerian secondary schools, considering variations in resources and participation opportunities.

It focuses on core academic subjects, team and individual sports, and includes diverse student demographics to ensure a representative analysis.

LIMITATIONS OF THE STUDY

The following limitations were encountered in the course of this study:

1. Geographical Scope Limitation: The study was confined to two secondary schools in Edo State, Nigeria. Therefore, the findings may not be fully generalizable to all secondary schools in other geopolitical zones or regions of the country with different socio-cultural and economic contexts.

2. Research Design Constraint: The use of a cross-sectional survey design provides a snapshot of the situation at a single point in time. This design does not allow for the examination of changes or trends in sports participation and academic performance over a longer period, limiting causal inferences.

3. Instrument Limitations: Although the questionnaire was validated and found reliable, it primarily measured perceptions and self-reported behaviors. Objective measures of academic performance (such as examination scores) and direct observation of sports participation were not included, which might affect the objectivity of the data.

4. Contextual Factors: The study did not extensively explore underlying socio-economic factors such as family income, parental education level, or school funding, which could significantly influence both sports participation and academic outcomes.

5. Focus on Quantitative Data: The study adopted a quantitative approach only. The inclusion of qualitative methods (such as interviews or focus group discussions) could have provided deeper insights into the lived experiences, motivations, and contextual nuances behind the statistical trends observed.

Despite these limitations, the study provides valuable empirical insights into the relationship between gender, sports participation, and academic performance within the research context, and offers a foundation for further research.

Definition of Terms

Sports participation: Regular involvement in school-approved athletic activities, including both competitive and non-competitive sports.

Academic performance: Standardized test scores and overall grade averages.

Gender differences: Variations in participation rates, opportunities, or outcomes between male and female students.

Psychological benefits: Mental health improvements such as self-esteem, resilience, and stress management.

Social benefits: Gains in interpersonal and leadership skills through teamwork and peer interaction.

Institutional barriers: these include School-related factors like poor facilities or lack of female coaches.

Cultural barriers: Gender norms and stereotypes that discourage the participation of female students.

Educational outcomes: these are the Academic and non-cognitive results such as performance, attendance, and engagement.

Policy: Formal guidelines or rules that shape the educational and institutional practices.

Empirical: Knowledge based on observable data and on research evidence.

Participant demographics: the Statistical traits of the individuals studied, such as the age, gender, and income.

Academic implications: The potential influence of the findings on the educational practices and policies.

Geographical constraints: Physical or environmental barriers that limit the access to school sports.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a comprehensive and critical analysis of existing scholarly works and empirical studies pertinent to the issue of gender disparities in sports participation and its subsequent influence on educational outcomes. The literature review is organized under the following subheadings:

- Theoretical Framework
- Concept and Importance of Sports Participation
- Gender Differences in Sports Participation
- Types of Sporting Activities in Nigerian Secondary Schools
- Sports Participation and Academic Performance
- Benefits of Sports Participation
- Barriers to Female Students' Participation in Sports
- Gender and Age Considerations in Sports Involvement
- Institutional Influence on Sports Participation
- Policy Influence and Gaps in Implementation
- Empirical Studies on Gender and Sports Participation (Cross-Sectional Evidence)
- Empirical Studies on Gender and Sports Participation (Experimental/Longitudinal Evidence)
- Influence of Culture, Family, and Coach Support on Student Sports Participation
- Technological and Media Influence on Sports Engagement
- Gaps Identified in Literature and Relevance to the Study

- Summary of Reviewed Literature

Theoretical Framework

The theoretical foundation of this study is drawn from three distinct but related perspectives: Social Learning Theory, Human Capital Theory, and Feminist Theory. This multi-faceted approach allows for an overall understanding of the problem, addressing individual learning, economic investment, and systemic power structures.

Social Learning Theory (Bandura, 1977)

This theory believes that behaviors, attitudes, and emotional reactions are acquired through observational learning, imitation, and modeling within a social context. Applying this to the sporting arena, the theory shows how young individuals internalize and perpetuate gendered norms of participation. For instance, when boys consistently observe fellow male peers, coaches, and professional athletes dominating physically demanding sports like football and basketball, they receive powerful reinforcement that such activities are a natural and celebrated component of masculinity. On the other hand, girls are often socialized into more passive or aesthetically feminine roles because they lack visible, high-status female athletic role models or, more detrimentally, because they witness their own participation being subtly or overtly discouraged by parents, teachers, and peers. Over time, this cyclical process of observation and reinforcement solidifies

stereotypes, and normalizes the gender-based division of sporting activities, and also creates a self-fulfilling prophecy where girls opt out of pursuits they have learned are not for them.

Human Capital Theory (Becker, 1993)

This theory provides an economic lens, emphasizing that investments in an individual's skills, knowledge, health, and training yield significant long-term returns in the form of enhanced productivity, employability, and overall life outcomes. From this perspective, sports participation is not merely a recreational pastime but a critical form of human capital development. Through sports, students will cultivate invaluable non-cognitive skills such as teamwork, discipline, strategic thinking, leadership, resilience in the face of failure, and time management. The critical implication of this theory is that when girls are being excluded or discouraged from sports, they are effectively denied access to these essential skill-building opportunities. This issue not only has the potential to negatively impact their immediate academic performance but also places them at a disadvantage in future competitive environments, including higher education and the labour market, where such attributes are highly required.

