

DETERMINANTS OF FEMALE STUDENT'S PARTICIPATION IN SPORTS IN NGWO GIRLS SECONDARY SCHOOL OF ENUGU STATE: AN IMPLICATION FOR COUNSELLING

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Abstract: The main purpose of the study was to find out the determinants of female students' participation in sports in Ngwo girls secondary school of Enugu State. Two research questions and two hypotheses guided the study. Descriptive survey research design was utilized for this study. The population for the study comprised 520 JSS 3 and SS3 students in Ngwo girls secondary school of Enugu State. The population was made up of 250 JSS3 students and 270 SS3 students. The choice for the both classes is based on the fact that they are the highest class level representing the junior and senior class level in the secondary school system. The population size was manageable hence there was no sampling. A 16-itemed questionnaire developed by the researcher was used for data collection. The questionnaire titled; Determinants of Female Students' Participation in Sports (DFSPS) was used for data collection. The Instrument was validated by three research experts; two from Health and Physical Education Department and one other expert from the field of Measurement and Evaluation, all from the Faculty of Education, Enugu State University of Science and Technology (ESUT). The reliability of the instrument was determined using Cronbach Alpha Reliability Coefficient, overall reliability coefficient was 0.97. 520 copies of the questionnaire were administered and retrieved by the researcher with the help of one research assistant that was properly trained on the content of the questionnaire and its administration to ensure that the questionnaire was properly administered. Data collected with the questionnaire was analyzed using Mean(x) with Standard Deviation (SD) to answer each of the research questions, while the hypotheses were tested using t-test statistics at 0.05 level of significance. The analysis was computer based with the use of the Statistical Package for Social Sciences (SPSS) to analyze the respondents' ratings. The decision rule for the Mean(x) was based on the principle of Mean, **2.50**. The null hypotheses were rejected when the significant level was less than and were not rejected when the significant level was more than 0.05 level of significance. From the result of the finding, it was concluded that parental factors to a great extent determine female students' participation in sports in Ngwo girls' secondary school of Enugu State, and that there is no significant difference in the mean ratings of rating of JSS 3 and SS3 students on the extent to which parental factors determine female students' participation in sports in Ngwo girls secondary school of Enugu State. Lastly was concluded that peer group determine female students' participation in sports in Ngwo girls secondary school of Enugu State, and that there is

no significant difference in the mean ratings of female students in the JSS3 and SS3 classes on the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State. Based on the findings, recommendations were made among others, that increased awareness on the importance of sports participation especially among the female students in Enugu State and Ngwo in particular.

Introduction

Human beings have enjoyed participating in sports since ancient times, as exemplified by the Greek Olympic Games. Information obtained from ethnographic and archaeological records of early European explorers confirms that sports are as old as man. Sport can be defined as all forms of physical activities that enhance physical fitness, mental wellbeing and social interaction, such as play, recreation, organized or competitive sport and indigenous sports and games (Seidina, Joel and Ameen, 2019). Encyclopedia of children's Health (2020), defined sports as group games and individual activities involving physical activity and skills. It refers to all forms of physical activity which through random or organized participation, are directed towards the expression or improvement of physical and mental well-being, formation of social relations or achievement of results in competitions of all levels (Vosil, 2018). In the opinion of the researcher, sports can be referred to as an indoor or outdoor game, competition or activity needing physical effort and skills and usually carried on accordingly to rules.

Participation in sports is indispensable to human health and social well-being of individuals Akindutire and Oyeniyi (2017), asserted that participation in sporting activities helps to increase cognition, muscular strength, bone density, motor and aerobics capacities, control obesity, reduce high blood pressure and fatigue. Olanipekun and Akindutire (2020) indicated that many people who suffer from degenerative circulatory disorders tend to eat diets high in fat and cholesterol, become over weight, live under emotional stress and fail to participate in regular exercise or sports. Participation in sports encourages individuals to become active by engaging in exercise and other forms of physical activities. It serves as avenue where people of different gender, age and religious background and political afflictions meet without any rancor (Akindutire and Oyeniyi, 2017). Justifying the importance of sports, Gbadamosi (2012), claimed that

sport is one of the unifying instrument that unites human beings irrespective of race, gender, class and others. Stressing further, Gbadamosi noted that sports has emerged as a global, cultural institution that unites the world, which has however become part of human nature and inclination especially among the adolescents and youths particularly those in their secondary education level.

