

**STATISTICAL ANALYSIS ON FACTORS  
AFFECTING STUDENTS' PARTICIPATION IN  
SPORTS IN KWARA STATE POLYTECHNIC  
(CASE STUDY OF KWARA STATE  
POLYTECHNIC)**

**BY;**

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**HND/23/STA/FT/0020**

**PRESENTED TO**

**DEPARTMENT OF STATISTICS, INSTITUTE OF APPLIED SCIENCES,  
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**IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE  
AWARD OF HIGHER NATIONAL DIPLOMA (HND) IN STATISTICS.**

**JUNE, 2025**

### **CERTIFICATION**

This is to certify you that this project was carried out by ABDULLAHI KAOSARA AJOKI (HND/23/STA/FT/0020), has been read and approved as meeting the requirements in partial fulfilment of the award of Higher National Diploma (HND) in statistics, Institute of Applied Sciences, Kwara State Polytechnic, Ilorin.

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### **DEDICATION**

This project is dedicated to Almighty Allah for his merciful supervision over me throughout my stay on campus, granting me wisdom, knowledge and understanding towards the successful completion of my HIGHER NATIONAL DIPLOMA (HND). I also dedicate this project to students of Kwara State Polytechnic, with the hope that this research will contribute to creating a more vibrant and inclusive sports culture in our institution.

## **AKNOWLEDGEMENT**

I would like to express my heartfelt gratitude to my project supervisor, MISS AJIBOYE, R. A for her invaluable guidance, support, and expertise throughout this research project. Your feedback and encouragement have been instrumental in shaping this work.

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To my parents, Mr. and Mrs. Abdullahi, I am forever grateful for your unwavering support, love, and encouragement. Your sacrifices have enabled me to pursue my academic goals. And my siblings, thank you for your support and understanding throughout my academic journey.

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To my friends Durosaro Afeez, Idowu Olayinka Malik, Ishola Ajara, Ahmad Balogun, and all my coursemates and friends in Kwarapoly, thank you for your friendship, support, and memorable experiences we shared.

Thank you all for being part of this journey.

### **ABSTRACT**

*This study examines factors affecting students' participation in sports at Kwara State Polytechnic, Ilorin. Using a structured questionnaire distributed via Google Forms, the research targeted a diverse student demographic. Findings revealed that 84% of respondents participated in sports, primarily football, yet only 32.4% engaged daily, indicating barriers to consistent involvement. Key barrier included academic workload, perceived by 34.5% of non-participants, but statistical analysis showed no significant impact ( $p = 0.195$ ). Conversely, institutional support and availability of sports facilities were critical enabling factors, with a significant association ( $p = 0.000$ ) between support and perceived facility adequacy. Logistic regression identified ethnicity, lack of interest, and role models as significant predictors of participation. Students valuing ethnicity were 2.18 times more likely to participate, while those lacking interest were 47% less likely. The presence of role models doubled engagement likelihood. Interest in sports is high, barriers like academic demands and facility inadequacies hinder participation. Recommendations include improving infrastructure, enhancing institutional support, promoting awareness campaigns, and leveraging role models to foster greater student involvement in sports.*

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Physical education and sports play a vital role in the holistic development of students in higher institutions of learning. Beyond the conventional classroom experience, participation in sports has been widely recognized as a critical element in shaping students' physical health, mental wellness, social interaction, and emotional intelligence. In many countries, including Nigeria, educational policies emphasize the integration of sports and physical activities as part of the overall educational curriculum, acknowledging their contribution to personal and community development.

At Kwara State Polytechnic, Ilorin, sports and recreational activities are not only viewed as leisure or optional engagements but as avenues for promoting student well-being, building social networks, and fostering community spirit. The institution organizes various sports competitions, including inter-departmental games, inter-faculty championships, and annual sports festivals, all aimed at encouraging active participation. These activities are designed to complement academic learning, providing students with opportunities to develop essential life skills such as teamwork, leadership, time management, and perseverance.

Despite these efforts, a considerable number of students remain passive or uninterested in sports activities. Several studies have suggested that multiple factors contribute to the level of sports participation among students. These factors may include the availability and quality of sports facilities, students' personal interest and motivation, time constraints due to academic responsibilities, financial limitations, cultural and religious beliefs, gender considerations, and institutional policies. In some cases, negative perceptions about sports or past experiences of injury may discourage participation.

Additionally, the socio-economic background of students often plays a crucial role in shaping their engagement with sports. Students from lower-income families may prioritize academic success as



a means of upward mobility and might view sports as a distraction rather than a complementary activity. Others may lack the necessary equipment or attire to participate effectively. Moreover, peer influence and the support or encouragement from family and friends can significantly impact students' decisions to engage in sports.

Another critical consideration is the role of institutional support. Institutions that provide well-maintained sports facilities, professional coaching, and structured sports programs are more likely to witness higher levels of student participation. Conversely, inadequate facilities, poorly organized sports events, and lack of funding can serve as barriers to active involvement.

Understanding these factors within the context of Kwara State Polytechnic is essential for several reasons. Firstly, it enables the institution to assess the effectiveness of its current sports policies and initiatives. Secondly, it provides insights into the specific needs and challenges faced by students regarding sports participation. Lastly, it offers a foundation for developing strategic interventions that can enhance sports engagement, promote healthy lifestyles, and contribute to the overall educational experience of students.

Given the increasing concerns about sedentary lifestyles and their associated health risks, such as obesity, hypertension, and mental health issues, promoting sports participation among students has become more critical than ever. Encouraging students to adopt an active lifestyle not only benefits their immediate health and well-being but also instills habits that can lead to long-term positive outcomes.

This study, therefore, seeks to investigate the multifaceted factors affecting students' participation in sports at Kwara State Polytechnic, Ilorin. The findings are expected to contribute valuable knowledge to the body of literature on sports participation in tertiary institutions and provide practical recommendations for enhancing sports engagement within the polytechnic community.

