

**PARENTAL INFLUENCE ON TEENAGERS' PARTICIPATION IN  
SPORTS IN KATSINA STATE**

**BY**

**IBRAHIM MUHAMMED DAURA**

**SPS/10/MHE/00032**

**A DISSERTATION SUBMITTED TO THE DEPARTMENT OF PHYSICAL  
AND HEALTH EDUCATION, FACULTY OF EDUCATION, BAYERO  
UNIVERSITY, KANO, IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF MASTER OF SCIENCE  
DEGREE (M.Sc.) IN PHYSICAL AND HEALTH EDUCATION  
(SPORTS MANAGEMENT)**

**SUPERVISOR:**

**DR. MUSA NJIDDA**

## DECLARATION

'I hereby declare that this work is the product of his own research efforts undertaken under the supervision of Dr Musa Njidda and has not been presented elsewhere for the award of a degree or certificate. All sources have been dully acknowledged'.

-----

-----

Date

**Ibrahim Muhammed Daura**

**(SPS/10/MHE/00032)**

## **CERTIFICATION**

This is to certify that the research work for this dissertation and the subsequent preparation of the dissertation by Ibrahim Muhammed Daura with registration number (SPS/10/MHE/00032) were carried out under my supervision

---

**Dr M. NJidda**

**(Supervisor)**

---

**Dr A. I. Darki**

**H. O. D**

**PPROVAL PAGE**

This dissertation has been examined and approved for the award of a Master of Science degree in Sports Management

**Prof. O. O. OBIYEMII**  
**(External Examiner)**

-----  
**Date**

-----  
**Dr, Lawal Yazid Ibrahim**  
**Internal Examiner**

-----  
**Date**

**Dr M. NJidda**  
**(Supervisor)**

-----  
**Date**

**Dr A. I. Darki**  
**(HOD & Chief Examiner)**

-----  
**Date**

-----  
**Dr. Y. U. Haruna**  
**Faculty Representative to SPS Board**

-----  
**Date**

## ACKNOWLEDGEMENTS

All praise is due to Allah,(S.W.T). the Creator; the Nourisher, the Cherisher, the Sustainer, the Provider and the Protector of one and all. The researcher wishes to thank Him for enabling him to undergo the programme and carry out the study successfully. The researcher wishes to register his appreciation and gratitude to his humble supervisor, Dr. Musa Njidda, for spending his time going over the work several times and making corrections, suggestions and criticisms and above all, for his fatherly support during the course of the study. May Allah reward him and his family with Jannatul Firdausi, ameen. The researcher also wishes to acknowledge the HOD, Dr. A. Darki, Dr. L. Badamasi and Prof. L. Emiola, Prof. O.O. Oyerinde , Prof. M.G. Yakasai, Prof. Rabiu Mohammad, Dr A. Madaki, Dr. A.T. Yusuf, Dr. A.M. Getso, Dr .S. Ismaila, Dr. Musa Sa'ad, Dr. L.I. Yazid, Dr. M. J.. Yakasai, Dr A.I. Hassan, Mal. Musa Darma, Mal. Kassim KanKarofi, Malama Hauwa Umar and the entire non-academic staff of Physical and Health Education Department, Bayero University, Kano for their immense contributions in one way or the other to make this work meaningful and a reality.

Also, his special thanks go to his entire family, especially Alh. Isyaku Lawal Daura, Alh Amadu Lawal Daura, Ubale Lawal, Nuradeen Lawal, Sani Lawal, Musa Lawal S/Fada, Hajiya Kande Lawal, Hajia, Halima lawal, Hajia Fatima Lawal, and the member of College of Legal and General Studies, Daura, for giving the opportunity to further his studies. Finally his best wishes and acknowledgement go to his Excellency President of the Armed Federal Republic of Nigeria Muhammadu Buhari (GCON) for his immersed assistance and supports toward the completion of this study.

## **DEDICATION**

This research work is dedicated to my parents the late Mal. Lawal Tambu and the late Hajiya Hajara Lawal Tambu, and my wives, Hajia Asma'u Rabi'u Daura and Hajia Amina Saleh. my children, Muhammad Salim, Ilham, Hafsat, Ummulhair, Fatima, Alkasim Ibrahim, and also to my brothers and sisters.

## TABLE OF CONTENTS

Title page-----	i
Declaration-----	ii
Certification-----	iii
Approval page-----	v
Acknowledgments-----	iv
Dedication-----	iiiv
Table of contents-----	vii
List of Tables-----	viii
Abstract-----	ix

### CHAPTER ONE: INTRODUCTION

1.1 Background to the study-----	1
1.2 Statement of the problem -----	4
1.3 Hypotheses -----	5
1.4 Purpose of the study -----	5
1.5 Significance of the study-----	6
1.6 Delimitation of the study-----	6
1.7 Operational definition of terms-----	7

### CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction-----	8
2. 1 Overview of sports and sports participation-----	8
2.2 Factors affecting parents influence on teenagers' participation in sports-----	12
2.3 - Parental influence on teenagers' participation in sports -----	22
2.6 Summary -----	35

**CHAPTER THREE: METHODOLOGY**

3.0 Introduction----- 36

3.1 Research Design-----36

3.2 Population of the study-----37

3.4 Sample and Sampling technique-----37

3.5 Data Collection Instrument-----38

3.6 Validation of the Research Instrument-----38

3.7 Reliability of the Instrument-----38

3.8 Data Collection Procedure-----39

3.9 Data Analysis-----39

**CHAPTER FOUR: RESULT AND DISCUSSION**

4.1 Introduction-----40

4.2 Results-----40

4.3 Discussion -----42

**CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Summary-----47

5.2 Conclusions-----47-

5.3Recommendations-----48

5.4 References: -----49

APPENDICES-(A) -----

56

## ABSTRACT

*This study investigated parental influence on teenagers' participation in sports in Katsina state. To achieve this purpose, three research questions were raised and three sub- hypotheses were formulated to guide the study. Descriptive research design was adopted. The population was 1,103,65,5 comprising only teenagers of the study area while the sample of the study was 386 selected through the multi-stage sampling technique. The instrument used for the study was a self -developed questionnaire on a Likert scale, named parental influence on teenagers' participation in sports in Katsina state. The questionnaire was validated by three experts in the department of physical and health education and a reliability coefficient of 0.72 was obtained. The researcher with the help of six (6) research assistants administered 386 copies of the questionnaires to the respondents and 361copies were duly completed and returned within 3 weeks. Frequency count and percentage were used to summarize and describe the demographic information of the respondents while  $\chi^2$  statistics was used to test the formulated hypotheses at the 0.05 level of significance. The finding of this study revealed that: Parents do not provide equipment for the teenagers to participate in sporting activities in Katsina state with a value of  $\chi^2 = 3.841$ ,  $df 1$ ,  $P \leq 0.05$ . Parents do not provide enough time for the teenagers to participate in sports in Katsina state with a value of  $\chi^2 = 3.841$ ,  $df 1$ ,  $P \leq 0.05$ . Parents do not provide financial support for teenagers to participate in sport in Katsina state. with a value of  $\chi^2 = 3.841$ ,  $df 1$ ,  $P \leq 0.05$ . Therefore, it was recommended that Parents should endeavour to provide equipment for their teenagers' as it stimulate participation in sports. Parents should be made to understand that allowing teenagers to spent part of their time in sports will help in reducing some social vices in the areas under study.*



## CHAPTER ONE

### INTRODUCTION

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

Throughout history, man has invented games primarily as a means of interacting socially with others displaying skills and physical prowess and entertaining or offering excitement and recreation. Amuchie (2005) reported that before the coming of the white man, Nigerians practiced several indigenous games, which served as recreational, leisure, cultural and religious functions. According to Amuchie, those games formed the matrix of their existence. Between the traditional and foreign sports lie the rules and regulations, organization, administration and technical details of sports. Consequently, before a child enters school, he has already acquired a lot of sports skills through participation in traditional sports. Udoh (2012) observed that through sports participation, teenagers acquire and develop sports knowledge and rules and regulations, as well as amateur and professional sports skills (Dike, 2005). Foldersi (2010) pointed that in spite of some promising signs for popularity of exercise and the spread of new sports, regular sport practices are generally missing from the lives of our teenagers. Dike (2005) maintained that a healthy and safe environment is essential, as it will contribute to the well being of teenagers in school and at homes.

Facilities are the athletes' tool for operation in sports and games. Any sports programme without sufficient facilities and supplies by parents would not produce the excellent result. Facilities and equipment constitute factors that encourage sports participation (Igbanugo, 2006).

Motivational incentive leads to better participation in sports. It consists of material or symbolic objects given to any individual after a good outing. It could come as a reward on ward for an excellent performance. It could be money, trophies, model, gifts, free accommodation or even scholarship that can motivate teenagers to high participation and performance in sports. Funding is also a basic factor in effective sports participation Igbanugo (2006) noted that inadequate funding is another factor that negatively affect teenagers participation in Sports. It is obvious that without adequate funds sports participation would never reach peak performance.