Feminist Theory (Tong, 2009)

This theory offers a critical framework for analyzing the systemic and institutionalized nature of gender inequalities. It argues that patriarchal structures, which privilege male dominance, are deeply embedded within the societal norms, legal systems, and also institutional practices, actively reinforcing the marginalization of women and girls across various sectors, including education and sports. For example, despite the existence of national education policies in Nigeria that always mandate equal participation, weak enforcement mechanisms and deeply ingrained patriarchal attitudes often result in female students having fewer opportunities, inferior facilities, and less institutional support. Feminist theory, therefore, moves beyond individual explanations to critique the power dynamics at play, advocating for the deliberate dismantling of these structural barriers and the active promotion of equity, not just equality, in sports programming and resource allocation.

Together, these theories demonstrate that observed differences in sports participation are not by accident or merely a matter of personal preference. They are, the products of a complex interplay of cultural norms, institutional practices, and systemic economic and social inequalities that require targeted, multi-level intervention to be able to overcome.

Concept and Importance of Sports Participation

Sports participation, within the context of this study, refers to the active involvement of students in the structured and the unstructured physical activities organized within the school environment. This includes a broad spectrum, from competitive, interscholastic sports like football, basketball, and athletics to non-competitive physical education programs, intramural clubs, and recreational play. Globally, sports are increasingly recognized as an important and useful component of a holistic educational process. UNESCO (2015) has explicitly identified physical activity as a core element of a quality education, essential for the development of well-rounded individuals.

In Nigeria, the National Policy on Education (2013) states this sentiment, highlighting sports as a key vehicle for developing the total child, a concept that extends beyond the mere academic capacity to include physical, social, and emotional well-being. The importance of sports is multifaceted. Beyond the obvious benefit of enhanced physical fitness and health, sports serve as a powerful medium for the building of self-confidence, for instilling discipline, for promoting cooperation, and also teaching students how to cope with academic and social pressures in a healthy manner. Empirical studies have revealed that students who regularly participate in sports often develop better time-management skills, greater self-discipline, and heightened motivation in their academic

pursuits, as the rigors of training and competition translate into a more structured and goal-oriented approach to life (Okafor and Nwankwo, 2022). Furthermore, sports foster social inclusion by creating a neutral platform that brings together students from diverse cultural, religious, and socio-economic backgrounds, thereby promoting unity, mutual respect, and social cohesion in a often divided society.

Despite these extensively documented benefits, a significant issue persists in many Nigerian schools, where sports are still viewed as a secondary or even superfluous adjunct to the serious business of academics. This myopic perception frequently results in the serious issue of underfunding of sports programs, the systematic neglect of female involvement, and the restricted student access to adequate, well-maintained facilities. Consequently, the immense potential of sports as a tool for holistic education and social development remains very underutilized, particularly for the female student population.

Gender Differences in Sports Participation

Gender disparities in sports participation are a well-documented global phenomenon, however, the scale and nature of this gap are particularly pronounced within the Nigerian socio-cultural context. Alarming statistics from the Nigerian Sports Commission (2023) indicate that the male secondary school students participate in organized sports at more than double the rate of their female counterparts, with participation rates standing at 68%

for the boys compared to a mere 32% for the girls. This stark divide is not a random occurrence but a direct reflection of deep-rooted, historically constructed gender biases.

Historically, sports have been culturally coded as a masculine domain, where physical strength, aggression, and competitive spirit are celebrated as main components of male identity (Slater and Tiggemann, 2019). In direct contrast, girls and young women are often actively discouraged from the full participation due to a confluence of factors, cultural expectations of modesty and decorum, the burden of domestic responsibilities, and unfounded fears that physical exertion will distract them from academic achievement or, in more extreme cases, change their physical appearance and affect their future marriage prospects. Religious influences also compound this issue, particularly in conservative northern regions where interpretations of religious doctrine are used to restrict female mobility and public visibility.

The school environment itself often acts as an agent of this disparity. Boys are frequently privileged with preferential access to prime playing fields and sporting equipment, while the sporting interests and needs of girls are routinely ignored or relegated to less desirable spaces and times. These institutionalized differences actively reinforce a cycle of exclusion, leaving girls without the confidence, peer networks, leadership experiences, and psycho-social benefits that are routinely derived from sustained sports participation.

Types of Sporting Activities in Nigerian Secondary Schools

The landscape of sports in Nigerian secondary schools typically includes a range of activities such as football, basketball, handball, volleyball, track and field (athletics), table tennis, and, in a few better-equipped schools, gymnastics or swimming. A deep observation is that participation in these activities is highly gendered. Boys overwhelmingly dominate sports perceived as physically demanding or involving body contact, such as football and basketball. Girls, on the other hand, are more commonly channeled towards, and associated with, track events like sprinting and long-distance running, as well as the less aggressive sports like volleyball and table tennis.

This gendered division is a direct manifestation of pervasive cultural stereotypes that deem certain sports inappropriate or unladylike for girls (Okafor and Nwankwo, 2022). Compounding this issue is the severe limitation of resources faced by most schools. Financial constraints mean that institutions cannot provide a wide and diverse range of sports activities, which also reduces opportunities for female students to find a sport that aligns with their interests and aptitudes. Where sports programs do exist, they are often heavily geared towards competitive inter-school games and tournaments that disproportionately prioritize and fund boys' teams, thereby systematically sidelining girls and their athletic pursuits.

Sports Participation and Academic Performance

The relationship between sports participation and enhanced academic performance is supported by a growing body of evidence, rooted in the cognitive, behavioural, and psychological benefits of regular physical activity. From a cognitive perspective, engaging in sports has been shown to stimulate the brain function, leading to improvements in the memory, concentration, information processing speed, and executive functions like problem-solving and planning (Eime et al., 2021). Behaviourally, the structured nature of sports training cultivates enhanced discipline, punctuality, goal-setting, and a reduction in absenteeism. Psychologically, sports provide an important outlet for stress relief, reduce symptoms of anxiety and depression, and boost overall mood, thereby creating a more positive and receptive mental state for learning.