## **1.2 Statement of the Problem**

Despite the recognized benefits of sports, many students at Kwara State Polytechnic exhibit low levels of participation. This raises questions about the underlying reasons for this phenomenon. Factors such as academic pressure, lack of facilities, cultural attitudes, and personal motivation may significantly influence students' willingness to engage in sports. Understanding these factors is essential for developing strategies to enhance participation and promote a balanced lifestyle among students.

## **1.3 Objectives of the Study**

The primary objectives of this study are:

1. To identify the key factors affecting students' participation in sports at Kwara State Polytechnic.
2. To analyze the impact of academic pressure on students' involvement in sports.
3. To assess the role of available sports facilities and resources in influencing participation.
4. To recommend strategies for enhancing student participation in sports.

## **1.4 Research Questions**

This study seeks to answer the following questions:

1. What are the major factors affecting students' participation in sports at Kwara State Polytechnic?
2. How does academic pressure impact students' engagement in sports activities?
3. What is the relationship between the availability of sports facilities and students' participation rates?
4. What strategies can be implemented to increase students participation in sports?

### 1.5 Significance of the Study

The findings of this study will provide valuable insights for educators, policymakers, and sports administrators at Kwara State Polytechnic. By understanding the factors that affect participation, Management and Students Union Government of Kwara State Polytechnic can develop targeted programs and initiatives to promote sports engagement among students. Additionally, the research will contribute to the broader discourse on sports participation in higher education institutions in Nigeria.

### 1.6 Scope of the Study

This study will focus specifically on students enrolled at Kwara State Polytechnic in Ilorin. It will examine a range of factors influencing participation in sports, including academic commitments, facility availability, and personal motivations. The research will utilize surveys and interviews to gather data from a diverse sample of students across various departments and levels of study.

### 1.7 Definition of Terms

- **Participation in Sports:** Involvement in physical activities, including organized sports, recreational activities, and fitness routines.
- **Academic Pressure:** The stress and demands associated with academic responsibilities, including coursework, exams, and deadlines.
- **Sports Facilities:** The physical resources available for sports activities, including fields, courts, gyms, and equipment.
- **Cultural Attitudes:** The beliefs and perceptions held by individuals or groups regarding sports and physical activity.

## **1.8 Organization of the Study**

The study will be organized into five chapters. Chapter One will introduce the background, problem statement, objectives, research questions, significance, scope, and definitions. Chapter Two will review relevant literature on factors affecting sports participation. Chapter Three will outline the research methodology. Chapter Four will present the findings and analysis. Finally, Chapter Five will discuss the conclusions and recommendations based on the research findings.

This outline provides a structured approach to understanding the factors influencing sports participation among students at Kwara State Polytechnic. Each section builds upon the previous one, creating a comprehensive overview of the topic.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews existing literature on the factors influencing students' participation in sports, focusing on higher education institutions, particularly within the context of Kwara State Polytechnic. The review will explore various dimensions, including psychological, social, environmental, and institutional factors that affect students' engagement in sports activities. Additionally, the benefits of participating in sports will be highlighted, with specific emphasis on the economic impact and career opportunities available for students in tertiary institutions.

#### **2.2 The Importance of Sports in Higher Education**

Participation in sports is essential for students' overall development. According to Bailey (2005), engagement in sports contributes to physical fitness, mental well-being, and social skills. Sports provide an avenue for students to relieve stress, enhance teamwork abilities, and foster a sense of belonging within the academic community.

#### **2.3 Benefits of Participating in Sports**

The benefits of sports participation in tertiary institutions are numerous and multifaceted:

1. **Physical Health:** Regular participation in sports helps students maintain a healthy lifestyle, improving cardiovascular fitness, strength, and flexibility. It can also mitigate the risks of obesity and chronic diseases (Eime et al., 2013).
2. **Mental Well-Being:** Engaging in sports can enhance mental health by reducing symptoms of anxiety and depression. Physical activity stimulates the release of endorphins, leading to improved mood and overall psychological well-being (Craft & Perna, 2004).

3. **Social Interaction:** Sports provide a platform for students to build friendships and social networks. Participation fosters teamwork, cooperation, and communication skills, essential for personal and professional development (Weiss & Chaumeton, 1992).
4. **Time Management and Discipline:** Balancing academic responsibilities with sports involvement teaches students valuable time management skills and self-discipline. These skills are crucial for success in both academic and professional settings (Gould et al., 1996).
5. **Leadership Development:** Participation in sports often involves taking on leadership roles, such as team captaincy or organizing events. This experience helps students develop leadership qualities that can enhance their future career prospects (Lussier & Kim, 2010).
6. **Cultural Integration:** Sports can serve as a bridge for cultural integration among students from diverse backgrounds. They provide opportunities for cross-cultural interactions and foster an inclusive environment within the institution (Miller, 2002).
7. **Academic Performance:** Research suggests a positive correlation between sports participation and academic performance. Students who engage in physical activities often exhibit better concentration, memory retention, and cognitive functioning (Fredericks & Eccles, 2006).
8. **Economic Impact:** Participation in sports can have significant economic benefits for students. Engaging in sports can lead to scholarship opportunities, which can alleviate financial burdens and support educational pursuits. Additionally, skills acquired through sports—such as teamwork, leadership, and strategic thinking—are highly valued in the job market, enhancing employability and potential earnings post-graduation (Baker & McHugh, 2015). Furthermore, sports events can stimulate local economies, create job opportunities, and promote community engagement, contributing to economic development within the region (Harrison & O’Sullivan, 2001).
9. **Career Opportunities:** Participation in sports can open various career pathways for students. Beyond becoming professional athletes, students can explore careers in sports management, coaching, sports medicine, fitness training, and sports marketing. The skills and experiences

gained through sports participation can be advantageous in securing internships and job placements in these fields (Staurowsky, 2006). Moreover, networking opportunities within the sports community can lead to valuable connections that enhance career prospects.