Sports is one of the most important social concepts in the world today, and many countries, organizations and institutions use sports as a tool for political and economic developments (Lingo & Owowro, 2006). Teenagers usually make decisions to participate actively in sports, but that decisions are closely tied to an awareness of alternatives and rewards shaped by important adults in their lives (Coakley, Donnelly & Landry, 1993). According to Anderson, Funk, Elliot and Smith (2003), parents can play an important role in teenagers affective experience of extra-curricular activities. Teenagers who get involved in sport often find that there are pressures on them from many different sources. This happens particularly to some able teenagers who find that their parents have negative attitudes toward their participation in sports and they sometimes have to make difficult choices (Lee, 1993). Although the role of the parents and expectations of their children in sport is often most significant, because it is the parents' attitudes, beliefs and behaviour, which undoubtedly affect the child's experiences in sports (Byrne, 1993), evidence indicated that a complex array of determinants, which includes peers, community members, coaches/teachers, school friends, media and the family are

involved when children's physical activity is concerned (Sallis & Nader, 2001) There is always a discrepancy of attribute towards influencing teenagers to participate in sporting activities, because observations seem to show that in Katsina state parents preferred their children to follow their footpath as a way of preparing them for the future. The parents are uncomfortable to open their eyes and see their children participating in sports other than family occupations, despite all the technological advancement; they do not want their children to participate in sporting activities.

The College of Education and some Universities established a separate department that can run courses in different disciplines, including physical education. Yet, parents in Katsina state do not seem to encourage their teenagers to participate in sporting activities. It is against this background that this research assessed the parental influence on teenagers' participation in sports in Katsina state.

### **1.1 Statement of the Problem:**

According to Brustad (2010), noted that parents support, encouragement and approval are fundamental to their children's participation and success in sports. Hoyle & Leff (2007) pointed out that parents should assume the roles of motivator, facilitator and even coach in the life of the young children. In these roles parents can provide financial, emotional, and physical support. Therefore, the participation of children in sports has various benefits such as improvements in physical, mental and well-being; the promotion and enhancement of education and life-long learning; the promotion of active citizenship; combating of crime and anti-social behaviours, and economic development

According to the National Policy on Education (1998), section 1, subsection 7: 12, stated that physical education should be emphasized at all levels of education system considering the importance, value and the benefits derived from it by the individuals, society and the nation at large. At the primary school level, physical education is a compulsory subject for all primary school pupils. In junior secondary school, it is a core subject; while in senior secondary school it is an elective subject examinable at the senior secondary school certificate examination, (SSCE).

However, it seems that most parents do not appreciate that sports provide children and teenagers with many opportunities for positive development (physically, mentally, socially, as well as emotionally). Moreover, parents seem to be unwilling to provide sporting equipment, trophies, awards and scholarships to mention a few.

Unfortunately, in Katsina state, the researcher observed that majority of parents engaged their teenagers in skills or vocational training after school hours with the intention to be self- dependent and self-reliant after graduating from skill training. Only few teenagers could be seen participating in sporting activities, especially at evening hours. The dilemma is that excessive pressure from the parents may deny the teenagers the opportunity to participate in sporting activities, which in turn may lead to the perpetration of social vices in the community.

It is against this background that the researcher conducted a study on the parental influence on teenagers' participation in sports in Katsina state.

The study answered the following research questions:

- (1) Do parents provide equipment for teenagers participation in sports programme in Katsina state?
- (2) Do parents provide time for teenagers to participate in sports in Katsina state?
- (3) Do parents provide financial support for teenagers to participate in sports in Katsina state?

### **1.3 Hypotheses:**

The following hypotheses are formulated to guide the conduct of the study:-

#### **Major Hypothesis:**

Parents do not significantly influence teenagers' participation in sports in Katsina state.

#### **Sub-hypotheses:**

- (1) Parents do not significantly provide equipment for teenagers' participation in sports in Katsina state
- (2) Parent do not significantly provide time for teenagers' participation in sport in Katsina state
- (3) Parents do not significantly provide financial support for teenagers participating in sports programme in Katsina state.

### **1.2 Purpose of the study:**

This investigated the parental influence on teenagers' participation in sports in Katsina state, with specific forms on provision of equipment, allowing time for participation in sport and supports funds for teenagers participation in sports.

#### **1.4 Significance of the Study:**

The study would be significance in a number of ways-

(1) The study would be of benefit to the teenagers' as it will gives them opportunity to get the support needed to participate in sporting activities.

(2) The study would enlighten parents on the kind of support needed by teenagers' to effectively participate in supporting sporting activities

(3) The study would be of benefit to the community at large because it is a means of reducing social vices.

(4) This research work would serve as a reference point in conducting similar studies elsewhere.

#### **1.5 Delimitation of the Study:**

This study was delimited to the parental influence on teenagers' participation in sport in Katsina state. The study was also delimited to the provision of equipment, time, financial support and to teenagers of 13-18 years of age.

### **.1.6 Operational Definition of Terms-**

The operational definition was define as following terms are define operationally:

**Sport participation:** engagement /subscribing in any type of sport for fun, fitness or competition.

**Parental influence:** Roles played by parents on teenagers participation in sports.

**Teenagers -:** are youth aged from 13-18 years,

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

The study investigated parental influence in the participation of teenagers in sports in Katsina state. In this chapter, are related issues reviewed to supports the content of the present study and it was done under the following sub-headings:

- Overview of sports and sports participation
- Factors affecting parents involvement on participation in sports
- Parental influence on teenagers participation in sports
- Summary

#### **2.1 Overview of sports and sports participation**

The word sport derived from latin verb disportare, meaning to relax or entertain. The word was widely used in term of play or carefree pastimes (Posma, 1999). Later a shortened form the word, sport was accepted and the meaning attached to it was that of recreation and especially movement in the outdoors. Several meaning for the word sport have evolved over time, however, most are associated with three constitutes elements: play, physical exercise and competition (Zakrajsek, 2009). According to Snyder and Spreitzer (2001), sport is structured and takes place in an orderly manner that is maintained by a set of rules and code of conduct. He added that, sport is goal – oriented in which it is directed toward attaining a goal, in most cases to win or to be the best performer.

Sport participation is when you engage /subscribe in any type of sport. This participation could be through your school, or out of your school. You could be participating in sports activities, clubs, teams, and much more...The goal could be to have fun, compete in contests and other things: Children can develop positive or negative self concept depending on the feedback they receive from the parents regarding their sports ability and participation (Smith & Smoil, 1996).

The frequency of participation encourages players to develop interest and the required skills to participate in a particular sport. This has a great advantage towards child's influence on participation. It is in this vain that the participants tries to source money in order to buy their permanent sporting equipment, like boots, rackets, jerseys etc, this will make them to attend the usual evening training because of the equipment they have possessed. However, some parents also develop a sense of interest on their children's sport participation and encourage them to accomplish their objectives. It is in kind of development that someone develops self-orientation on sports participation. Some parent, when realize that their children are participating in sport; reduce some of their domestic duties so that the children have time to practice in sport camping and sport touring. Fatai (1993) opined that regular participation in sports and physical recreation activities was defined as participation undertaken more than twice a week in the 12 months prior to interview, the survey found there were 4.7 million people (29% of the population) who regularly participated in sports and physical recreation activities. This represented almost half (45%) of all participants. Occasional and infrequent participants numbered 3.7 million and represented over a third (35%) of participants (23% of the population aged 15

years and over). Infrequent, part-year participation was a feature of those in the younger age groups, with 16% of those aged 15-17 and 12% of those aged 18-24 and 25-34 years.

### **2.2.1 Two possible mechanisms were proposed:**

(1) The crowd is able to raise the performance of the home competitors relative to away ones.

b) The crowd may influence the officials to favour the home team.

This type of attitude may influence children to always like to play at home. Thus, their training and practice schedules may not be encouraged and may be decreased from time to time reporting this level of participation.

Volger and Schwartz (1993) expressed further that parents attitude and involvement or lack of it in sports probably influence their children's' choice and participation. Aside, the parental encouragement in choice of sports by the child may also depend on gender of the child (male/female), the age, and physical condition of the parents. They opined that a father who is active and physically fit will play more games with his children and that if the parents are physically incapable of sports participation, then their children might less likely be exposed to as many sports opportunities (Hake, 1978).

Nevertheless, the above premise might not totally hold in the present day Nigeria, This is because it has been established by reputable scholars that children whose parents were not physically taking part in a choice of sports, have cut a sheer determination and self awareness male choices of sports in which they participated and excelled or excelling (Fatoki, 1999). In the ethnic communities where parents like popular sports, such as the game of soccer or snooker it leads to a greater interest and participation in these sports. There is the tendency for a child that grew up in a stadium or similar environment were

weekly league matches are being played to develop an interest in the game of soccer and subsequently choose the sports. So also a child that grows up in a riverine area will obviously choose swimming as his/her sports because that is what he grew up with where the parents reside (Ladani, 1986).

To understand this definition fully, it may be analysed as follows:

“Sport is structured: This definition implies that sport takes place in an orderly manner that is maintained by a set of rules and a code of conduct. Usually there are guidelines to determine aspects such as duration of play, and venue, as well as numbers and gender of participants.