International research by scholars such as Slater and Tiggemann (2019) reported that adolescents who are actively engaged in sports frequently perform 15–20% better academically than their non-participating peers. This correlation holds true in the Nigerian context as well. Okafor and Nwankwo (2022) found that students involved in school sports consistently recorded higher grades in core subjects like mathematics and sciences, a phenomenon they attributed to the discipline, focus, and perseverance honed through regular training and competition. This evidence directly challenges the pervasive

misconception that sports act as a distraction from academics. Instead, it strongly suggests that when sports is well-structured and integrated into the school curriculum, sports complement and enhance educational goals, leading to improved overall outcomes.

Benefits of Sports Participation:

The benefits of sports participation extend far beyond the classroom, providing unique psychological and social advantages that are crucial for adolescent development. Eime et al. (2021) argue persuasively that sports are a powerful vehicle for fostering psychological resilience, self-esteem, and effective stress management techniques. For adolescents navigating the turbulent period of identity formation and vulnerability to peer pressure, sports offer a structured, safe, and constructive outlet for self-expression, risk-taking, and personal growth.

On a social level, team sports, in particular, are unparalleled in their ability to promote teamwork, communication, leadership, and strong peer bonding. Students who participate in such activities often display markedly stronger interpersonal skills and are more likely to get leadership roles within the school community. For the female students, sports participation can be a particularly helpful source of empowerment, providing them with a platform to challenge restrictive gender stereotypes, assert their physical capabilities, and build confidence in traditionally male-dominated spaces. Conversely, exclusion from

these formative experiences can lead to social isolation, diminished self-worth, and a general disengagement from broader school life and activities, creating a significant deficit in their overall educational experience.

Barriers to Female Students' Participation in Sports

Despite the overwhelming evidence of benefits, a complex web of barriers continues to limit the female students' participation in sports. These barriers are multi-layered and often are often related. They are:

Cultural and Societal Barriers: Deep-seated traditional gender norms are the biggest obstacle. These norms often discourage girls from active sports participation, tightly associating ideals of femininity with domesticity, passivity, and physical delicacy (Okafor and Nwankwo, 2022).

Institutional Barriers: Schools themselves often perpetuate inequality by consciously or unconsciously prioritizing boys' sports. This is evident in the unequal access to the facilities, the equipment, qualified coaching, and the prime scheduling for games and practices (Nigerian Sports Commission, 2023).

Socio-economic Barriers: Poverty exacerbates the situation. Many families, especially in rural areas, cannot afford the basic sportswear, shoes, or even the equipment for their daughters, viewing it as an unnecessary expense when compared to their sons'

participation. Furthermore, practices like early marriage and the heavy burden of domestic duties disproportionately cut short girls' opportunities for sustained involvement.

Policy and Implementation Barriers:

Although Nigeria's National Policy on Education (2013) mandates equal participation, its implementation is weak, inconsistent, and poorly monitored. This lack of enforcement allows schools to neglect female sports programs with impunity, creating a significant gap between policy rhetoric and on-the-ground reality.

These interconnected barriers also highlight the structural and systemic inequities that must be comprehensively addressed to achieve meaningful gender equality in educational and sporting opportunities.

Gender and Age Considerations in Sports Involvement

Age and gender interact in critical ways to shape sports participation patterns. Global research consistently demonstrates that boys tend to maintain or even increase their involvement in sports throughout their adolescent years, while girls' participation rates often experience a significant and precipitous decline after the onset of puberty, typically around the early teenage years (Slater and Tiggemann, 2019). This decline is largely

driven by intensified cultural pressures, increasing concerns about body image, and the escalating burden of domestic responsibilities placed on adolescent girls.

Within the Nigerian context, early adolescence (from age 12–15) often serves as a decisive turning point. While boys of this age are actively encouraged to join football teams, participate in inter-school competitions, and even aspire to sports careers, girls are more frequently redirected towards household chores or pressured to focus exclusively on their academic studies to the exclusion of all else. Some parents also harbour unfounded fears that intense physical activity may adversely affect their daughters' physical development or reproductive health persistent myths that lack scientific basis but nonetheless serve as powerful tools for reinforcing gender differences.

Age is also an issue which is visible in how schools allocate resources and opportunities. Younger boys are often identified and recruited early into sports teams, allowing them to build long-term skills, technical proficiency, and strong social networks. Girls, however, are rarely provided with similar developmental pathways or early encouragement. By the time students reach senior secondary school, these early divergences create entrenched and seemingly insurmountable gaps, with male students dominating not only participation rates but also school recognition, awards, and opportunities for sports-related scholarships.

Institutional Influence on Sports Participation

The institution of the school plays a paramount role in either facilitating or hindering students' access to and engagement with sports. The presence of qualified and motivating coaches, well-maintained and safe facilities, and a school timetable that deliberately carves out dedicated, high-quality time for physical activity are all strong determinants of participation levels. In Nigeria, the vast majority of schools face severe resource limitations, with sports fields often poorly maintained, equipment scarce and outdated, and infrastructure dilapidated. When limited resources are available, they are frequently directed disproportionately toward male teams, based on the ingrained perception that boys are inherently more competitive, more skilled, and more serious about the sports (Nigerian Sports Commission, 2023).