Sports, according to Sedina, et al (2019), brings secondary school students together from different schools, backgrounds and community and gives their parents the opportunity to appreciate one another. Through sports interaction, children boost friendship, teamwork and build relationship with their peers and even adults. According to Alairu (2016), through wisdom and encouragement provided by coaches and teachers in the secondary school during sports, students turn to model after their teachers as role models, counselors, advisers and source of encouragement and motivators. Alairu further noted that such relationship developed would be very important to the success of the students as it pushes them to achieve peak performance levels, physically and academically. In the opinion of Roy (2011), students' participation in sports stimulates the growth of cerebral blood vessels, enhance communication across synapses, boost mood and act as a natural anti-depressant, augments memory and increases brain density. Apart from enhancing learning and academic performance in students, exercising regularly also promotes a graceful ageing process with improved maintenance of cognitive function. These benefits according to Adesoye (2012) reinforce the need for all schools to encourage sports participation among students and especially among the female students in the secondary schools in Nigeria. Female students in the Nigerian secondary schools show little or no interest in sports according to (Jin, 2014). Sport is seen as a muscular affair despite crusade for gender equality. In the opinion of Rich (2014), engaging female students in sports has been

recognized as a challenge for high school teachers. Laden (2019), opined that, for many years, society maintained a greater degree of sports competition for boys than girls. In recent years, there have been many change in women participation in sports, but the rate of changes have been found to be extremely low. Adler (2018), explained that, today as in the past most female members of the society have fewer opportunities in life compared to their male counterpart as they are expected to do house chores, run a home and even bring up children. Female students have less free time in their choice of leisure activities and they are more restricted than the males (Ogidan, Onifade and Ologele, 2013). Okoye (2011) stated that women participation in sports in Nigeria has for a long time been relatively low. Okoye further noted that women do not regard sports as conducive to their physical well-being despite the health benefits of sports to human.

The low rate of female participation In sports maybe attributed to variety of factors especially among secondary school students. In the opinion of Amuche (2014), female students' low participation in sports is not due to lack of interest in sports by them, instead it is due to the long history of direct and indirect forms of discrimination and stereo-typing that women have to contend with. Adeyanju (2011), asserted that women face barriers that have discouraged their progress in the level of their participation in sports. Ikalayo (2012), observed that most developing countries including Nigeria have not experienced rapid change in female active participation in sports compared to their more developed counterpart. This according to him is due to a number of socio- cultural factors such as religion, parents, peer-groups, gender role, mass media and religion. Organization of sport activities in most communities are usually focused on combative sports, such as boxing, wrestling, archery and shooting. Men are major participants in such sports which tends to discriminates against women (Okoye, 2011). Hindrance to sports participation among female students according to Mohammed (2019), include; parental influence, poor standard sporting facilities and equipment, coping with academic stress and lack of interest. It is observed that despite the perceived low female students' participation in sport, active female participation in sporting activities in secondary schools have been deemed necessary and imperative according to research findings by (Ademola,

2015) and (Adesoye, 2012). Several factors overtime have served as determinants of female students' participation in sports. These factors have been viewed differently by different researchers. According to Seidina et al (2019), parents, sports facilities, sports equipment, self-esteem and economic status influence sports participation among female secondary students. Okoye (2011), opined that peer group, parental factors and self-esteem serve as determinants of female students participation in sports. Gbadamosi (2012), listed some determinants of female participation in sports to include motivation, interest, time and religion. According to Okonkwo (2017), participation in sports among female students in the secondary schools is determined by parental factors and peer group.