Sport is goal-oriented: All forms of sport are directed towards attaining a goal. In most cases to win or to be the best performer is what individuals or teams are striving towards.

Sport provides young people an opportunity to learn how to compete and how to cooperate with teammates and opponents. Sport especially provides children an opportunity to learn how to cooperate within a competitive context. That is, to be successful in sport, young players must learn how to cooperate not only with teammates but also with the opposing players and the rule structure of the contest, in order for the competition to be optimal. Sport is most challenging when children understand that competitors are not the enemy but are individuals who provide an opportunity for them to challenge themselves in striving towards excellence (Martens, 2010).

**Competition** is a social process whereby individuals or groups compare themselves with others using some agreed-upon criteria for evaluation. The environment, in which a child competes - the social context as described by Sherif (1976), determines whether the effect of the events encountered during the competitive process is positive or negative. Thus,

depending on the circumstances, competition may result in either desirable or undesirable outcomes (Martens, 2010).

## **2.2 Factors affecting parental involvements on participation of teenagers in sports**

The Concise Oxford Dictionary (Fowler & Fowler, 1975) explains the word involve in the following way: “include, comprise, entangled”. Parents are “entangled” in their children’s lives, in more than one way and even more so in their sporting activities. As mentioned earlier, parents appear to have a dual role in youth sport, which can be generally defined under the headings of “socialisation” and “support”. The socialisation function of the parents includes their role in encouraging involvement in sport and the introduction of the child to the values and attitudes associated with sports participation (Rowley, 1993).

For many parents and coaches the young athlete may be a source of vicarious enjoyment and success (Rowley, 1993). Parents report feeling “great pride” and “living out (their) own fantasy” through their child’s sporting endeavors.

Alternatively, observers of youth sport have proposed that when adults become involved in their adolescent child’s sport they have a tendency to place unreasonable demands on the young athlete, following ambitions of their own and placing an excessive emphasis upon winning. With regard to intent and motives of parents, Pereira (2005) adds that many parents try, through their children, to achieve goals that they missed out on in their own childhood. Under these circumstances young athletes learn to fear evaluation from their parents who “watch them like a hawk”, or videotape the whole performance for later analysis. This can result in some young athletes developing unrealistic hopes as feelings

of personal worth become equated with success in sport, and a fear of failure or rejection may result if parental love is perceived to be contingent upon winning (Rowley, 1993).

Wuerth (2003), state that the influence of mothers and fathers in youth sport appears to be benign in the eyes of the involved parent and the recipient athletes. At the same time the self- perception of mothers and fathers is different: mothers see themselves as giving more positive support and being more actively involved in the athlete's sporting activity than fathers do. This might be due to the fact that mothers still feel more responsible for family life and childcare than fathers do.

Fathers tend to be more concerned with giving sport-specific advice to their adolescent children (e.g. pointing out what was bad or telling them how to improve) and push them to train harder and give their best (Wuerth , 2003).Parents can also become emotionally involved, and in some cases, lose proper perspective when they begin to see their young athlete as an investment. According to Murphy (1999), instead of regarding sport as a potentially fun or healthy activity for their children, some parents view it as a means of achieving fame, glory or material rewards. In many instances, the goal may be a scholarship or a professional contract. Another related element, which contributes to parents' emotional involvement in their child's athletic career, is a process that sport psychologists call identification, the intense bond between parent and offspring. Parents who "live vicariously through their children" are guilty of over-identification. They fail to see the importance and value of allowing the child to experience sport on his/her own terms, for his/her own sake. Moreover, the parents' self worth is linked to the child's athletic success (Heinzman, 2002).

Byrne (1993) describes the points of view of coaches on the issue of parental involvement. He claims that discussions with numerous coaches from a wide variety of sports indicate that three distinct points of view exist when it comes to parents and their involvement in sport. First, there are those who welcome and encourage parental involvement. Parents are accepted as a vital element in the teenager's sports process. They are seen as an important human resource capable of reinforcing the views of the coach. Second, there are those who view parental involvement as an inevitable yet at times unnecessary aspect of working with children. Parents are at best an inconvenience, something to be tolerated but certainly not encouraged. Lastly, and by no means least, there are those coaches who believe parents should be excluded from the sporting arena altogether. For these coaches, parents are more trouble than they are worth. The pressure parents exert on their children, and the abuse they give coaches, officials and other parents, may well be why coaches feel this way (Byrne, 1993). Anderson et al. (2003) suggest that when parental involvement is perceived as pressure, sports enjoyment may be adversely affected, and when enjoyment is low, children may not benefit from involvement. While parents may have good intentions, they must consider how their adolescent children perceive their behaviour. Individual personality differences come into play. One child may be encouraged by his/her mother's or father's continuous coaching from the sidelines, while another may be embarrassed or feel criticised. Thus, parents must be aware of how their intentions translate into involvement behaviour. They must also be sensitive to their children's responses and be willing to modify their own behaviour. Niednagel (1992) describes parents as ranging from quiet and encouraging to loud-mouthed and highly critical. Unfortunately, a number of young athletes have poor

adult models in parents and coaches, who instill or tolerate unacceptable behaviour. This behaviour may cause problems at a later stage.

Parents need to be aware of their own behaviour, but also need to exercise extra effort and wisdom regarding their children's behaviour, as this will be unique for every child.

Parents and coaches need to identify those children who are overly intense, and to channel that determination into positive experiences and sportsmanlike behaviour.

Depending upon their brain types, some children are more difficult to raise or coach than others (Niednagel, 1992). Lee (1993) recognises this and adds that the more accepting,

warm and interested parents are towards their children the more confident and positive they will become. But some does not bother to support their teenager's by giving them a

chance to participate in evening training. he added that parents put more emphasis only on academic career. The social context influencing children's participation in sport

consists of the child, the coach, and the family environment (Scanlan & Lewthaite, 1988).

The objective of this study was to provide an in-depth account of the family conditions of young athletes' lives over the periods of time during which progress is made toward high

levels of sport achievement. Children are becoming more and more competitive in the modern society. There are lots of competitions be it in classroom, sports and religious

activities. Always serious parents want to see their children win such competitions (Ladani, 1986)

. In physical education program, an introduction of low level competitions such as relay, tug of war, sprint races, high and triple jumps, sack race/ egg and spoon race, kicking and

throwing far distance can enhance child's motor skills (NTI, 2000). The children's participation in competitive sports has been influenced negatively by various cultures

because of the many roles they tend to dictate to be appropriate for children through custom, belief, moral, societal norms and superstitions. For instance, the influence of religion in some areas, where children in such areas have little or no time to participate in any form of sports whether competitive or recreational (Wuerth 2003).

Katsins state is one of Muslims controlled state; the Islamic culture and tradition do not allow the exposure of body as certain sport outfits tend to depict. The practice tends to limit the number of children for competitive engagements. Since these children may not want to go against their religious and cultural beliefs, a very few number do participate in competitive sports. Parents of course along with other social systems an play an important role by encouraging and expressing the child to go for competitive sports.

Several authors have discussed the importance of parental influence on children's involvement and achievement in sport and other domains (Brustad, 1993). He also conceptualized parents' involvement in their children's participation in sport on a continuum from under involved, to moderate, to over involved, Hellstedt's moderate level of parental involvement describes parents that promote the best interest of their children, even if this means sacrificing personal interests. In a more recent paper, adapted an existing framework of family structure Carter & McGoldric (1989), propose a developmental model of athletes' families. The model suggests a series of stages of family changes in which certain tasks must be accomplished before the next stage can be successfully mastered.

For instance, Hellstedt (1995) suggested that families with young children must emphasize fun and skill development and minimize competitive stress if they want to avoid delays or barriers in the family transition to the next stage of development.

Although theoretical typologies of parental influence in sport such as the ones presented by Hellstedt (1995) are useful, they are not based on in-depth analyses of experiences or insights of various family members.

Power and Woolger (1994) demonstrated that parental support was positively correlated with children's enjoyment and enthusiasm in swimming. Similarly, Brustad (1993) showed that higher parental encouragement was associated with greater perceived physical competence for children. Other studies have shown that parents of committed athletes are usually willing and happy to attend their children's competition or tournaments and are often present at practice sessions. According to VanYperen (1995), reported that parental support acted as a buffer to alleviate performance stress and was not related to parents' marital status (married or divorced) or ethnic background. In sum, a large number of studies have reported the important supporting roles of parents in children's involvement in sport, however few authors have attempted to study the whole family dynamic and how this dynamic is affected by the children's participation in sport.

Another area of research on family influence has focused on the importance of parental modeling on their children's acquisition of positive values, attitudes, and behaviors found that parents served as role models for the sport participation of females but not males. Power and Woolger (1994) found that maternal modeling was related to both boys' and girls' (ages 8 to 14) enthusiasm for swimming, whereas paternal modeling was negatively associated with boys' enthusiasm for swimming. Although parental sport participation may influence their children's engagement in sport, parents can also demonstrate a variety of behaviors not directly related to sport that children can model and transfer to their sport involvement. Howe (1990) suggested that parents and family

members who transmit values of achievements that depend upon learning and practice open up new opportunities for young people. In fact, several studies have shown that parents of committed individuals in various domains tend to espouse values related to the importance of achievement, hard work, success, and being active and persistent.