## **2.4 Psychological Factors**

Psychological factors play a significant role in influencing sports participation. Motivation is a crucial element, as outlined by Deci and Ryan (2000) in their Self-Determination Theory. Students who possess intrinsic motivation—such as a genuine interest in sports or the enjoyment derived from physical activity—are more likely to participate. Conversely, external factors like fear of failure or lack of confidence can deter involvement (Wankel & Berger, 1990).

## **2.5 Social Factors**

Social influences can significantly impact students' willingness to participate in sports. Peer relationships and the social environment within the institution can either encourage or discourage involvement. Research by Weiss and Chaumeton (1992) indicates that supportive peer groups enhance participation rates, while negative peer pressure can lead to decreased engagement. Additionally, cultural attitudes toward sports in Nigeria may shape students' perceptions and willingness to participate, highlighting the need for culturally sensitive approaches to encourage sports involvement.

## **2.6 Environmental Factors**

The availability and quality of sports facilities are critical environmental factors affecting participation. According to Sallis et al. (1998), access to well-maintained sports facilities and equipment can significantly influence students' likelihood of engaging in physical activities. At Kwara State Polytechnic, the presence or absence of adequate sports infrastructure plays a pivotal role in determining student participation levels. Studies have shown that institutions with better facilities tend to have higher participation rates in sports (Davis & Kearney, 2013).

## **2.7 Institutional Factors**

Institutional support is another crucial factor that influences sports participation. Policies that promote physical education and allocate resources for sports programs can enhance student involvement. Research by Siedentop (2002) emphasizes the importance of institutional commitment to sports, including funding for programs, training for coaches, and the integration of sports into the academic curriculum. At Kwara State Polytechnic, institutional policies regarding sports can significantly impact student engagement and overall participation rates.

## **2.8 Academic Pressure**

The academic environment in higher education can create significant pressure for students, often leading to a decline in sports participation. According to Misra and McKean (2000), students who experience high levels of academic stress are less likely to engage in extracurricular activities, including sports. The balancing act between academic commitments and sports participation poses a challenge for many students at Kwara State Polytechnic, where rigorous academic programs may limit time and energy for physical activities.

## **2.9 Summary of Literature**

The literature reveals a complex interplay of factors affecting students' participation in sports at higher education institutions. Psychological, social, environmental, and institutional factors all contribute to the level of engagement among students. The benefits of participation in sports—including economic impacts and career opportunities—further emphasize the importance of addressing these factors to enhance student well-being and academic success. Understanding these dynamics, particularly within the context of Kwara State Polytechnic, is essential for developing effective strategies to promote sports participation.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology adopted to investigate the factors affecting students' participation in sports at Kwara State Polytechnic. It details the research design, population, sampling techniques, data collection methods, and the analytical techniques employed, specifically logistic regression and the chi-square test.

#### **3.2 Research Design**

A quantitative research design was chosen for this study, as it allows for the statistical examination of relationships between independent variables (factors) and a dependent variable (students' participation in sports). This design is appropriate for generating measurable data that can be analyzed to understand the factors influencing participation rates.

#### **3.3 Population and Sample**

The target population for this study consists of all students enrolled at Kwara State Polytechnic. A stratified random sampling technique will be utilized to ensure a representative sample from various departments and academic levels. A sample size of approximately 300 students will be targeted to provide sufficient statistical power for analysis.

#### **3.4 Data Collection Methods**

Data will be collected using a structured questionnaire designed in Google Forms. The questionnaire will include closed-ended questions that assess demographic information, attitudes toward sports, availability of sports facilities, time constraints, and other factors influencing participation. The Google Form will be distributed via social media platforms and email to reach a broad audience within the Kwara State Polytechnic community.

This method allows for efficient data collection and easy aggregation of responses, enabling a more streamlined analysis process.

### 3.5 Analytical Techniques

#### 3.5.1 Logistic Regression

Logistic regression will be employed to analyze the relationship between the binary outcome variable (participation in sports: yes/no) and various independent variables (factors affecting participation). The logistic regression model.

#### Logistic Regression Model

The logistic regression equation is expressed as:

$$\log \left( \frac{p}{1-p} \right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_n X_n$$

Where:

- $p$ : Probability that the dependent variable  $Y = 1$  (i.e., the probability of the event occurring).
- $\frac{p}{1-p}$ : The **odds** of the event occurring (the ratio of the probability of success to the probability of failure).
- $\log \left( \frac{p}{1-p} \right)$ : The **log-odds** or **logit** function, which transforms the probability into an unbounded continuous variable suitable for linear modeling.
- $\beta_0$ : The **intercept** of the model; the log-odds when all predictor variables are zero.
- $\beta_1, \beta_2, \dots, \beta_n$ : The **regression coefficients** representing the change in the log-odds for a one-unit increase in the corresponding predictor variable.
- $X_1, X_2, \dots, X_n$ : The **independent (predictor) variables**.

This formula estimates the probability of an event occurring based on the values of the predictor variables. The model will be estimated using maximum likelihood estimation (MLE), and the

significance of each predictor will be assessed using p-values, allowing for identification of factors that significantly influence participation.

### 3.5.2 Chi-Square Test

The chi-square test will be utilized to examine the association between categorical variables, such as gender and participation in sports. The chi-square statistic is calculated using the formula:

#### Chi-Square Formula

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where:

- $O_i$ : The observed frequency in each category.
- $E_i$ : The expected frequency in each category under the null hypothesis.
- $\sum$ : Summation across all categories.
- $\chi^2$ : The chi-square statistic.

This test will help determine whether there are significant differences in participation rates based on demographic factors. A significance level of 0.05 will be employed to evaluate the results.

### 3.6 Ethical Considerations

Ethical approval will be sought from the relevant authorities at Kwara State Polytechnic. Informed consent will be obtained from all participants, ensuring that their anonymity and confidentiality are maintained throughout the research process. Participants will be informed that participation is voluntary and that they can withdraw at any time without consequences.