Parental factors refer to approval and disapproval of parents on their female child participation in sports. Ikulayo (2012), asserted that parents play a principal role in their children's sports and physical activity participation due to the influence of modeling, financial and psychological supports. However, parents who are not interested in sports influence their children negatively. Peer group refers to a group of individuals who fall within the same age range and can be of same sex or otherwise. Such group according to Okechi (2017), normally has common interest, they always move together, fight and protect their interest. Okechi further noted that influence of peer groups increases slightly in the period of secondary school which directly affect positively or negatively students' participation in some activities in the school such as sports among others. These factors call for empirical evidence as there exist diverse views from different researchers on the determinants of female students' participation in sports.

Researches by Ademola (2015), indicate that female students do not participate actively in sports activities in the secondary schools. According to the findings by Adesoye (2012), only 10% of female students indicate interest in school sports while 75% of male students actively participate in sports in the secondary schools in Nigeria. On the contrary, Alariu (2016), stated that both male and female students participated equally in sports activities in the secondary schools, though the female students are faced with some constraints which pose a challenge to their being active. Ogidan (2018), pointed that fewer female students participate in sports

than the male not because the females are not interested in sports but due to the long history of direct and indirect forms of discrimination and stereo-typing of females in the society. Female students' participation in school sport activities needs to be encouraged and greatly emphasized as an important and indispensable programme in the school curriculum (Ademola, 2015). Considering the fact that sports is an important part of the school curriculum and very beneficial to students' health and social well-being especially among the female students, literatures available to the researcher did not show any recent work on determinants of female students' participation in sports in Ngwo girls' secondary school of Enugu State. This creates a gap and the problem that necessitated this study. Hence the researcher considers it very necessary and timely to find out the determinants of female students' participation in sports in Ngwo girls secondary school of Enugu State.

Statement of the Problem

The secondary school sports activities is being challenged by students lack of interest and involvement especially among the female students. Thus leading to degradation of the school sports programme, which is an important aspect of the school curriculum of activities in the secondary school system. School sports is a vital tool for individual and community development which enhances academic performance and health of individual including less risk of chronic diseases and mortality rate. It is a source of worry that with the present poor female participation in sports in the secondary school, health and academic performance of the female student will be at risk and mortality rate at increase. Furthermore, the essence of education is to produce efficient and productive individuals that would be useful and contributive to the society. Participation in secondary school sports prepares students who may find their career or profession in the field of sports, thus sports gives opportunity for employment and self-reliance, however it is unfortunate that the career of most female secondary school students may be hampered or lost as a result of their lack of interest and poor participation in sports activities in the secondary school particularly in Ngwo girls secondary school. Finally, sport is an important activity in the school curriculum and in the society at large. It is a source of worry and a gap yearning for attention that no empirical study known to the present researcher investigated the

determinants of female student's participation in sports in Ngwo girls secondary school of Enugu State. The problem of this study stated interrogatively therefore is; what are the determinants of female students' participation in sports in Ngwo girls secondary school of Enugu State?

Purpose of the Study

The main purpose of the study was to find out the determinants of female students' participation in sports in Ngwo girls secondary school of Enugu State. Specifically, the study sought to find out the extent;

1. parental factor determines female students' participation in sports in Ngwo girls secondary school of Enugu State.
2. peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State.

Research Questions

The following research questions guided the study;

1. To what extent do parental factor determine female students' participation in sports in Ngwo girls secondary school of Enugu State?
2. To what extent does peer group determine female students' participation in sports in Ngwo girls secondary school of Enugu State?

Hypotheses

The following null-hypotheses were formulated and tested at .05 level of significance;

1. There is no significant differences in the mean rating of female students' in the JSS3 and SS3 classes on the extent parental factors determine female students' participation in sports in Ngwo girls secondary school of Enugu state.
2. There is no significance difference in the mean rating of female students in the JSS3 and SS3 classes on the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State.