Furthermore, the profound absence of female coaches and physical education instructors creates a significant barrier for girls. Female students often report feeling uncomfortable, self-conscious, or overlooked by the male coaches, who may not fully understand or prioritize their specific needs, concerns, or physiological differences. Empirical studies have shown a clear correlation, schools that employ female coaches and sports administrators consistently record significantly higher levels of female participation, strongly suggesting that gender representation and role modeling are critical factors in

creating genuinely inclusive and supportive sporting environments (Okafor and Nwankwo, 2022).

Finally, the overarching institutional attitude towards the value of sports is also a key determinant. In schools where administrators and principals view sports as an essential educational tool for holistic development, both male and female students are encouraged and supported equally. Unfortunately, in a great many Nigerian schools, sports are still viewed as merely recreational, non-essential, and a distraction from core academic work, a perception that inevitably leads to systemic underinvestment, a lack of structured programs, and particularly detrimental outcomes for female students.

Policy Influence and Gaps in Implementation

Nigeria's National Policy on Education (2013) provides a seemingly robust framework, explicitly mandating equal access to physical education and sports for all students, regardless of gender. However, the gap between policy intent and practical implementation remains wide and problematic. Enforcement mechanisms are notably weak, with little to no accountability for schools that consistently neglect or underfund female sports programs. There are no meaningful penalties for non-compliance, which allows such practices to continue and remain unchallenged.

Moreover, funding allocations for school sports at both state and federal levels are chronically inadequate and characterized by inconsistent and untimely disbursement. Even when budgets are approved and released, they are often selectively applied, disproportionately diverted toward organizing high-profile male competitions, such as inter-school football tournaments. Female sports are either sidelined with tokenistic gestures or ignored entirely in these funding decisions, a selective application of policy that actively widens existing gender disparities.

Another critical policy gap lies in the area of monitoring and evaluation. While federal and state policies rhetorically promote gender inclusion in sports, there are few, if any, systematic, nationwide efforts to collect, analyze, and report disaggregated data on female participation rates, facility access, or funding equity. This lack of reliable data makes it virtually impossible to accurately assess the scale of the problem, track progress, or hold educational institutions accountable for discriminatory practices. This data vacuum allows deeply entrenched disparities to persist, invisible and unaddressed, within the system (Okafor and Nwankwo, 2022).

Empirical Studies on Gender and Sports Participation (Cross-Sectional Evidence)

Cross-sectional studies, which provide a valuable snapshot of a situation at a specific point in time, consistently illuminate the gendered nature of sports participation. Slater

and Tiggemann (2019), in extensive surveys conducted among Australian adolescents, found that girls were significantly less likely to participate in sports than boys, frequently citing body image concerns, fear of being teased about their athletic ability or their athletic appearance, and a lack of peer support as primary deterrents. Their findings underscore how psychological factors and cultural pressures intersect to create a hostile environment for female participation.

In Nigeria, the large-scale surveys conducted by the Nigerian Sports Commission (2023) corroborate these international trends, identifying significant and persistent gaps in participation rates between male and female secondary school students. In these studies, girls consistently reported a lack of access to adequate facilities, unsupportive and sometimes discriminatory school environments, and overt cultural disapproval from family and community members as the principal reasons for their lower involvement. These cross-sectional studies confirm that gender disparities in sports are not merely a matter of individual choice but are structurally and attitudinally shaped by a myriad of external factors.

Empirical Studies on Gender and Sports Participation (Experimental/Longitudinal Evidence)

Experimental and longitudinal studies, which track participants over an extended period, offer more robust and causally suggestive insights into the long-term impact of sports participation. Eime et al. (2021), in a landmark longitudinal study in Australia, demonstrated that consistent sports involvement over several years was strongly associated with enhanced mental health, greater psychological resilience, and sustained academic achievement. Students who remained physically active throughout their secondary schooling were shown to outperform their non-participating peers across a range of educational and social indicators.

Regrettably, in the Nigerian context, such experimental and longitudinal research remains severely limited. The few small-scale intervention studies that do exist, however, offer promising insights. For instance, research by Okafor and Nwankwo (2022) involving targeted interventions where the female students were provided with structured training, female coaches, and a supportive environment, showed marked improvements not only in physical fitness but also in academic engagement, classroom behaviour, and self-reported confidence levels. The stark scarcity of longitudinal evidence specifically within Nigeria underscores a critical need for more sustained, locally focused research to rigorously

evaluate how long-term sports participation affects the life trajectories of female students in the country.

Influence of Culture, Family, and Coach Support on Student Sports Participation

The influence of culture, family, and coaches cannot be overstated in determining whether a girl feels empowered to engage in sports. In many Nigerian households, parents internalize and enforce traditional gender roles, prioritizing academic success and domestic competency for their daughters over what they perceive as non-essential extracurricular activities like sports. Some parents hold deep-seated beliefs that sports will "masculinize" their daughters or compromise their perceived femininity, leading to active restrictions on their participation (Okafor and Nwankwo, 2022).

Conversely, when present, family support has been demonstrated to be an incredibly powerful motivator. Girls with parents or guardians who actively encourage physical activity, attend their games, and value their athletic achievements are far more likely to participate and persist in sports. Similarly, the role of the coach is pivotal. Inclusive, encouraging, and skilled coaches who provide positive reinforcement, technical mentorship, and a safe learning environment can create a space where girls feel valued, capable, and motivated. Conversely, when coaches neglect, stereotype, or exhibit lower expectations for female students, their participation rates and enjoyment decline sharply.