### **3.7 Conclusion**

This chapter has outlined the methodology for examining the factors affecting students' participation in sports at Kwara State Polytechnic. The combination of logistic regression and the chi-square test will provide a comprehensive analysis of the data, enabling informed conclusions and recommendations based on the findings.

## CHAPTER FOUR

### DATA PRESENTATION AND DATA ANALYSIS

#### 4.1 Introduction

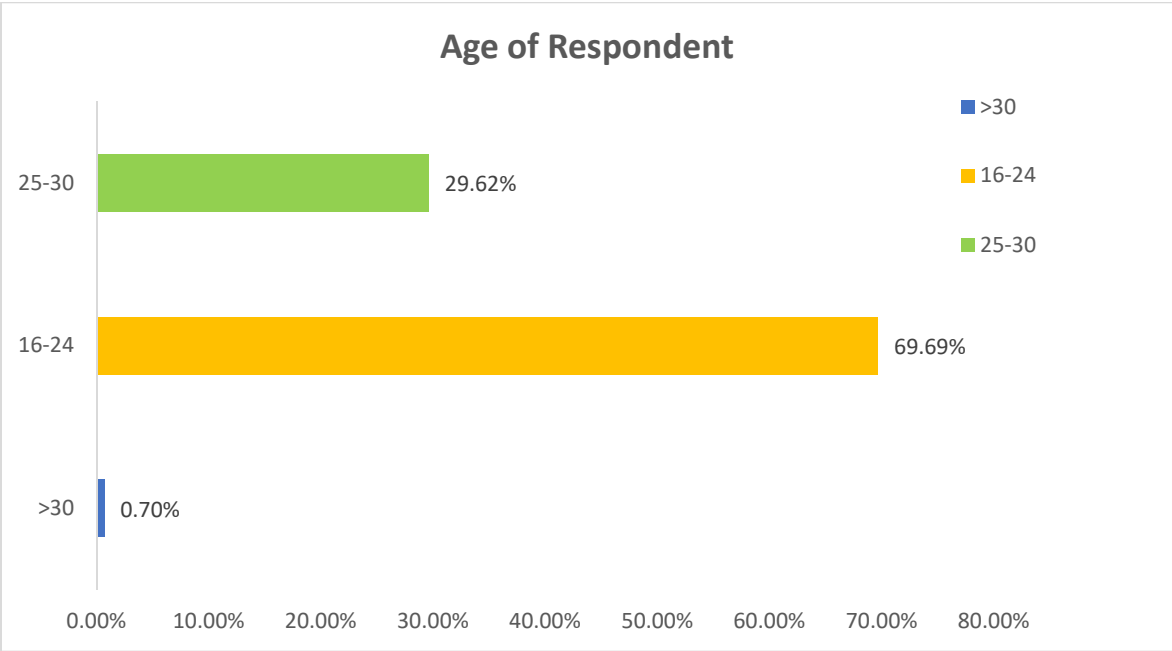
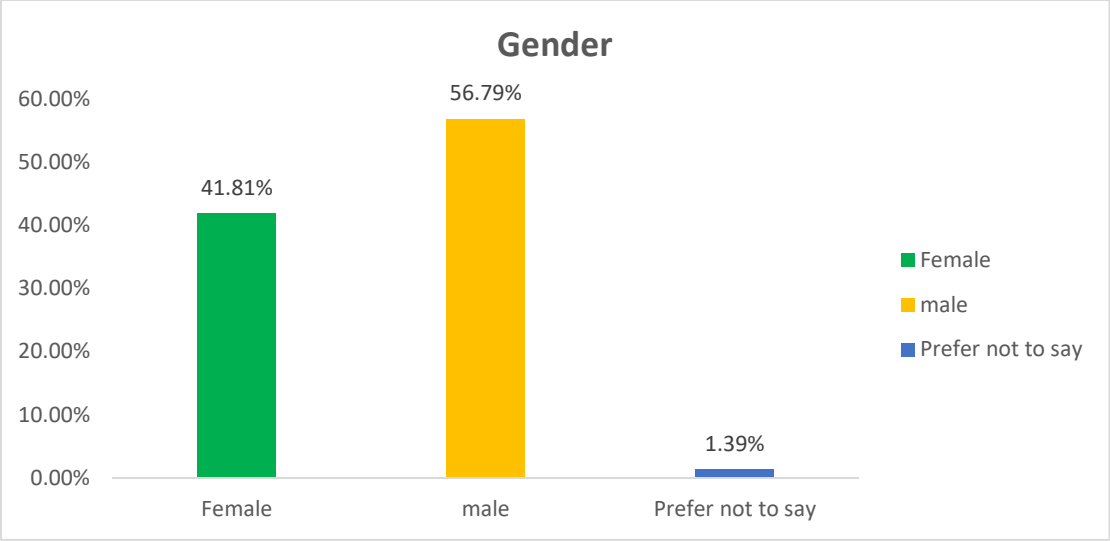
This chapter presents a detailed analysis of the data collected on the factors influencing students' participation in sports and physical activities at Kwara State Polytechnic. The primary aim is to evaluate the extent to which demographic characteristics, institutional provisions, and personal perceptions impact sports involvement among students. Both descriptive and inferential statistical techniques were employed to explore patterns, identify significant relationships, and test the study's hypotheses. The analysis begins with a summary of the demographic profile of respondents, followed by insights into their participation levels and preferred types of sports. Subsequently, cross-tabulations and chi-square tests were used to examine associations between key variables, such as academic workload, institutional support, and availability of sports facilities. Furthermore, binary logistic regression analysis was conducted to identify significant predictors of sports participation, highlighting the most influential factors. This chapter provides the empirical foundation for drawing meaningful conclusions and offering informed recommendations in the subsequent sections.