Methodology

Descriptive survey research design was utilized for this study. A descriptive survey research is concerned with specified population of persons, item or situation, in a defined geographical location, it involves the collection of relevant data for or about the population that enables the description of the person, items or situations the way they are (Idoko, 2011). The descriptive survey research design

is considered suitable since the study solicited information from the respondents directly and afford all the respondents equal chance of being chosen for the study. The population for the study comprised all the 520 JSS 3 and SS3 students in Ngwo girls secondary school of Enugu State. The population was made up of 250 JSS3 students and 270 SS3 students. The choice for the both classes is based on the fact that they are the highest class level representing the junior and senior classes level in the secondary school system. The population size was manageable hence there was no sampling. A 16-itemed questionnaire developed by the researchers was used for data collection. The questionnaire titled; Determinants of Female Students' Participation in Sports. (DFSPS) is of two parts. Part 1 which concerned the personal data of the respondents and part II that consists of the items that addressed research questions which was pertinent to the variables of the study. The 16 items of the questionnaire that guided the study were arranged in two clusters in line with the two research questions that guided the study. Specifically, Cluster A has 8 items on the parental influence while Cluster B has 8 items on peer group influence. The items were structured on four-point rating scale with the following response options: of Very Great Extent (VGE), Great Extent (GE), Little Extent (LE), Very Little Extent (VLE). The Instrument Was validated by three research experts; two from Health and Physical Education Department and one other expert from the field of Measurement and Evaluation, Department of Mathematics and Computer Education, all from the Faculty of Education, Enugu State University of Science

Table 1: Mean responses and standard deviation of the respondents on the extent parental factor determines female students' participation in sports in Ngwo girls secondary school of Enugu State.

N=520

S/N	parental factors determine female students' participation in sports through;	VGE	GE	LE	VLE	\bar{X}	SD	DEC
1.	encouraging female students to engage in sports	149	140	145	86	2.68	1.06	GE
2.	provision of sport facilities for the female students at home.	165	175	176	4	2.96	0.83	GE
3.	provision of sport wears for the female students.	135	160	145	80	2.67	1.02	GE
4.	watching sports channels at home with the female children	129	146	147	78	2.59	1.06	GE

and Technology (ESUT). The reliability of the instrument was determined using Cronbach Alpha Reliability Coefficient, overall reliability coefficient was 0.97, indicating that the instrument was reliable for use in data collection. The questionnaire were administered and retrieved by the researchers with the help of one research assistant that was properly trained on the content of the questionnaire and its administration to ensure that the questionnaire was properly administered. The 520 copies of the administered questionnaire were accurately retrieved and used for data analysis. Data collected with the questionnaire was analyzed using Mean(x) with Standard Deviation (SD) to answer each of the research questions. However, the hypotheses were tested using t-test statistics at 0.05 level of significance. The analysis was computer based with the use of the Statistical Package for Social Sciences (SPSS) to analyze the respondents' ratings. The decision rule for the Mean(x) was based on the principle of Mean, **2.50**

gotten by $\frac{4+3+2+1}{4} = 2.50$

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<2.50 rejected or ≥ 2.50 accepted; any item with a mean score less than **2.50** was considered Little Extent and any item mean of **2.50** and above was considered Great Extent. The null hypotheses were rejected when the significant level was less than and were not rejected when the significant level was more than 0.05 level of significance.

Results

Research Question 1: To what extent do parental factor determine female students' participation in sports in Ngwo girls secondary school of Enugu State?

5.	discussing sports with female children	149	164	159	48	2.80	0.96	GE
6.	ensuring regular exercise of the female children	153	148	124	95	2.69	1.08	GE
7.	reducing house chores for the female children for sports activities	128	133	143	116	2.52	1.09	GE
8	provision of fund to support the female student's sports activities	115	144	133	128	2.47	1.09	LE
GRAND MEAN						2.67	1.02	GE

From Table 1 above, the results of data analysis for research question 1 indicated that items (1,2,3,4,6,7,) had mean responses that were higher than the cut-off point of 2.50 as indicated in the decision rule. The standard deviation for the items raised is small indicating that the respondents' responses for the items raised is homogenous and closely clustered around the Mean. The value of the grand mean was also high 2.67. Going by the decision rule

for interpreting the respondents' mean score, the answer to research question 1, is that parental factor determine female students' participation in sports in Ngwo girls secondary school of Enugu State.