Eccles and Harold (1991) proposed that parental expectations influence the decision to engage in particular activities, the intensity of effort expended, and children's actual performance level. This hypothesis is supported by research which indicates that children's actual levels of participation in physical activity are related to parents' expectations and beliefs regarding their children's physical competence (Brustad, 1996). Several studies have shown a positive relationship between parental expectations and their children's success and enjoyment of sport (McElroy & Kirkendall, 1980; Scanlan & Lewthwaite, 1985). On the other hand, several other studies have shown that parental expectations can become a source of pressure and stress that can interfere with their children's participation in sport (Weise, & Klint, 1989).

Parents also influence their children's lives through their behavior, both positive and negative. Children often demonstrate behaviors that they observe at home. From the sidelines, parents either encourage their children and other players or berate athletes, coaches, officials and opponents' parents. After a game, the parents' behavior is just as influential. Instead of telling their child what he or she did wrong and making corrections, they can talk about improvements and things that went well. Focusing on effort and trying hard is a positive strategy that keeps athletes motivated for future competitions

If parents aren't able to attend a game, their influence can still be felt when a child comes home. It's so easy to ask, "Did you win?" followed by "Did you play?" as the first thing

out of a parent's mouth. Not very often do athletes hear the words, "What was fun in the game today?" "What did you learn?" A young athlete can easily misinterpret what is important to his or her parents (Weise & Klint, 1989).

The current model of putting winning and personal achievement first takes away from a focus on athlete development. The Citizenship through Sports Alliance (CTSA, 2010), a national coalition, graded youth sports on parental misbehavior and an overemphasis on winning. A "D" was given for the coach for his or her time and effort. If they feel that some serious injustice is done to their child or the team, they will interfere for the purpose of being part of the solution rather than the problem. What can be done? Educating the parents of your athletes is the first step. Invite all the parents to a preseason gathering to provide materials about your program's philosophy, expectations and sportsmanship. (Weise & Klint, 1989). Be upfront and clear about the procedures that you expect to be followed before and after practices and games. Include in the packet information about conduct and sportsmanship at competitions. If you have a zero tolerance policy, make sure that parents understand that it is because you want to protect the coaches, players and officials at all times. At competitions announce and/or post a Code of Sportsmanship using ideas from this sample: "Our athletic department shares a set of values that reflect the highest possible standards of conduct. Our coaches build on these values by aspiring to uphold them and instilling them in our athletes. As a parent of an athlete attending (name of institution) you and your guests are asked to uphold these values as well."

Martens (2010) claims that some parents care too much about their children's sports participation. They meddle, interfere and generally become a nuisance. They are often more than just spectators and supporters. These parents are very concerned about the organisation of programmes, the qualifications of coaches and the progress of their children's skill development. Such parents often conclude that their children's sport experiences must be carefully and thoroughly controlled. (Dike. 2005). The benefits and risks of intensive training and competition in such cases are an additional concern among sport sociologists. At the other end of the scale, there are those parents who do not care enough. They let their children participate without any knowledge or interest in what they are doing. Unconcerned parents neither meet their obligations to their adolescent children nor support those who provide the opportunity for their children to participate, such as coaching staff and administrators

Tammy (2011) conducted a study on the peer group influence on sports involvement of female athletes in Rivers State Secondary Schools of Nigeria. The summary table shows that a total of 2.61 percent of the responses indicated that peers have no significant influence on female involvement in sports among secondary schools' female athletes in Rivers State, as against 47.06 percent and 50.33 percent responses that respectively favoured the peer groups' influence. This study concluded that peer group is an institution, which fills the gap in socialization process. And that peer groups influence female sports involvement among secondary school girls in Rivers State of Nigeria. Based on the results and findings of this study, recommendations' were made among them which were: sports administrators should administer sports that are free from traditional stereotyped roles expected of normal girls and boys at secondary schools

which may stop peer group influence among girls. Females in Rivers State should be allowed to be involved fully in sports like their male counterparts.

There are several factors affecting influence on teenagers participation in sports as follows:

Support is explained as being an “aid, to assist, subsidise, back” ( Reader’s Digest Dictionary, 1988) and to “provide, encourage” (Concise Oxford Dictionary, 1975) Such is the increasing need for support in the form of provision of transport, equipment, professional coaching, dietary control, laundry, and adherence to training, that family life may become centered around the needs of the young athlete to the detriment of other family activities. It is therefore apparent that the ways in which parents support, encourage and become involved is fundamental to their children’s participation and success in sport, whether beneficial or detrimental (Brustad, 1993). Parents often assume the role of motivator, facilitator, even coach in the life of a young athlete. In these roles parents can provide financial, emotional and physical support. Children’s enjoyment and anxiety experienced during participation are related to perceived parental support (Anderson et al., 2003).

### **2.3.1 Encouragement**

To encourage means: “to cheer on; sustain; give support to; urge on, to stimulate” (Reader’s Digest Dictionary, 1988).

Anderson, Funk, Elliot & Smith (2003) suggests that parents can play an important role in the child’s affective experience of extracurricular activities. Parents should encourage their children’s extracurricular involvement, while allowing them to make some of their own decisions regarding activities in which to participate and extent of involvement.

Encouragement can contribute to children enjoying their activities, and enjoyment of participation is probably an important motivator for participation. Children who do not enjoy their extracurricular activities may also be less likely to reap other associated benefits, such as skill development and positive peer interaction.

Martens (2010) explain that when parents hold excessively high expectations for their children, they may lead them to believe that they are capable of doing more than they actually can. teenagers with unrealistically high expectations are often frustrated in sports, for even when they perform at their peak, their aspirations remain unfulfilled.

Sometimes adolescent children have quite realistic expectations, even though their parents may have unrealistically high expectations. This situation is equally destructive to the adolescent's enjoyment of sports. Regardless of how well children perform, it never seems to be sufficient for the parents. This, too, can frustrate children and thwart their motivation to participate. It can also result in children devaluing the worth or the parent's judgment, and hence, the parents themselves (Martens, 2010).

Brustad (2009) points out that, as a consequence of children's reliance on adult sources of information in judging competence, in combination with the typically high levels of involvement of parents in their children's athletic competitions, it is logical to assume that parental behaviours and feedback significantly impact on children's self-concept development during their early years of sport participation.

### **2.3.2 Financial support**

Rowley (2006) explains the supporting role parents play as changes in mealtimes, transportation to and from the training or competition facility, and supplying financial assistance to the extent that it may affect the availability of money for other domestic

needs. Coakley (2013) adds that as expenses increase, parents paying for their children's participation are more likely to see their sponsorship as an "investment" in their children's futures. Juba (2010) comments on the role of the swimming parent, stating that it is certainly an interesting one. Swimmers, because they train from a relatively young age, rely heavily upon their parents for support, both physically, in the form of transporting them to and from the pool, and financially. Concurrently the parents, as a result of the peculiar nature of the average swimming timetable, revolve their lives around their swimming offspring, sacrificing a considerable amount of time in consequence. For a certain span of their lives, swimming dictates the structure of their life-style. As a result of the importance placed upon swimming within the framework of their lives - both in terms of time and financially - an unspoken pressure is immediately placed upon the swimmer (Juba, 2010).

### **2.3.3 Home Advantage**

The most identified causes of how advantage in frequency of sports can be under four factors. These can be the general heading of crowd, skills and officiating roles. The evidence from studies investigating the crowd factor appeared to provide the most dominant causes of home advantage. A number of studies provided strong evidence that home advantage increases with crowd size, until the crowd reaches a certain number after which a home advantage is observed (Nevill, 1999).

### **2.2.2 Personal Factors**

These are factors related to the individual's attitude, temperament, interest, intelligence, emotional state and sociability. Self-orientation on frequency of sports participation influence children. This is because the more you are oriented to particular sports, the

frequency of participation increases. This is the time you will start increasing your participation periods, i.e. from one week to two weeks and so forth (Juba, 2006).

### **2.2.3 Commitment**

This is the total submission of oneself of a course of an activity in order to achieve stated goals and good expectation related to sports participation. In sports there is no way of frequency of participation other than by extensive training, regular practice, and adequate mental and psychological preparation for participation event. If one is not dedicated or committed to a particular sports very little will be achieved (Juba, 2006).

Security and equipment influence children greatly to participate frequently in sports. Training and practices always shaped all skills that are acquired.

### **2.2.4 Parental Vocational Influence**

Parents accept responsibilities for training and caring for an offspring as independent individual. Most parental influence on vocational choice stands as a motivation within all social class. Anikweze (1998) said parental position is believed to be significantly related to teenager's aspiration level, even when social class status is held constant.