There are nascent signs of cultural shift, partly driven by the increased visibility and celebrated success of Nigerian female athletic stars such as sprint sensation Blessing Okagbare and football superstar Asisat Oshoala. These women are beginning to challenge archaic perceptions and offer tangible, inspiring role models for young girls. However, without parallel and strong support systems at the immediate levels of family and coaching, the inspirational potential of these stars remains out of reach for many female students who continue to be excluded.

Technological and Media Influence on Sports Engagement

The rapid rise of digital technology and social media has introduced complex new dynamics into the landscape of sports participation. On one hand, increased media coverage and digital platforms provide unprecedented visibility for female athletes, actively challenging stereotypes and offering a diverse array of role models for young girls to emulate (Nigerian Sports Commission, 2023). Platforms like Instagram, YouTube, and Twitter allow fans to follow the careers and personal journeys of athletes like Asisat Oshoala, making their successes more immediate and relatable, which can inspire broader participation at the grassroots level.

Technological advancements have also enabled innovative approaches to sports engagement, including virtual coaching sessions, online fitness programs, and digital

campaigns specifically promoting female inclusion in sports. These tools can create valuable opportunities for students, particularly those in under-resourced areas, who may lack access to quality physical facilities or expert coaching in their immediate environment.

However, this digital revolution is double-edged. Pronounced digital inequalities persist across Nigeria; students in rural and low-income urban areas often lack reliable internet access or the necessary devices, severely limiting their ability to benefit from these online resources and innovations. Furthermore, the media itself can sometimes reinforce the very stereotypes it has the power to dismantle. Female athletes are often subjected to a gendered gaze, portrayed more for their physical appearance, fashion, or personal lives than for their athletic prowess and professional achievements, a practice that undermines their credibility as serious sports professionals and perpetuates superficial standards. Thus, while technology holds immense potential to expand inclusion, its effects are highly contextual and contingent on equitable access and responsible representation.

Gaps Identified in Literature and Relevance to the Study

This comprehensive review has shed light to several critical gaps in the existing body of literature that this present study seeks to address. While international studies shows a substantial and compelling evidence base on the academic, psychological, and social

benefits of sports, there is a pronounced scarcity of large-scale, systematic research specifically focused on the Nigerian secondary school context, where cultural, economic, and institutional dynamics are unique. Also there is a profound lack of longitudinal studies within Nigeria that examine how sustained sports participation over time impacts female students' long-term academic achievements, psychological well-being, and future life outcomes. Also policy focused studies are particularly scarce, leaving crucial questions unanswered about the practical effectiveness, implementation challenges, and monitoring mechanisms of Nigeria's National Policy on Education in its mission to bridge the gender gap in school sports.

This study is designed to directly contribute to filling these identified gaps. It aims to systematically investigate the precise nature and extent of disparities in sports participation between male and female students in a representative sample of Nigerian secondary schools. Furthermore, it will rigorously examine the correlation between these disparities and key educational outcomes, while also exploring the institutional and socio-cultural factors that perpetuate the status quo. The findings will provide much-needed, context-specific evidence to inform policy recommendations and practical interventions.

Summary of Reviewed Literature

In summary, the extensive body of literature reviewed for this study consistently affirms that sports participation is a critical component of holistic education, contributing significantly to the physical, psychological, social, and academic development of students. The cognitive benefits of enhanced concentration and memory, coupled with the behavioural advantages of improved discipline and time management, create a strong foundation for academic achievement. Beyond the classroom, sports foster indispensable life skills such as resilience, teamwork, leadership, and self-esteem, which are crucial for personal development and future success.

However, this review has unequivocally established that access to these transformative benefits is not equitable. Gender disparities in sports participation remain a persistent and profound challenge, with female students in Nigerian secondary schools being significantly underrepresented. This gap is not a matter of preference but a consequence of systemic barriers. The obstacles to female participation are multi-dimensional and deeply entrenched, forming a complex web that restricts opportunity. These include powerful cultural norms that equate sports with masculinity and femininity with domesticity; institutional biases that prioritize boys' access to facilities, coaching, and funding; socio-economic constraints that limit resources for girls' athletics; and critical

policy-related failures where mandates for equality exist on paper but are crippled by weak enforcement, inconsistent implementation, and a lack of accountability mechanisms. Crucially, the literature pinpoints specific, influential actors within this system. Institutional attitudes, particularly the perception of sports as a non-essential, recreational add-on rather than an educational imperative, directly impact resource allocation. The level of family support or the lack of support based on cultural beliefs and concerns about academics or marriageability, serves as a powerful gatekeeper for female students. Furthermore, the quality and gender-sensitivity of coaching practices are pivotal; the absence of female role models and inclusive coaching methodologies often creates an environment where girls feel undervalued and uncomfortable, thereby hindering their sustained involvement.

While the international evidence provides a robust and compelling case for the wide-ranging benefits of sports and the global nature of gender disparities, Nigerian-focused research remains notably limited. There is a particular scarcity of longitudinal studies that track the long-term impact of sports involvement on girls' life outcomes and experimental research that tests intervention strategies. This context-specific research gap powerfully highlights the unique relevance and urgent necessity of the present study. This investigation seeks to contribute vital, localized evidence to inform effective policies and

practices aimed at dismantling barriers and fostering a truly inclusive sporting culture within Nigerian secondary schools.

CHAPTER THREE

METHODOLOGY

This chapter outlines the methods to be utilized for the research on gender disparities in sports and their impact on educational outcomes. The sections are as follows:

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

Design of the Study

The research utilises a descriptive survey research design. This approach is appropriate for collecting quantitative data to describe and analyze the relationships between sports participation, gender disparities, and academic achievements among secondary school students.