Research Question 2: to what extent does peer group determine female students' participation in sports in Ngwo girls secondary school of Enugu State?

Table 2: Mean responses and standard deviation of the respondents on the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State.
N=520

S/N	peer group determines female students' participation in sports through	VGE	GE	LE	VLE	\bar{X}	SD	DEC
9	sports discussions	157	161	173	29	2.86	0.92	GE
10.	involvement in sports.	133	134	139	114	2.55	1.09	GE
11.	assisting each other in learning a particular sport.	175	162	176	7	2.97	0.85	GE
12.	instilling confidence on a peer that is doing well in sports.	161	174	170	15	2.93	0.87	GE
13.	abuse of peer who do not participate in sports.	133	131	165	91	2.59	1.05	GE
14.	going for sports invents together	159	149	183	29	2.84	0.93	GE
15.	visiting each other for sorts activities.	152	138	138	92	2.67	1.08	GE
16.	Playing games together	173	159	181	7	2.96	0.86	GE
GRAND MEAN						2.80	0.96	GE

From Table 2 above, the mean responses to the items (25-32) were higher than the cut-off point of 2.50. The standard deviation for the items raised is small indicating that the respondents' responses for the items raised are homogenous and closely clustered around the Mean. The grand mean (2.80) was also high. Going by the decision rule for interpreting the respondents mean score, the

answer to research question 2, is that peer group determine female students' participation in sports in Ngwo girls secondary school of Enugu State.

Hypothesis 1: There is no significant differences in the mean rating of female students' in the JSS3 and SS3 classes on the extent parental factors

determine female students' participation in sports in Ngwo girls secondary school of Enugu State.

Table 3: t-test Analysis on the Mean Ratings of Students' in the JSS3 and SS3 Classes on the Extent Parental Factors Determine Female Students' Participation in Sports in Ngwo Girls' Secondary School of Enugu State.

GENDER	N	\bar{X}	SD	Df	t-cal Sig. Dec.			
JSS 3	250	2.68	1.00	518	.148	.882	Do not reject H01	
SS3	270	2.67	1.05					

Table 3 shows that the t-calculated value for the difference in mean rating of JSS 3 and SS3 students on the extent to which parental factors determine female students' participation in sports in Ngwo girls secondary school of Enugu State is .15, significant at .89 level of significance, which is higher than .05 set for the study. Going by the decision rule, the null hypothesis of no significant difference is therefore not rejected. This means that there is no significant difference in the mean ratings of rating of JSS 3 and SS3 students on the extent to which parental factors determine female students' participation in sports in Ngwo girls secondary school of Enugu State.

Hypothesis 2: There is no significance difference in the mean rating of female students in the JSS3 and SS3 classes on the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State.

Table 4: t-test Analysis on the Mean Ratings of Female Students in the JSS3 and SS3 classes on the Extent Peer Group Determines Female Students' Participation in Sports in Ngwo Girls' Secondary School of Enugu State.

GENDER	N	\bar{X}	SD	Df	t-cal Sig. Dec.			
JSS3	250	2.59	1.08	518	-1.99	.17	Do not reject H04	
SS3	270	2.78	1.04					

Table 4 shows that the t-calculated value for the difference in mean rating of female students in the JSS3 and SS3 classes on the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State is -1.99, significant at .17 level of significance, which is higher than .05 set for the study. Going by the decision rule, the null hypothesis of no significant difference is therefore not rejected. This means that there is no significant difference in the mean ratings of female students in the JSS3 and SS3 classes on the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State.