A teenager whose parent ranked high on aspiration motives (i.e. held high educational and occupation goals for their children and rewarded good work) tends to have a high aspiration level themselves (Durajaiye, 1980). The specific occupation held by the father exerts a significant influence on career choice of the son, though no daughter always chooses

## **2.3 Parental influence on the teenagers participation in sports**

A study by McCarthy, Jones and Clark-Carter (2008) investigated the sources of enjoyment reported by youth sport participants and found that positive parental

involvement was one of the most frequently reported results by young males and females. This implies that when children in sport perceive parental involvement as positive, they are more likely to enjoy their sporting experience.

Furthermore, in terms of child development, positive parental involvement can help develop important skills such as self-esteem, motivation and social skills. These valuable skills learned from sport have also been shown to transfer and facilitate development in other areas of life, such as school and extra-curricular activities (Jones & Lavalley, 2009). This skill transfer is more effective when the child has a greater self-awareness of their own life skills. Therefore, parents can further assist skill development by encouraging their children to think about what skills they are gaining from sport. The importance of parental involvement is also evident in elite youth sport, for example in football academies. This particular setting is primarily concerned with assisting the development of players to reach a professional standard (Jones & Lavalley, 2009).

In a recent study by Mills, Butt, Maynard and Harwood (2012) conducted semi-structured interviews with coaches to identify factors that influence development in elite youth academy football players. All participants mentioned that parents have one of the most important roles in academy player development. Coaches even suggested there is a positive correlation between parental support and likelihood to progress to professional level (Mack, 2012). Parental support was characterised by not becoming 'over-involved' with their child's development and 'providing emotional and tangible support'. On the other hand, coaches also acknowledged detrimental characteristics that some parents display, for example 'over-inflating player's ego', 'providing inappropriate coaching

advice', 'living vicariously through son', 'mollycoddling their son', and 'putting pressure on son'(Murphy, 1999).

This particular study highlights that, in addition to children, coaches also perceive parents as having an important role in child sporting development. However, supportive behaviours must not become too overpowering, otherwise the success and sporting development of the child could be implicated. Further evidence supporting the negative connotations of becoming over-involved in children's sporting development comes from Gould, Wilson, Tuffey and Lochbaum (1993) they explored the role of reinforcement in sport from the perspective of youth athletes. An important finding from this study explains that parents can unknowingly create a stressful sport environment by placing too much emphasis on winning and too much importance on participation without provision sports equipments. Returning to that parent shouting from the sideline, although they may think this is helpful and a form of encouragement, it is actually more likely to be considered as a hindrance by the child and therefore place additional pressure on them. Malgrzata (2014) conducted a study on Athletes' Perception of Parental Support and Its Influence in Sports Accomplishments (AFEQ). The study found that the high achievers' families differ from the medium- and low-level achievers in five (out of nine) of the studied family environment factors: children as an important value in family life, sport as an important value in family life, parents' involvement in their child's sports career, the overall genetic-environmental conditioning of their child's talent and passion for sports, as well as parents living through their child's involvement in sports.

Mack (2012) conducted a study on family and socioeconomic factors influencing children's physical activity. Seventeen focus groups were conducted with 113, 10–11 year old children from 11 primary schools in Bristol, UK. Focus groups examined: 1) the way parents encourage their children to be physically active; 2) the extent to which physical activity is engaged in as a family; and 3) the types of non-family based physical activities Year 6 children commonly participate in. Participants from all socioeconomic (SES) groups reported that parents encouraged them to be physically active. However approaches differed. Children from middle/high SES schools were assisted through actions such as logistical and financial support, co-participation and modelling. Parents of children from low SES schools mainly restricted their input to verbal encouragement and demands. Participation in family-based activities was reported to be higher in children from middle/high SES schools than children from low SES schools. All SES groups reported time to be a limiting factor in family-based activity participation. Cost was reported as a significant barrier by children from low SES schools. Children from middle/high SES schools reported engaging in more sports clubs and organised activities than children from low SES schools, who reported participating in more unstructured activities or 'free play' with friends. The family is important for encouraging children to be physically active, but families from different socioeconomic backgrounds support their children in different ways. This research suggests that the design of physical activity interventions, which might include working with families, requires tailoring to groups from different socio-economic backgrounds.

The current study was conducted by Emmanuel (2011) examined the influence of parental supportive behaviors and activities when children are involved in community

recreational soccer programs. A sample of 145 parents completed the online survey. Children ranged in age from 3-18 years old and had a mean age of 6.02 (SD= 0.86). Demographic information was gathered and twenty supportive behavior statements with likert-type scales were drawn from four general support categories: Instrumental Support, Communicative Support with Coaches, Communicative Support during Games, and Communicative Support with Child Before and After Games. Results indicated that parents were most likely not to perform Instrumental Support types of behaviors (M=4.55) which included supportive activities such as attending games and practices, purchasing proper soccer equipment, and bringing game snacks. Attending their child's soccer game (M=4.81, SD = 0.39), showing love and affection to the child who is upset and disappointed after a game (M=4.71, SD = 0.47), and purchasing and providing the correct soccer equipment (M=4.70, SD = .053) were the top-ranked parental supportive behaviors. Freely voicing frustration/opinions during the game when disagreeing with a coach's decision (M=1.49, SD = 0.68) was ranked the lowest among all supportive behaviors. The results suggest that the goals parents have for their soccer playing children center around positive social development. Parental actions and behaviors related to visible and verbal encouragement were rated very highly as supportive activities while voicing frustration at coaches, children's teammates, referees and their own children were rated among the lowest. These results may lead to potential collaboration between parents and coaches regarding the development of their players and children.

### **2.2.1 Important of parental influence on teenagers participation in sports**

Sports provide children and youth with many opportunities to grow physically and socially, as well as emotionally. Moreover, physical activities with other children allow

them to build social skills through peer interaction. Many parents are concerned about whether or not to allow their children to participate in team sports and, if so, at what age (Weise & Klint, 1989).

### **Competition**

Sports are useful for teaching youth many important skills. The first of these skills is competition. In today's world, we are surrounded by competition. Adults face competition when they are applying for and keeping jobs, whereas children face competition in academics and sports. Participating in competitive team sports at an early age gives children an opportunity to understand the healthy aspects of competition in a friendly environment. Students of all ages who participate in sports have been found to cope better with competition in other areas of their life (Yan & McCullagh, 2004). Still, highly competitive activity at young ages (5-7 years) for example, being part of teams that travel to competitions may expose children to unhealthy values.

### **Physical Benefits**

Sports also help a child's physical wellbeing. Children who are actively involved in a sport are more likely to describe themselves as being in good physical health than students who do not participate in sports (Piko & Keresztes, 2006). (There is limited research on the risk of injury for young children participating in sports. Also, athletically active youth are more likely to be nutrition-conscious in their food choices than children who are not actively involved in a sport (Pyle, McQuivery, Brassington, & Steiner, 2003).

### **Social Benefits**

While the physical health benefits that sports provide youth are undoubtedly important, the social benefits may be what draw children to sports. Being able to spend time with their friends outside of school is more important to children than knowing they are physically active. Life skill gains through social interaction can be tremendous

Harrison & Naraya (2003) Social interaction in team sports teaches youth to: 1) Associate with their peers; 2) Solve conflict; and 3) Communicate effectively with their peers.

### **Emotional Benefits**

Emotional growth is also important for youth. Sometimes, the emotional development of youth is hindered because of the physical and/or emotional absence of parents. Sports provide youth with opportunities to interact with a caring and supportive adult (Harrison & Naraya, 2003). Adult support outside the family is a major protective factor for high-risk youth. The interaction a child has with his or her coach helps to improve self-esteem as well as lower the chance of depression (Harrison & Naraya, 2003).

Sports team membership can also help increase a child's self-worth, especially when the emphasis is on group or team success, rather than individual achievement. Youth of all ages, including those in high school, are likely to receive an end-of-the-season trophy for participating in the team sport. Receiving a trophy with their teammates is intended to help youth feel a sense of accomplishment, teamwork, and recognition. Sports can be positive and beneficial for children and teenagers, a parent's involvement in the child's sports participation can either be positive or negative. For a child who receives positive attention without pressure from the parent, this can be a good experience. However, a number of youth feel pressured by their parents to become (Harrison & Naraya, 2003) .

We've all seen that one parent on the sideline, shouting out inappropriate comments at the top of their voice that are not only directed at their own child, but often at their teammates, teachers or coaches and the referee. How much does this behaviour influence the sporting experience of their child? How much should the parent be involved? It goes without saying that parents have an important role in the sporting development of their child. However, caution needs to be taken in their approach as parental behaviours can have both positive and negative effects on their child's sporting experience. (Wuerth, 2003).

## **2.5 Summary:**

The concept of sport is structured and takes place in an orderly manner that is maintained by a set of rules and code of conduct. He added that, sport is goal – oriented in which it is directed toward attaining a goal, in most cases to win or to be the best performer. Several authors have experienced the importance of parental influence on children's involvement and achievement in sport and other domains. Furthermore, in terms of child development, positive parental involvement can help develop important skills such as self-esteem, motivation and social skills. These valuable skills learned from sport have also been shown to transfer and facilitate development in other areas of life, such as school and extra-curricular activities. Therefore, parents can further assist skill development by encouraging their children to think about what skills they are gaining from sport. The importance of parental involvement is also evident in elite youth sport, for example in football academies. This particular setting is primarily concerned with assisting the development of players to reach a professional standard.