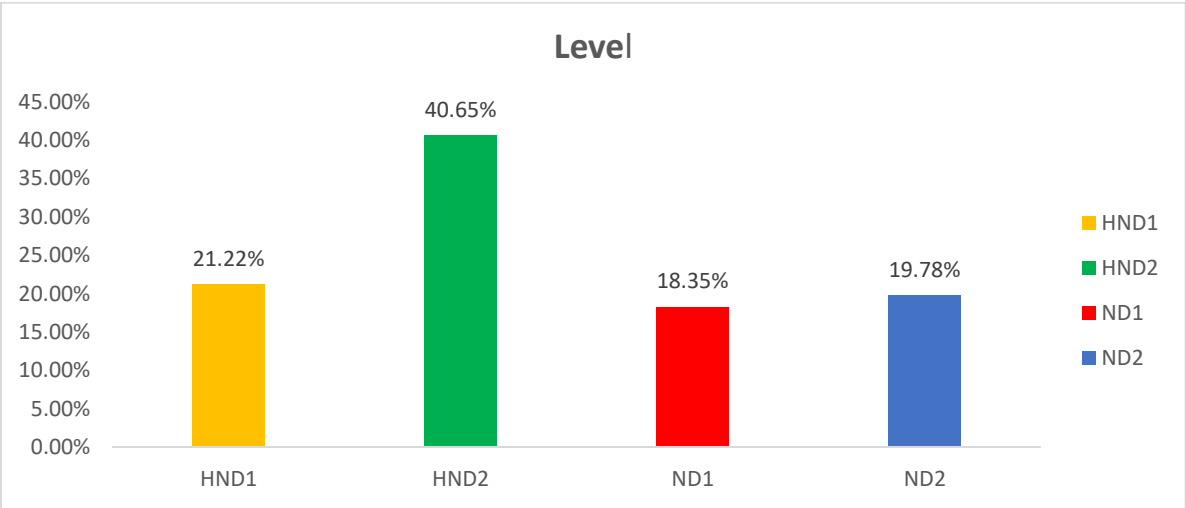
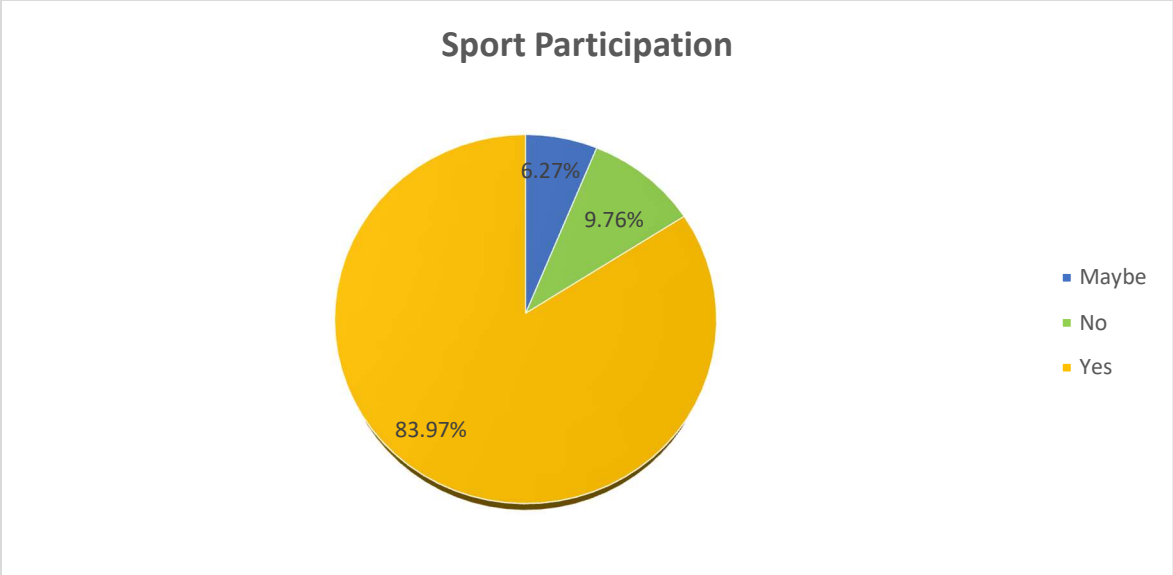
#### 4.2 Data Analysis