Discussion of Findings

The first research question attempted to elicit the perception of the respondents on the extent parental factors determine female students' participation in sports in Ngwo girls secondary school of Enugu State. All the ten items articulated to answer the research question posed got mean points that indicated great extent, while the comparison according to table three showed that there is no significant difference in the mean ratings of This means that there is no significant difference in the mean ratings of rating of JSS 3 and SS3 students on the extent to which parental factors determine female students' participation in sports in Ngwo girls secondary school of Enugu State. This finding agrees with Ikulayo (2012), who asserted that parents play a principal role in their children's sports and physical activity participation due to the influence of modeling, financial and psychological supports. However, parents who are not interested in sports influence their children negatively. The finding is in agreement with Adler (2018), who explained that today as in the past most female members of the society have fewer opportunities in life compared to their male counterpart as they are expected to do house chores, run a home and even bring up children. Female students have less free time in their choice of leisure activities and they are more restricted than the males (Ogidan, Onifade and Ologele, 2013). There is therefor need to educate and encourage the parents to help influence their female child in sport participation.

The second research question sought to find out the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State. The result in the table two showed that peer group to a great extent determines female students'

participation in sports in Ngwo girls secondary school of Enugu State, while the comparison according to table four showed that there is no significant difference in the mean ratings that there is no significant difference in the mean ratings of female students in the JSS3 and SS3 classes on the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State. This finding is in consonance with Okechi (2017) which noted that influence of peer groups increases slightly in the period of secondary school which directly affect positively or negatively students' participation in some activities in the school such as sports among others. Okey (2011), opined that peer group, parental factors and self-esteem serve as determinants of female students participation in sports. Sports in the secondary schools should be made captivating so as to attract different sets of peer groups

Conclusion

From the discussion of the findings, it was concluded that parental factors to a great extent determine female students' participation in sports in Ngwo girls' secondary school of Enugu State, and that there is no significant difference in the mean ratings of rating of JSS 3 and SS3 students on the extent to which parental factors determine female students' participation in sports in Ngwo girls secondary school of Enugu State. Lastly was concluded that peer group determine female students' participation in sports in Ngwo girls secondary school of Enugu State, and that there is no significant difference in the mean ratings of female students in the JSS3 and SS3 classes on the extent peer group determines female students' participation in sports in Ngwo girls secondary school of Enugu State.

Counselling Implication of the Findings

The finding of this study holds implication for parents, teachers, students and the government as well.

Through the findings of this study, the parents would appreciate the importance of female students' participation in sports activities in the secondary schools thereby motivating and equipping the female students for active sports participation in the secondary schools. The findings will equally help to guide the parents in their female role definition of the girl child as first agent of socialization of female students.

The findings of this study hold serious implication for the female students whom have been

reluctant in sports participation. The finding of this study would improve female students' participation in sports activities in the school, thereby improving their general health especially in their cognitive and psychomotor ability. The findings of this study would equally improve socialization among the female students which would be useful to solving the maladjustment issues in the secondary schools.

Through the findings of this study, the school authorities shall increase their efforts by influencing and motivating the female students to participate actively in school sports activities as well as provision of the human and material facilities for efficient sports in the school environment and organization of school intra-school and inter-school sports competition.

The study shall draw the attention of the government to the various challenges on sports being faced by the schools and ways of solving the identified problems especially as regards the female secondary schools students. Since most of the problems affecting female sports participation in given little or no concern in Enugu State.

Recommendations

Based on the findings the following recommendations were made;

1. There should an increased awareness on the importance of sports participation especially among the female students.
2. There should be periodic evaluation of the extent of female participation in sports in the secondary schools in Enugu State and Ngwo in particular.
3. Deliberate efforts should be made at motivating the girl child by the parents, teachers and significant others to actively participate in sports.
4. Sufficient and adequate sports facilities should be provided across the whole girls secondary schools in Ngwo girls secondary schools in Enugu State.

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