Sports provide children and youth with many opportunities to grow physically and socially, as well as emotionally. Moreover, physical activities with other children allow them to build social skills through peer interaction. Many parents are concerned about whether or not to allow their children to participate in team sports and provide time for sport participation, provision of financial support, and provision of sports equipments. On the influence, positive parental influence was one of the most frequently reported results by young males and females. This implies that when teenagers' in sport perceive parental involvement as positive, they are more likely to enjoy their sporting experience. So also, Sports provide teenagers' with many opportunities to grow physically and socially, as well as emotionally. Moreover, physical activities with other teenagers' allow them to build social skills through peer interaction. Many parents are concerned about whether or not to allow their teenagers' to participate in team sports and, if so, at what age.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction:**

The study investigated parental influence on teenagers' participation in sports in Katsina state. This chapter, therefore, describe the following; research design, population of the study, sample and sampling technique, data collection instrument, validity of the instrument, reliability of the instrument, data collection procedure and procedure for data analysis

#### **3.1 Research Design**

The research design adopted for this study was ex-post factor research design. According to Steven (1997), ex-post-factor means 'after the fact' or retrospectively. This type of research has been observed to determine the cause and effect of something. Thomas & Nelson ( 2005 ) further added that this is a type of descriptive research associated with certain occurrences, outcomes, conditions or types of behavior, by analyzing past events or already existing conditions. It is normally used to assess the feelings of people about certain practices and can be expressed in terms of opinion or physical observation.. Therefore, the use of the ex-post factor research design was suitable for this study, because it investigated the parental feeling and opinions' about their influence on teenagers' participation in sport in Katsina state.

### **3.2 Population of the study**

The population of this study comprised the entire youth in Katsina state with population of 1,103,655 teenagers, according to the (National Population Commission, Katsina of 2006 head counts).

### **3.3 Sample and sampling technique**

The sample size of this study was 384 respondents in Katsina state. According to Amburg (2010), in any population above 1,000000, a sample of 384 is sufficient enough to be used as a sample for this kind of population.

The researcher used the multi-stage sampling procedure: Stage 1 the state was stratified into 3 based on the senatorial districts of the state (Katsina, Daura and Funtua) and the researcher selected 2 local government areas from each of the senatorial district through simple random sampling technique by writing their names on pieces of paper and assigning (2) individuals for each senatorial district to pick on their behalf. Therefore, Daura, Katsina, Funtuwa, Batsari, Sabuwa and Sandamu local governments are picked as the sample of the study.

Stage 2: At this stage, proportionate sampling technique of equal distribution was used to select respondents from each of the local governments selected for the study. Therefore, Katsina has 98, Daura, 69, Funtua 69, Sandamu, 42 respondents, Batsari, 64 and Sabuwa, 44.

Table of local governments, population and sample of the respondents

S/N	Local Governments	Population of teenager's	Sample
01	Daura	25,750	69
02	Katsina	36,427	98
03	Funtua	25,781	69
04	Sandamu	15,681	42
05	Sabuwa	16108	44
06	Batsari	23,802	64
Total	6	143, 549	386

Stage 4: Respondents from each local government were selected based on the availability sampling technique.

### **3.4 Data Collection Instrument**

The instrument for data collection was a self-developed questionnaire of the Likert scale type named Parental Influence on Teenagers' Participation in Sports in Katsina State (QPITPS). The questionnaire was divided into four sections: Sections A, the Demographic information of the respondents; while Section B consist of 4 items that sought information on the provision of sports and facilities for teenagers, section C consist of 4 items on the Provision of enough time for the teenagers to participate in sports while section D comprised 4 items sought information on the provision of fund for teenagers' to participate in Sports.

### **3.5 Validity of the Instrument**

The questionnaire was validated by three experts in the Department of Physical and Health Education, Bayero University, Kano for content validity. Their comments, criticisms and suggestions were incorporated in the final copy of the questionnaire to the satisfaction of the supervisor before administration.

### **3.6 Reliability of the Instrument.**

To obtain the reliability of this instrument, a pilot study was conducted with teenagers from the Gwale local government area of Kano state. A split half method was adopted in which the test was divided into 2 equal halves usually by making even numbered items, odd numbers items on the other half, and the two halves were correlated using Spearman Brown Prophecy formula. A reliability index of 0.72 was obtained, which confirmed the reliability of the instrument for usage.

### **3.7 Data collection procedure**

An introductory letter obtained from the Head of Department of Physical and Health Education, Bayero University, Kano was presented to the School Principals seeking permission to administer the questionnaire in the study areas. Three hundred and eighty six (386) questionnaires were administered to the respondents by the researcher with the help of 6 research assistants, but only 361 were dully completed and returned for analysis. The exercise lasted three weeks.

### **3.8 Data Analysis**

Frequency count and percentage was used to summarise and describe the demographic information of the respondents while chi-square ( $\chi^2$ ) was used to test the formulated hypotheses at the 0 .05 level of significance.

## CHAPTER FOUR

### RESULT AND DISCUSSION

#### 4.1 Introduction

This study investigated parental influence on teenagers' participation in sports in Katsina state. This chapter contains the results and discussion emanating from the findings which are presented below:

##### 4.1.1 Results

**Table 4.1.2 Demographic information of the participants**

Variable	Frequency	Percentages
<b>Daura</b>	<b>69</b>	<b>18.18%</b>
<b>Katsina</b>	<b>98</b>	<b>25.52%</b>
<b>Funtuwa</b>	<b>69</b>	<b>18.18%</b>
<b>Sandamu</b>	<b>42</b>	<b>10.93%</b>
<b>Batsari</b>	<b>64</b>	<b>16.71%</b>
<b>Sabuwa</b>	<b>44</b>	<b>11.46%</b>
<b>Total</b>	<b>386</b>	<b>100%</b>

Table 4,1..2 revealed that 69 (18.18%) respondents are from Daura, 98 (25.52%) respondents are from Katsina, 69(18.18%) respondents from Funtua, 42 (10.93%) respondents are from Sandamu, 64(16.71%) respondents are from Batsari and 44 (11.46%) respondents are from Sabuwa.

### Hypotheses testing

Hypotheses formulated and tested are as presented below:

Parents do not significantly influence the provision of sports equipment for teenagers' participation in sports in Katsina state

**Table 4.1.2**  $\chi^2$  summary on parental influence on the provision of equipment for teenager's participation in sports

---

Variable	Agree	Disagree	Total	df	$\chi^2$ Value	Probability
FO	79	282	361	1	3.841	.0001
FE	180.5	180.5				

---

$\chi^2= 3.841$  df 1,  $P \leq 0.05$

Table 4.1.2 above shows that 79 (21.88%) of the respondents agree that parents provide equipment for teenagers' participation in sport while 282 (78.10%) of the respondents disagreed. The statistical computation indicated was  $\chi^2$ , 114.152 df 1,  $P < 0.05$ . Therefore, the null hypothesis is accepted. Going by the pattern of the responses, it means that over 70% of parents do not influence the provision of equipment for the teenagers' participation in sporting activities in Katsina state.

Hypothesis 2 Parent do not significantly influence the provision of time for teenagers' to participation in sport in Katsina state

**Table 4.1.3**  $\chi^2$  summary on the parental influence on the provision of time on teenagers' participation in sports

Variable	Agree	Disagree	Total	df	$\chi^2$ Value	Probability
FO	38	329	361	1	3.841	.0001
FE	180.5	180.5				

$\chi^2 = 3.841$ , df 1,  $P \leq 0.05$

The table 4.1.3 above shows that 38 (10.52%) of the respondents agree that parents provides time for teenagers participation in sports while 329 (91.14%) of the respondents disagreed. The statistical computation indicated that  $\chi^2 = 3.841$  df 1,  $P < 0.05$ . Therefore, the null hypothesis is retained, going by the pattern of the responses, it means that over 90% of parents do not provide time for the teenagers' to participate in sports in Katsina state.

Hypothesis 3 Parents do not significantly influence the provision of financial support for teenagers' participation in sports in Katsina state.

**Table 4.1.4**

$\chi^2$  summary on participating of teenagers in sport competition

Variable	Agree	Disagree	Total	df	$\chi^2$ Value	Probability
FO	25	336	361	1	267.925	.0001
FE	180.5	180.5				

$\chi^2 = 3.841$  df 1,  $P \leq 0.05$

Table 4.1.1 above shows that 25 (6.93%) of the respondents agree that parents allow teenagers' participation in sport competition while 326 (90.30%) of the respondents disagreed. The statistical computation indicated that  $\chi^2$  3.841 df 1,  $P < 0.05$ . Therefore, the null hypothesis is retained. Going by the pattern of the responses, it means that over 90% of parents do not provide financial support for teenagers' participation in sports in Katsina state.