##### Demographic Distribution of Respondents

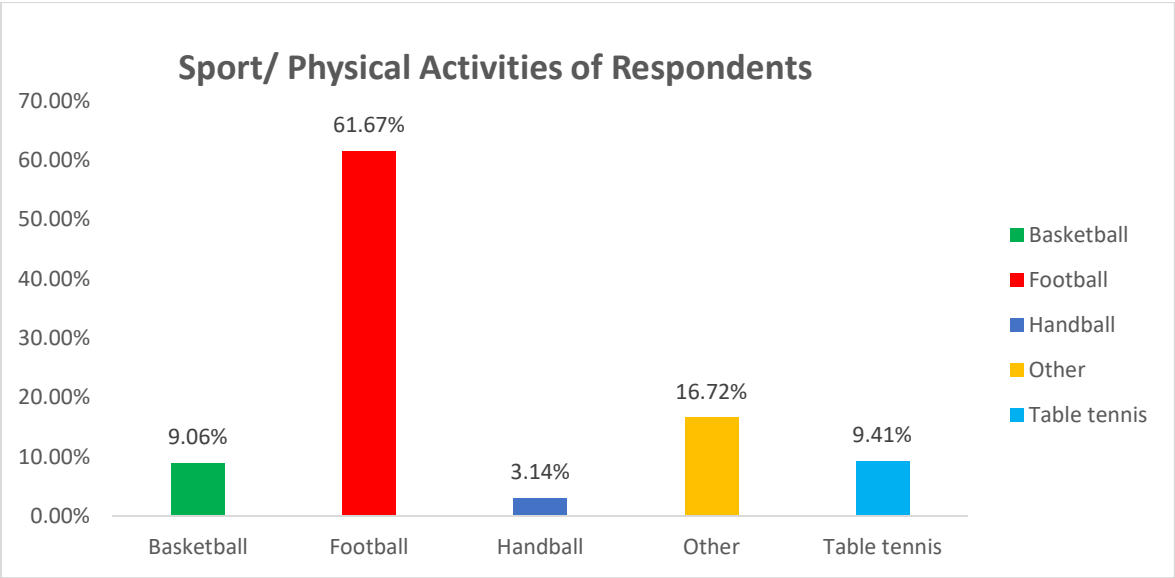
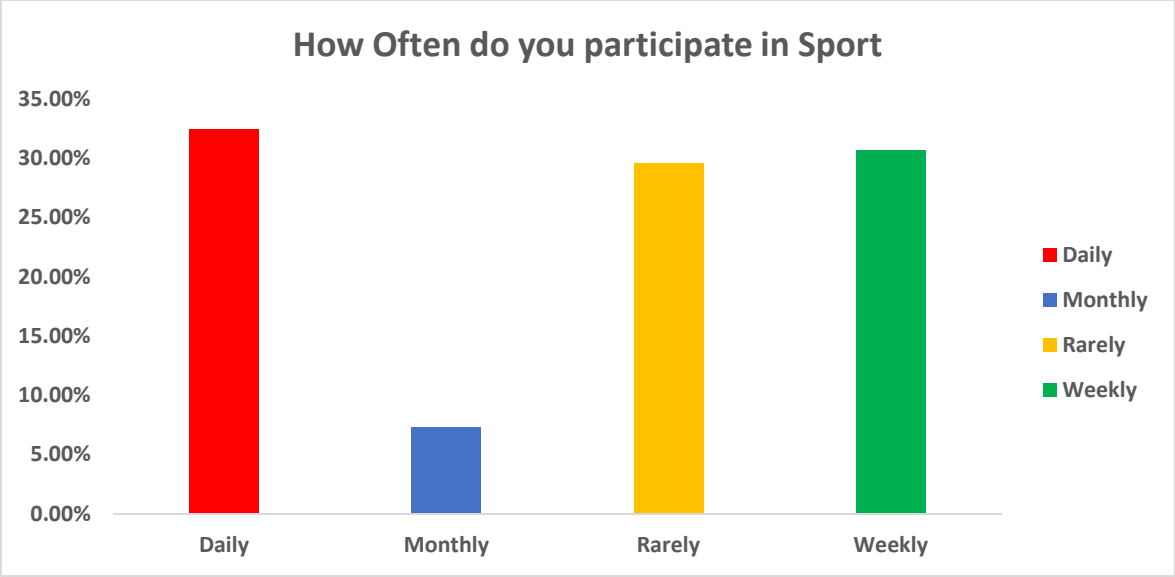
Variable	Frequency	Percentage
<b>Gender</b>		
Female	120	41.8
Male	163	56.8
Prefer not to say	4	1.4
<b>Age</b>		
>30	2	0.7
16-24	200	69.7
25-30	85	29.6
>30	2	0.7

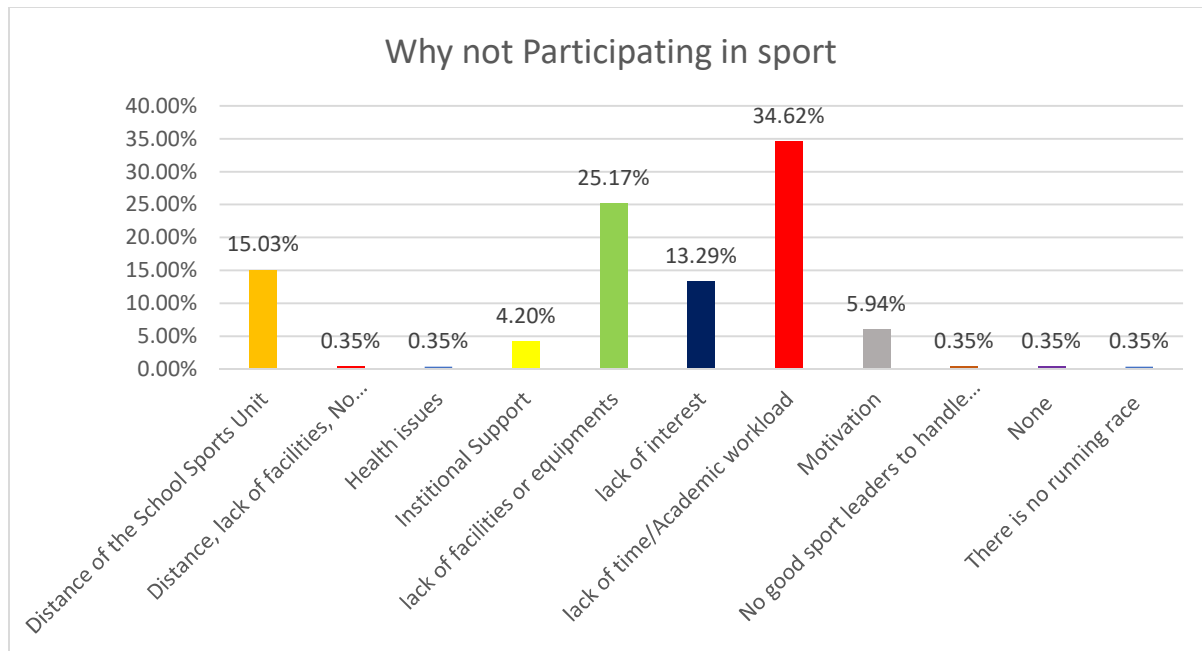
<b>Level</b>		
HND1	64	21.22
HND2	122	40.65
ND1	55	18.35
ND2	59	19.78
<b>Do you participate in any sports or physical activities?</b>		
Maybe	18	6.3
No	28	9.8
Yes	241	84.0
<b>If, yes which sports or physical activities do you participate in?</b>		
Basketball	26	9.1
Football	177	61.7
Handball	9	3.1
Other	48	16.7
Table tennis	27	9.4
<b>How often do you participate in sports or any physical activities?</b>		
Daily	93	32.4
Monthly	21	7.3
Rarely	85	29.6
Weekly	88	30.7
<b>What are the main reasons why you do not participate in any sports or physical activities in Kwara State Polytechnic?</b>		
Distance of the School Sports Unit	43	15.0
Distance, lack of facilities, No motivation and lack of institutional support for sporting activities	1	0.3
Health issues	1	0.3
Institutional Support	12	4.2
lack of facilities or equipments	72	25.1
lack of interest	38	13.2
lack of time/Academic workload	99	34.5
Motivation	17	5.9
No good sport leaders to handle the roles	1	0.3
None	1	0.3
There is no running race	1	0.3