Population of the Study

The study population consists of secondary school students from two selected schools in Edo State: Ekosodin Secondary School (population: 320 students) and OSA Osula Secondary School (population: 150 students). The research includes both male and female students from these institutions.

Sample and Sampling Technique

A sample size of 100 students was selected from the two schools using stratified random sampling technique. This method ensures proportional representation of both male and female students across the two secondary schools, enhancing the generalizability of the research findings.

Stratum 1: Ekosodin Secondary School =320 students

Stratum 2: Osa Osula Secondary School =150 students

Total Population (N) = 470 students

Ekosodin Proportion = $320 / 470 = 0.681$ (or 68.1%)

Osa Osula Proportion = $150 / 470 = 0.319$ (or 31.9%)

Ekosodin Sample = $0.681 \times 100 = 68.1$ 68 students

Osa Osula Sample = $0.319 \times 100 = 31.9$ 32 students

68 (Ekosodin) + 32 (Osa Osula) = 100

Research Instrument

Data collection was conducted using a structured questionnaire developed by the researcher. The instrument comprises two sections:

Section A: Demographic information (gender, age, educational level, school type)

Section B: Questions addressing sports participation, perceived gender disparities, and academic performance indicators

The items employ a four-point Likert scale with response options ranging from Strongly Agree to Strongly Disagree.

Validity of the Instrument

The questionnaire was validated by the supervisor, and two other lecturers who are experts in the department of Human Kinetics and sport science. Their feedback was incorporated to refine the instrument before administration.

Reliability of the Instrument

The reliability of the instrument was established through a pilot study on 10 students using the Pearson product moment Correlation Coefficient, which yielded a reliability coefficient of 0.781, indicating excellent instrument reliability.

Method of Data Collection

The researcher, assisted by trained assistants, administered the questionnaires directly to selected students. Clear instructions were provided, and completed questionnaires were collected immediately to ensure a high response rate.

Method of Data Analysis

Data was analyzed, Descriptive statistics frequencies counts, percentages, mean and standard deviations. Inferential statistics (t-test) was used to test the hypotheses at a 0.05 significance level, enabling comprehensive assessment of gender disparities in sports participation and their educational impacts.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of the data collected from the one hundred (100) students sampled for this study. The results are presented based on the research questions and hypotheses, followed by a discussion of the key findings.

Research Question 1: Is there a significant difference in sports participation rates between male and female students in Nigerian secondary schools?

Table 1: Mean and Standard Deviation of Responses on Gender Differences in Sports Participation

S/N.	Item.	Mean.	SD	Decision
1.	I actively participate in sports irrespective of my gender.	3.12	0.75	Agree
2.	Boys are more encouraged to participate in sports more than girls in my school.	3.40	0.82	Agree
3.	Girls are encouraged to join Sports teams in my school.	2.45	0.91	Agree
4.	Boys and girls are given equal Opportunities to participate in sports In my school.	2.60	0.88	Disagree

5.	Female students are often less represented in sports events.	3.18	0.79	Disagree
	Composite mean	2.95	0.72	Agree

The data in Table 1 showed that the mean values ranged from 2.45 to 3.40, with a composite mean of 2.95. The respondents agreed that there is a gender difference in sports participation, indicating that boys are encouraged and participate more, while girls are less encouraged and have less representation. The standard deviation values show that responses were moderately spread around the mean.

Research Question 2: Does participation in sports influence academic performance among secondary school students in Nigeria?

Table 2: Mean and Standard Deviation of Responses on Sports Participation and Academic Performance

S/N.	Item.	Mean.	SD.	Decision
6.	My participation in sports improves my academic performance.	3.35	0.71	Agree

7.	I'm more focused in class because I engage in sports.	3.28	0.69	Agree
8.	Sports involvement helps me manage my study time better.	3.15	0.75	Agree
9.	Students who participate in sports Perform better academically.	3.25	0.68	Agree
10.	Sports activities do not distract me From my studies.	2.97	0.80	Agree
	Composite mean.	3.20.	0.68.	Agree.

The data in Table 2 showed that the mean values ranged from 2.97 to 3.35, with a composite mean of 3.20. This indicates that the respondents agreed that participation in sports has a positive influence on their academic performance, improving focus, time management, and overall academic outcomes. The low values of the standard deviation show that their responses were generally consistent.

Research Question 3: Are there significant benefits associated with sports participation for secondary school students?

Table 3: Mean and Standard Deviation of Responses on Benefits of Sports Participation

S/N.	Item.	Mean.	S/D	Decision
11.	Sports participation improves my physical fitness.	3.75	0.55	Agree
12.	Being involved in sports boosts my self confidence.	3.55	0.62	Agree
13.	Sports activities help me develop discipline and responsibility.	3.42	0.68	Agree
14.	Sports reduce stress and improve my emotional well-being.	3.38	0.71	Agree
15.	I have better social interaction because I participate in sports.	3.15	0.78	Agree
	Composite Mean	3.45	0.55	Agree

The data in Table 3 showed that the mean values ranged from 3.15 to 3.75, with a composite mean of 3.45. This shows a strong agreement among respondents that sports participation provides significant benefits, including improved physical fitness, self-confidence, discipline, emotional well-being, and social interaction. The low standard deviation values indicate a consensus among the respondents.

Research Question 4: What are the major barriers limiting female students' participation in sports in Nigerian secondary schools?