### **Discussion**

Outcome of the study in table 4.1.21, revealed that parents do not significantly influence the provision equipment for the teenagers' to participate in sporting activities. This study is in line with that conducted by Emmanuel (2011), who examined the influence of parental supportive behaviors, and activities when children are involved in community recreational soccer programs. He added that the results indicated that parents were most likely not to perform instrumental support types of behaviors which included supportive activities, such as attending games and practices, purchasing proper soccer equipment and bringing game snacks or attending their children's soccer game.

This is also in line with the study conducted by Mack (2012) on parental / family influence on children's participation in sporting activities in U. S. A. The researcher stated that children from middle/high SES schools were assisted through actions, such as logistical and financial support, co-participation and modeling. Parents of children from low SES schools mainly restricted their input to verbal encouragement and demands. Participation in family-based activities was reported to be higher in children from middle/high SES schools than children from low SES schools. This is also in line with the study conducted by Lochbaum (1993) on the role of the provision of equipment in

sport from the perspective of youth athletes. He explains that parents can encourage sports performance in sport environment by providing equipment for teenagers to be fully participating in sport competitions. A recent study conducted by Mills, Butt, Maynard and Harwood (2012) on parental involvement on their children participation in sports in Malaysia, reported that parents have one of the most important roles in academy development of coaches. They even suggested there is a positive correlation between parental support and the likelihood for the children to progress to the professional level.

Outcome of the study table 4.4.3, revealed that parents do not provide enough time for the teenagers to participate in sports. The finding of this study is in line with the study conducted by Lee (1993), who stated that the more accepting, warm and interested parents are towards their children, the more confident and positive they will become. But some do not bother to support their teenagers by giving them a chance to participate in evening training. He added that parents put more emphasis only on academic careers. The finding also corroborates Birchwood (2008) investigating family sporting influence on their children. He found strong evidence that family cultures have influence on evening training. Indeed, it was clear that the parents held specific goals in relation to their children's sports participation, and employed a set of strategies and practices in order to achieve such goals. These goals, strategies and practices were shaped by the parents' developmental histories, as well as their current relations with other parents. This is also in line with the study conducted by Stewart (2014) on the longitudinal association between sports participation and parent-reported health-related quality of life (HRQOL) in children. He stated that children who commenced participation after 8 years of age and children who dropped out of sports before reaching 10 years of age. Children who

participated in both team and individual sports in evening or team sports alone had greater HRQOL compared with children who participated in individual sports alone. The benefits of sports participation were strongest for girls.

This study also supports the earlier one conducted by Bridge (2012) on the influence of parents' activity level of young children in Burundi. He stated that overall, 63% of children do not participate in organised school sporting activities, only a small portion from well buoyant families participate fully in schools sporting activities. Lee (1993) recognises this and adds that the more accepting, warm and interested parents are towards their children the more confident and positive they will become. But some do not bother to support their teenagers by giving them a chance to participate in evening training. He added that parents put more emphasis only on academic careers. The social context influencing children's participation in sport consists of the child, the coach and the family environment

Outcome of this study in table 4.2. 4 also show that parents do not provide financial support for teenagers to participation in sports. This study is in line with the study conducted by William (2014) on the impact of youth sport participation in the U S A in which he stated that combined participation in the four most-popular U.S. team sports, such as basketball and soccer, decline in youth sports participation could bear long-lasting consequences. "It is much more likely," he says, "that someone who is active in their childhood is going to remain active into their adulthood, for instance, due to the influence of religion in some areas, children have little or no time to participate in any form of sports whether competitive or recreational. This study is also in line with the study conducted by Chandi (2013) on the inhibiting factors influencing children

participation in school sport. The finding revealed that parental influence is a significant inhibition factor to children participation in schools sporting activities.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

The chapter presented the summary, conclusion and recommendation were made in study

#### 5.1 Summary

This study investigated parental influence on teenagers' participation in sports in Katsina state. To achieve this purpose, three research questions and one major with three sub-hypotheses were formulated to guide the study. Expost-factor research design was adopted for this study, the population comprised all the teenagers of Katsina state while the sample of the study was 386 selected through multi-stage sampling technique. Data was collected using a self- developed questionnaire designed on a Likert scale format. The researcher, with the help of 6 research assistants, administered 386 copies of questionnaire to the respondents and 361 copies were duly completed and returned. Frequency counts and percentage were used to organise and describe the demographic data of the respondents, while the  $\chi^2$  statistics was used to test the formulated hypotheses at the 0.05 level of significance.

The findings of this study revealed that:

1. Parents do not provide equipment for teenagers' participation in sporting activities in Katsina state
2. Parents do not provide time for the teenagers' to participate in sports in Katsina state

3. Parents do not provide financial support for the teenagers' to participate in sports in Katsina state

## **5.2 Conclusion**

Based on the findings of this study, it was concluded that parents were lukewarm and indifference to the participation of teenagers in sports in Katsina state.

## **5.3 Recommendations**

Based on the findings of this study, the following recommendations are made:

- 1 Government to enlighten parents on allowing their children to participate in sports and device means of encouraging athletes at this level through scholarship to those participating in sports.

## REFERENCE::

- Amburg, S. (2004). *Research Methodology and Statistic in Behavioural sciences*, New Jersey, USA, Haddy, Ltd
- Amuchie, R. (2005). How children see success and failure. In M. Lee (Ed.), *Coaching children in sport. Principles and practice*. (pp. 122-133). London: E and FN Spon. "Biography. ms". (s.a.). [Online] Retrieved from World Wide Web: <http://swimming.biography.ms/> 102
- Anderson, J.C., Funk, J.B., Elliot, R. & Smith, P.H. (2003). Parental support and involvement in children's participation activities: Relationships with amount of involvement and affective experience of participation. *Applied Developmental Psychology*, 24, 241-257. Retrieved from Science Direct database.
- Anikweze G. (1998) Providing sports psychology services to families. In: Dosil J. (ed.), *The sports psychologist's handbook: a guide for sports-specific performance enhancement*. Wiley & Sons, New York Chapter 3, 39-61.
- Barnes, S. & Ramsay, A. (2001). Children's participation in sporting activities in relation to parental sport involvement: . *Journal of Sport Behavior*, 22, 591-601. Retrieved from Academic Search Premier database.
- Beets, M.W, Cardinal, B. J., & Alderman, W. (2010). Parental involvement and support on participation of physical activity-related behaviors of youth: A review. *Health Education & Behavior*, 37(5), 621-644. doi: 10.1177/1090198110363884
- Birchwood, H. (2008). How much Physical Activity do Children Need? Centers for Disease Control and Prevention. *J Sport Behav*, 1991, 14 (1), 3-18.
- Bridge, B. (2012). Influence of parents' physical activity levels on activity levels of young children. *Journal of Pediatrics*, 118(2), 215-218.
- Brustad, B. (2010). Attraction to physical activity in urban school children: parent socialization and gender influences. *Res Q Exerc Sport*, 67 (3), 316-323.
- Brustad, R..J. (1993). *who* will go out and play? Parental and psychological influences on children's attraction to physical activity. *Pediatric Exercise Sciences*, 5: 210-223.
- Brustad, B. (1998). Parental and peer influence on children's psychological development through sport. In F.L. Smoll & R.E. Smith (Eds.), *Children and youth in sport. A Biopsychosocial Perspective*. (p112-124).

- Burgess D.J., Naughton, G. A., (1999). Parental influence on children's participation in soccer competitive *Pediatric Exercise Science*, 11, 44–62.
- Burton, D. & Martens, R. (1986). Parental influences on physical activity in children: An exploration of potential mechanisms. *Pediatric Exercise Science*, 15, 19-33.
- Byrne, T. (1993). Sport: it's a family affair. In Lee, M (Ed.), *Coaching children in sport. Principles and practice*. (39-47). London: E and FN Spon. 103
- .Chandi, F. (2013). Family Socialization, Gender, and Sport Motivation and Involvement. *Journal of Sport & Exercise Psychology*, 27(1).
- Coakley, J. Coakley, Donnelly, M. & Landry, G. (1993). The good father: parental expectations and youth sports. *Leisure Stud*, 25 (2), 153-163, doi:10.1080/02614360500467735.
- Coakley, J. (1993). Early adolescent perceptions of parental pressure in the sports environment. *J Sport Behav*, 1990, 13 (3), 135-144.
- Davis, K. (2000). Evaluating a model of parental influence on youth physical activity. *American Journal of Preventative Medicine*, 25(4), 277-282.
- Dempsey, C. Kimiecik, N. & Horn, W. (1993). Influence of parents' physical activity levels on activity levels of young children. *Journal of Pediatrics*, 118(2), 215-218.
- Dike, N. (2005) Die adolessent. Sy ontwikkeling en ontwikkelingstake. Stellenbosch: Universiteits- uitgewers.
- Durajaiye, O. (1980). Learning to be a world-class tennis player. In: Bloom B.S. (ed.), *Developing talent in young people*. Ballantine Books, New York , 211-269.
- Eccles, B. & Harold V. (1991). Children and Youth in Competitive Sports. Guidelines for teachers and parents. *Educational Activities Inc*: Freeport, New York.
- Elleson, V.J. (2003). Factors in influencing the role of parents on female adolescents participation on competitive age group swimmers. *Sociology of Sport Journal*, 12:111-129.
- Emmanuel, D. (2011). Parental and psychological influences on children's participation to sporting activity. *Pediatric Exercise Sciences*, 5: 210-223.