The table above provides a comprehensive overview of the respondent demographic profile, level of engagement in sports and physical activities, and the factors that hinder participation. Gender distribution among respondents reveals that 56.8% identified as male, 41.8% as female, while 1.4% preferred not to disclose their gender. In terms of age, the vast majority of students (69.7%) fell within the 16–24 years age bracket, 29.6% were between 25–30 years, and only a small proportion (0.7%) were older than 30 years, indicating that the student population is predominantly young adults. Academic level distribution shows that 20.6% of respondents were in HND1 and 39.4% in HND2; however, the repetition of these figures suggests a need for data cleaning to ensure accuracy. Participation in sports or physical activities is notably high, with 84.0% affirming their engagement, 9.8% indicating non-participation, and 6.3% being undecided. Among those who participate, football emerged as the most popular sport, engaging 61.7% of respondents, followed by table tennis (9.4%), basketball (9.1%), handball (3.1%), and a variety of other physical activities grouped under “Other” (16.7%). When asked about the frequency of participation, 32.4% of respondents reported daily involvement, 30.7% participated weekly, 29.6% rarely, and 7.3%

engaged on a monthly basis. Despite the high rate of engagement, a number of barriers were identified among those who do not participate in sports. The most prominent reason was lack of time due to academic workload, accounting for 34.5% of responses. This was followed by lack of facilities or equipment (25.1%), lack of interest (13.2%), and the distance of the School Sports Unit (15.0%). Other less frequently mentioned reasons included insufficient institutional support (4.2%), lack of motivation (5.9%), health-related issues, the absence of qualified sport leaders, and the non-availability of certain preferred activities such as running races each representing 0.3% of the responses. A complex barrier combining distance, lack of facilities, absence of motivation, and inadequate institutional support was also cited by one respondent. These findings underscore a strong inclination toward physical activity among students, particularly in football, but also highlight the pressing need for infrastructural improvements, time management strategies, institutional encouragement, and policy-level interventions to address the barriers that inhibit wider participation. Addressing these challenges could significantly enhance the role of sports and physical activities in promoting student well-being, academic performance, and holistic development.

**key factors affecting students' participation in sports at Kwara State Polytechnic.**

		B	df	Sig.	Exp(B)
Step 1 <sup>a</sup>	Ethnicity (1)	0.779	1	.011	2.179
	Location of the school sports arena (1)	0.378	1	.294	1.459
	Availability of facilities and equipment (1)	-0.173	1	.659	.841
	Institutional support (1)	-0.176	1	.655	.838
	Academic Workload (1)	0.346	1	.288	1.413
	Motivation (1)	-0.192	1	.582	.826
	Lack of interest in sports (1)	-0.636	1	.039	.529
	Religion (1)	-0.059	1	.849	.943
	Health (1)	-0.525	1	.177	.591
	Social Support (1)	-0.243	1	.508	.784
	Peer group influence (1)	-0.259	1	.415	.772
	Publicity/Awareness (1)	-0.314	1	.396	.731
	Role model (1)	0.704	1	.048	2.023

	Gender Equality (1)	-0.221	1	.493	.801
	Constant	1.074	1	.001	2.927

$$\text{Log} \left( \frac{P}{1-P} \right) = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k$$

P is the probability of participating in sports or physical activities

$\beta_0$  is the intercept (constant)

$\beta_i$  are the coefficients (Slope)

$X_i$  are the independent variables

$$\text{Log} \left( \frac{P}{1-P} \right) = 1.074 + 0.779(\text{Ethnicity}) - 0.636(\text{Lack of Interest}) + 0.704(\text{Role Model})$$

**Ethnicity (p = 0.011, Exp(B) = 2.179, B = 0.779)**

Students who view ethnicity as very important are **2.18 times more likely** to participate in sports than those who do not consider it important and increase the log-odds of participation by 0.779. Cultural or ethnic identity may play a motivating role in students' sports participation.

**Lack of interest in sports (p = 0.039, Exp(B) = 0.529, B=0.636)**

Students who perceive "lack of interest" as an important factor are **about 47% less likely** to participate in sports, decreasing the log-odds by 0.529. A lack of personal interest significantly **reduces** participation rates.

**Role model (p = 0.048, Exp(B) = 2.023, B=0.704)**

Students who consider having a role model important are **2 times more likely** to participate in sports, increasing the log-odds by 0.704. Exposure to inspiring role models (e.g., athletes, mentors) positively influences involvement.

The logistic regression model identified **ethnicity, lack of interest in sports, and role model availability** as statistically significant predictors of students' participation in sports at Kwara State

Polytechnic. Students who perceive ethnicity and role models as important are over **twice as likely** to engage in sports, while those citing a lack of interest are significantly **less likely** to participate. Other factors, such as **academic workload**, **facilities**, and **institutional support**, though not statistically significant, suggest areas for further exploration in efforts to improve sports involvement among students.

### **Impact of academic pressure on students' involvement in sports.**

**Null Hypothesis (H<sub>0</sub>):** There is **no significant association** between academic workload and students' participation in sports or physical activities at Kwara State Polytechnic.

**Alternative Hypothesis (H<sub>1</sub>):** There is **a significant association** between academic workload and students' participation in sports or physical activities.