Table 4: Mean and Standard Deviation of Responses on Barriers to Female Participation

S/N.	Item.	Mean.	SD.	Decision.
16.	Cultural and religious beliefs discourage girls from participating in sports.	3.25	0.80	Agree
17.	Parents are less supportive of girls' involvement in sports.	3.10	0.85	Agree
18.	There are fewer sports opportunities for girls in my school.	2.95	0.88	Agree
19.	Lack of sports facilities discourages female students.	2.85	0.82	Agree
20.	Fear of judgment or stigma stops some girls from participating in sports.	3.35	0.79	Agree
	Composite mean.	2.90	0.75	Agree

The data in Table 4 showed that the mean values ranged from 2.85 to 3.35, with a composite mean of 2.90. The respondents agreed that significant barriers limit female

participation, with cultural beliefs, parental support, and fear of stigma being the most prominent. The standard deviation values show a moderate spread in responses.

Test of Hypotheses

Hypothesis 1: There is no statistically significant difference in sports participation rates between male and female secondary school students in Nigeria.

Table 5: Independent Samples T-Test for Sports Participation by Gender

Group.	N.	Mean.	SD.	t.	df.	Sig(2tailed).	Decision.
Male.	48.	3.25.	0.64	4.35.	98.	.000.	Significant
Female.	52.	2.67.	0.68				

The result in Table 5 reveals a statistically significant difference in the sports participation scores for males and females ($t(98) = 4.35$, $p = .000$). Since the p-value (.000) is less than 0.05, the null hypothesis is rejected.

Hypothesis 2: Sports participation has no significant effect on academic performance among secondary school students in Nigeria.

Table 6: Pearson Correlation between Sports Participation and Academic Performance

Variable.	N.	Mean.	SD.	r.	P-value	Decision
Sports participation	100	2.95	0.72	.412	.003	Significant
Academic performance	100	3.20	0.68			

The result in Table 6 shows a positive and statistically significant relationship between sports participation and academic performance ($r(98) = .412, p = .003$). Since the p-value (.003) is less than 0.05, the null hypothesis is rejected.

Hypothesis 3: Sports participation provides no significant benefits for secondary school students.

Table 7: One-Sample T-Test for Sports Benefits

Test value=2.5.	N.	Mean.	SD.	t.	df.	Sig.(2tailed).	Decision
Benefit score.	100.	3.45.	0.55	17.27	99	.000	Significant

The result in Table 7 shows that the mean benefits score ($M=3.45$) is significantly greater than the neutral point of 2.5 ($t(99) = 17.27, p = .000$). Since the p-value (.000) is less than 0.05, the null hypothesis is rejected.

Hypothesis 4: There are no major barriers uniquely limiting female sports participation in Nigerian secondary schools.

Table 8: Independent Samples T-Test for Perceived Barriers by Gender

Group	N.	Mean.	SD.	t.	df.	Sig.(2-tailed).	Decision
Male.	48	2.45	0.67	-6.92	98	.000	Significant
Female	52	3.32	0.61				

The result in Table 8 reveals a statistically significant difference in the perception of barriers between males and females ($t(98) = -6.92, p = .000$). Since the p-value (.000) is less than 0.05, the null hypothesis is rejected.

Discussion of Findings

The findings of Research Question 1 revealed a significant gender disparity in sports participation, with male students reporting higher levels of involvement and encouragement. This aligns with the report from the Nigerian Sports Commission (2023), which indicated that male secondary school students participate in organized sports at more than double the rate of females. This disparity supports the assertions of Slater and Tiggemann (2019) that cultural norms and institutional practices often position sports as a masculine domain.

The findings of Research Question 2 showed that sports participation has a positive influence on academic performance. This corroborates international studies by Eime et al. (2021), which found that the discipline, focus, and time management skills honed through athletic training translate positively to academic pursuits, leading to better educational outcomes.

Based on the findings of Research Question 3, it was revealed that students derive significant benefits from sports participation, including improved physical fitness, self-confidence, and social skills. This finding is consistent with Okafor and Nwankwo (2022),

who argued that sports serve as a critical vehicle for the holistic development of the student, fostering resilience and emotional well-being.

The findings of Research Question 4 indicated that female students face uniquely potent barriers to sports participation, including cultural beliefs and fear of stigma. This finding resonates with Feminist Theory (Tong, 2009), which critiques the systemic nature of gender inequalities, and aligns with the documentation by Okafor and Nwankwo (2022) on the multi-dimensional obstacles hindering female athletic involvement.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter encapsulates the summary, conclusion as well as the necessary recommendations.

Summary

This study investigated gender disparities in sports participation and its influence on academic performance among secondary school students in Edo State, Nigeria. It sought to determine the difference in sports participation rates between male and female students; the impact of sports participation on academic performance; the benefits associated with sports participation; and the barriers limiting female students' participation in sports. To guide the study, four (4) research questions were raised and four (4) null hypotheses were formulated.

The study adopted a descriptive survey research design. The population of the study was made up of all 470 students from Ekosodin Secondary School (320 students) and OSA Osula Secondary School (150 students). A sample size of 100 students was selected from the population using the stratified random sampling technique to ensure proportional representation from both schools. The research instrument for the study was a structured questionnaire. The statistical analysis was carried out using mean and standard deviation

for the research questions, while t-test and Pearson Product Moment Correlation coefficient were used to test the hypotheses at 0.05 level of significance.

The findings of this research based on the research questions raised showed the following:

1. There is a significant difference in sports participation rates between male and female students, with male students showing higher participation levels.
2. Sports participation has a significant positive impact on academic performance among secondary school students.
3. There are significant benefits associated with sports participation, including physical, psychological and social benefits.
4. There are major barriers uniquely limiting female sports participation, including cultural beliefs, parental attitudes, and fear of stigma.