### **Do you participate in any sports or physical activities? \* Academic Workload** **Crosstabulation** Count

		Academic Workload		
		Not Important	Important	Total
Do you participate in any sports or physical activities?	Maybe	8	10	18
	No	11	17	28
	Yes	68	173	241
Total		87	200	287

### **Chi-Square Tests**

		Value	Df	Asymptotic Significance (2-sided)
Pearson	Chi-Square	3.271 <sup>a</sup>	2	0.195
Likelihood Ratio		3.117	2	0.211
N of Valid Cases		287		

Since the p-value = 0.195 is greater than 0.05, we fail to reject the null hypothesis, which indicates that academic workload does not significantly influence whether or not students participate in

sports. While academic workload may still play a role for some individuals, this relationship is not strong enough to be considered statistically significant at the 5% level.

### **The role of available sports facilities and resources in influencing participation**

**Null Hypothesis (H<sub>0</sub>):** There is no significant association between institutional support and the availability of sports facilities and equipment in influencing participation.

**Alternative Hypothesis (H<sub>1</sub>):** There is a significant association between institutional support and the availability of sports facilities and equipment in influencing participation.

#### **Institutional support \* Availability of facilities and equipment Crosstabulation**

		Availability of facilities and equipment		
		Not Important	Important	Total
Institutional support	Not Important	32	32	64
	Important	25	198	223
Total		57	230	287

#### **Chi Square Test**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	47.010 <sup>a</sup>	1	.000
Continuity Correction	44.604	1	.000
Likelihood Ratio	40.895	1	.000
Fisher's Exact Test			
Linear-by-Linear Association	46.846	1	.000
N of Valid Cases	287		

Since the **p-value = 0.000** (which is **less than 0.05**), we **reject the null hypothesis**. This indicates that there is a **statistically significant association** between **institutional support** and the **availability of sports facilities and equipment** in influencing students' participation in sports or physical activities at Kwara State Polytechnic that is, students who perceive **high institutional support** are **much more likely** to also rate the availability of facilities as **important** (198 out of 223), compared to those who perceive **low institutional support**, where only 32 out of 64 rated facilities as important. This suggests a strong link between **institutional commitment** and students' **perception of facility adequacy**, which in turn could influence their participation in sports.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

#### 5.1 Summary of Findings

This study explored the various factors influencing students' participation in sports and physical activities at Kwara State Polytechnic. The demographic profile revealed a predominantly young student population, with 69.7% aged between 16–24 years, which is consistent with typical tertiary institution demographics in Nigeria (Adeyemo, 2021). A significant proportion (84%) of the students reported participating in sports, with football being the most popular activity. However, participation frequency varied, with only 32.4% engaging daily and 29.6% reporting rare involvement, indicating that while interest exists, consistent participation may be hindered by other factors.

One of the major barriers identified was **academic workload**, cited by 34.5% of non-participating respondents. However, the chi-square analysis showed no statistically significant association between academic workload and sports participation ( $p = 0.195$ ), suggesting that while perceived as a barrier, it does not have a significant effect across the wider student population. This aligns with findings by Ojo (2020), who noted that academic demands alone do not sufficiently explain variations in sports involvement unless combined with other stressors.

**Availability of sports facilities and institutional support** emerged as critical enabling factors. The chi-square test revealed a statistically significant association ( $p = 0.000$ ) between institutional support and the perceived availability of facilities. Students who rated institutional support as important were far more likely to also view facilities as adequate. This implies that the institutional environment plays a vital role in shaping students' perception of resource adequacy, which supports earlier research by Amusa et al. (2017), who emphasized the importance of administrative support and infrastructure in driving sports participation among Nigerian students.



The logistic regression model further identified **ethnicity, lack of interest, and role models** as statistically significant predictors of sports participation. Students who viewed ethnicity as important were 2.18 times more likely to participate, suggesting that cultural identity can serve as a motivational anchor for sports engagement likely due to traditional or community-level sports affiliations (Ademola & Yusuf, 2019). Conversely, those who reported **lack of interest** as important were about 47% less likely to participate, highlighting how intrinsic motivation plays a dominant role in behavior change and physical activity uptake (Ryan & Deci, 2000). **Role models** also significantly influenced participation, with students who considered having a role model as important being twice as likely to engage in sports. This finding echoes assertions by Wankel and Kreisel (1985) that visible, relatable athletic role models significantly enhance sports involvement, especially among youth.

Although other factors such as motivation, religion, peer influence, and gender equality were not statistically significant in the model, they remain relevant based on prior literature. For example, peer influence and gender equality have been noted as key variables in similar studies within sub-Saharan Africa, where societal norms and peer dynamics can significantly affect access to and attitudes toward sports participation (Eke, 2022).

## **5.2 Conclusion**

In conclusion, a high level of sports engagement among students is football. However, several barriers such as academic workload, lack of facilities, and low institutional support were identified. Statistical analysis showed that ethnicity, lack of interest, and the presence of role models significantly influenced participation. Additionally, a strong relationship was found between institutional support and the availability of sports facilities. Overall, the results highlight the need for the institution to improve infrastructure, provide more support for sporting activities, and promote awareness through visible role models. By addressing these areas, the Polytechnic can encourage greater student involvement in sports, contributing to improved physical health, academic performance, and overall student development.

### 5.3 Recommendations

- i. **Infrastructure Improvement:** Upgrade existing sports facilities and provide access to diverse sports equipment.
- ii. **Institutional Support:** Allocate a budget specifically for sports development and integrate sports into student development programs.
- iii. **Awareness and Motivation:** Organize regular sports campaigns and competitions, and use successful athletes/alumni as role models.
- iv. **Policy and Administrative Measures:** Develop a sports participation policy, and assign trained personnel to oversee student athletics.
- v. **Inclusivity and Engagement:** Encourage participation across all genders and ethnic groups. Create programs for beginners and non-competitive participants.
  - i. **Health and Wellness Integration:** Promote sports as a tool for physical and mental health. Provide medical support for students involved in physical activities.
  - ii. **Monitoring and Evaluation:** Regularly assess participation rates and facility usage, and use feedback to improve sports programs.

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