Conclusion

Based on the research findings, it was concluded that significant gender disparities exist in sports participation, with male students participating more actively than female students. Furthermore, sports participation significantly enhances academic performance and provides substantial physical, psychological and social benefits for students. However, female students face unique barriers that limit their participation in sports activities, including cultural norms, limited parental support, and fear of social judgment.

Recommendations

From the findings of this study, the following recommendations were put forth:

1. School administrators should implement gender-sensitive sports programs that actively encourage and facilitate female participation in sports activities.
2. Parents and community leaders should be educated on the importance of sports participation for female students' academic and personal development.
3. Government and educational authorities should provide adequate sports facilities and female coaches to create a more inclusive sporting environment in schools.
4. Schools should organize awareness campaigns to highlight the academic benefits of sports participation and address cultural barriers limiting female involvement.

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**APPENDIX I
QUESTIONNAIRE**

**DEPARTMENT OF HUMAN KINETICS AND SPORT SCIENCE,
FACULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY.**

**QUESTIONNAIRE ON GENDER DISPARITIES IN SPORTS PARTICIPATION
AND ITS INFLUENCE ON ACADEMIC PERFORMANCE.**

Dear respondent,

This questionnaire is designed to collect information for a research study on sports participation and academic performance among secondary school students in Nigeria.

All responses will be used strictly for academic and research purposes. All information provided will be treated with complete confidentiality.

Instruction: Please tick (✓) or fill in where appropriate.

SECTION A: Demographic Information

1. Gender:

Male Female

2. Age:

10–12years 13–15years 16–18years 19+

3. Class Level:

JSS 1 JSS 2 JSS 3 SSS 1 SSS 2 SSS 3

4. School Type:

Public Private

5. Do you currently participate in sports?

Yes No

SECTION B: Main Questionnaire Items

SA = Strongly Agree | A = Agree | D = Disagree | SD = Strongly Disagree

Gender differences in sports participation.

S/N	ITEM	SA	A	D	SD
1	I actively participate in sports activities in my school irrespective of my gender.				

2	Boys are more encouraged participate in sports more than girls in my school.				
3	Girls are encouraged to join sports teams in my school.				
4	boys and girls are given equal opportunities to participate in sport in my school.				
5	Female students are often less represented in sports events.				

Sports and academic

S/N	ITEM	SA	A	D	SD
6	My participation in sports improve my academic performance.				

7	I'm more focused in class because I engage in sports.				
8	Sports involvement help me manage my study time better.				
9	Students who participate in sports perform better academically.				
10	Sports activities do not distract me from my studies.				

Benefits of sports

S/N	ITEM	SA	A	D	SD
11	Sports participation improves my physical fitness.				
12	Being involved in sports boosts my self confidence.				

13	Sports activities help me develop discipline and responsibility				
14	Sports reduce stress and improve my emotional well-being.				
15	I have better social interaction because I participate in sports.				

Barriers to female participation in sports.

S/N	ITEM	SA	A	D	SD
16	Cultural and religious beliefs discourage girls from participating in sports.				
17	Parents are less supportive of girls involvement in sports.				

18	There are fewer sports opportunities for girls in my school.				
19	Lack of sports facilities discourages female students.				
20	Fear of judgment or stigma stops some girls from participating in sports.				

APPENDIX II
DATA ANALYSIS RESULTS

DESCRIPTIVES VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8
Item9 Item10 Item11 Item12 Item13 Item14 Item15
/STATISTICS=MEAN STDDEV MIN MAX.

Variable	N	Minimum	Maximum	Mean	Standard deviation
Q1	100	1.00	4.00	3.12	0.75
Q2	100	1.00	4.00	3.40	0.82
Q3	100	1.00	4.00	2.45	0.91
Q4	100	1.00	4.00	2.60	0.88
Q5	100	1.00	4.00	3.18	0.79
Q6	100	1.00	4.00	3.35	0.71
Q7	100	1.00	4.00	3.28	0.69
Q8	100	1.00	4.00	3.15	0.75
Q9	100	1.00	4.00	3.25	0.68
Q10	100	1.00	4.00	2.97	0.80
Q11	100	1.00	4.00	3.75	0.55
Q12	100	1.00	4.00	3.55	0.62
Q13	100	1.00	4.00	3.42	0.68

Q14	100	1.00	4.00	3.38	0.71
Q15	100	1.00	4.00	3.15	0.78
Q16	100	1.00	4.00	3.25	0.80
Q17	100	1.00	4.00	3.10	0.85
Q18	100	1.00	4.00	2.95	0.88
Q19	100	1.00	4.00	2.85	0.82

Q20	100	1.00	4.00	3.35	0.79
Valid N(listwise	100				

Appendix III

Reliability test

Syntax commands:

```
GET FILE='C:\Users\user\Documents\Sports_Participation_Analysis.sav'.
```

```
DATASET NAME DataSet1 WINDOW=FRONT.
```

RELIABILITY

```
/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16  
Q17 Q18 Q19 Q20
```

```
/SCALE('ALL VARIABLES') ALL
```

```
/MODEL=PEARSON.
```

Reliability Output

```
[DataSet1] C:\Users\user\Documents\Sports_Participation_Analysis.sav
```

Scale: ALL VARIABLES

Case	Processing	N	%
Summary			

Cases	Valid	20
	Exclude ^a	0
	Total	20

a. Listwise deletion based on all variables in the procedure.

Reliability statistics

Pearson correlation coefficient	N of items
.781	20