- Engelbrecht, J.C.K., Kok, J.C. & Van Biljon, S.S.(1986). Parental roles on intensive training of participation in youth sporting activities. In B. R. Cahill and A. J. Pearl (Eds.), *Today. San Francisco, CA: Jossey-Bass Publishers* ( 77-94)
- Fatai, O. (1993). The schedule has been tough but we think it's worth it": the joys, challenges, and recommendations of youth sports parents. *J Leisure Res*, 40 (4), 505-530.
- Fatoki, L. (1999). Relationship between anxiety, selfconfidence, and evaluation of coaching behaviours. *The Sport Psychologist*, 6(4): 344-357.
- Foldersi, J. (2010). Parental correlates of physical activity in a racially/ethnically diverse adolescent sample. *Journal of Sports Medicine and Physical fitness* 5(3) 102-107.
- Fowler, H. W. & Fowler, F. G. ( 1975). *Concise Oxford Dictionary of Current English*, Oxford: Oxford University Press.
- Gerber, E.W. & Morgan, W. (2002). Parental influence in youth sports: facts, myths, and videotape: Social issues. Parks and Recreation [Online] Retrieved from World Wide Web: <http://www.findarticles.com>
- Gilroy, S. (1993). Parental involvement and support, the key to youth performance in sporting activities. [Online] Retrieved from the World Wide Web: <http://www.eteamz.com/soccer/pills/letter.htm>
- Goldenring, J. (2004). Parental influences on young participants in sporting activities in Nigeria, In E.W. Brown & C.F. Branta (Eds.), *Competitive Sports for Children and Youth: An Overview of research and issues. Champaign, Illinois: Human Kinetics Books*.
- Gorret, W. (2005). Going for gold: understanding talent development through the lived experiences of US female Olympians. *J Adult Dev*, 13 (3-4), 124-136, doi: 10.1007/s10804-007-90-21-8.
- Gould, N. Wilson, A. Tuffey S. & Lochbaum, j. (1993). A look through the rear view mirror: developmental experiences and insights of high performance athletes. *Talent Dev Excellence*, 2 (2), 149-164.
- Getso, A. M. & Njidda, M. (2013). Health Protection of Olympic toward Athleths 244-251.
- Hake, S. C. (1978). Predictors of attainment in rhythmic sportive gymnastics. *Journal of Sport Medicine and Physical Fitness*, 33(4): 367-377.

- Hamstra, K.L., Cherubini J.M., Swanik C.B., (2011). Athletic injury and parental pressure in youth sports. *Athlet TherToday*, 7 (6), 36-41.
- Harrison, M, W. & Naraya, S. (2003). Physical activity parenting measurement and research Challenges, explanations, and solutions. *Childhood Obesity*, 9(1), 103-109.
- Heinzman, R. ( 2002). Supported or pressured? An examination of agreement among parents and children on parent's role in youth sports. *J ounalSport Behav*, 31 (1), 64-80.
- Hellstedt, M. (1995). Giftedness and talent in sports. In: Shavinina L.V. (ed.), *International Handbook on Giftedness*. Springer Science & Business Media B.V., Dordrecht Chapter 37, 751-791, doi: 10.1007/978-1-4020-6162-2.
- Horn, T. S.& Shurin (1996). Family influences on child's sports and physical activity participation, behavior, and psychosocial responses. In: Tenenbaum G., Eklund R.C. (eds.), *Handbook of sports psychology*. 3rd ed. Wiley, Hoboken, New York , 685-711.
- Howe, L. (1990). *the Cheers and the Tears: A Healthy Alternative to the DarSide of Youth Sports Today*. San Francisco, CA: Jossey-Bass Publishers
- Hoyle, R. & Leff, S.S. (1997). The role of parental involvement in youth sport participation and performance. *Adolescence*, Spring, 32(125): 233–244.  
<http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>  
<http://www.nlm.nih.gov/medlineplus/ency/article/002059.htm>. Human Kinetics Publishers.
- Igbanugo, W. (2006). Family Socialization, Gender, and Sport Motivation and Involvement. *Journal of Sport & Exercise Psychology*, 27(1).121-131.
- Jones J. & Lavallee, R. (2009). This Withdrawal from competitive youth sports: a retrospective ten-years study. *J SportBehav*, , 25 (2), 145-163.
- Juba, N. (2010). *The requirements of competitive swimming - the effect on children: a coach's perspective*. In G. Gleeson (Ed.), *The growing child in competition sport*. (172-178). London: Hodder and Stoughton.
- Kimiecik, J.C. Horn, T.S. & Shurin, C.S. (1996). Differences in motivation for sport and exercise and their relations with participation , *Journal of Sport Behavior*. Cited in 49 *Research Quarterly for Exercise and Sport*, 67(3): 324 –336. 107

- Kimiecik, J. C. Horn T. C. & Shurin, C. S. (1996). The influence and attitude on parents towards youth Participation in sporting activities European Perspectives on *Exercise and Sport Psychology*. Stuart J. H. Biddle ed. p. 26–49.
- Ladani, B. A. (1986). Influence associated with youth development in high performance sport. In B. R. Cahill & A. J. Pearl (Eds.), *Intensive participation in children's sport*. (95-126). Champaign, IL: Human Kinetics.
- Leff, M. (2007). The Musicians' Family Environment Questionnaire as a method for diagnosis of music development. In: Limont W., Świetlikowska J. (eds.), *Giftedness - Talent - Creativity* [in Polish]. UMK, Toruń 2, 57-71.20-21: 23-31. *Adolescent Health*, 30,(4), 253-261.
- Lee, M. (1993). Growing up in sport, In M. Lee (Ed.), *Coaching children in sport. Principles and practice*. 91-105). London: E and F. N. Sport.
- Lingo, P. & Owowro, D.(2006). Pathways Linking Perceived Athletic Competence and Parental Support at Age 9 years to teenager's Physical Age 19 years. *Research Quarterly for exercise and Sport*, 77, 23-31.
- Mack, B. (2012). *International handbook of research and development of giftedness and talent*. Oxford Pergamon Press,.
- Martens, R. (2010). Helping children to become independent, responsible adults through sport, In *The Growing child in Competitive Sport: Proceedings of the Second International Congress of the British Association of National Coaches*. Cardiff. 108
- Martindale, R.J.J., Collins, D., Wang, J.C.K., McNeill, M., Lee, K.S., Sproule, J. et al., (2010). More Than Just Play: parental Influence and children's Sport Involvement. *Sociology of Sport Journal*, 25, 538-559.
- McCarthy, P. J. Jones, M. & Clark-Carter, D. (2008). A qualitative study of sports enjoyment in the sampling years. *Sport Psychologist*, 21 (4), 400-416.
- McElroy, N. & Kirkendall, B. (1980). Human Development. Hull & James, J. New York: McGraw- Hill Book Company.
- Mills, J Butt, G. Maynard, F. & Harwood, N. (2012). Searching for the stars. *J SportSci*, 18, 655-656.
- Murphy, S. (1999). *The Cheers and the Tears: A Healthy Alternative to the Dark Side of Youth Sports Today*. San Francisco, CA: Jossey-Bass Publishers.
- National policy on education (1998). *Sportparent*. Champaign, I.L.: Human Kinetics

- National Population Census (2006). Nigerian Head counts,
- National Teachers Institution (NTI, (2000). Title IX and gender equality. *Journal of the Philosophy of Sport*, 21 (4), 400-416
- Niednagel, J.P. (1992). *Your key to sports success*. California: Laguna Press.
- Nevill, K. (1999). Attraction to physical activity in urban school children: parent socialization and gender influences. *Res Q Exerc Sport*, 1996, 67 (3), 316-323
- Njidda M & Getso A. M. (2013). Implementation of school sport Programmes to Olympic Games proceeding of the 43th Annual National Conference of the Nigerian Association for Physical Health Education recreation sports and dance ‘ 235-257
- Orji, A.& Amkaze, E. (1988). How parents influence on teenagers’ sport participation development: qualitative narratives. *J Clin Sport Psychol*, 4 (1), 69-92
- Passer, M.W. & Scanlan, T.K. (2000). Familial Aggregation of parent’s on their children during participation in Physical Activity. *Research Quarterly for Exercise and Sport*, 62, 384-389.
- Passer, M.W. (1982). *Psychological stress in youth sports*. In R.A. Magill, M.J. Ash & F.L. Smoll (Eds.), *Children in sport*. (2nd 153-177). Champaign, I.L.:
- Pereira, B. (2005). Motivational, emotional, and cognitive determinants of child ’s age-readiness for competition. In: *Smith F.L., Smoll R.E. (eds.), Children and youth in sports: a biopsychosocial perspective*. Kendal Hunt Publishing, Dubuque 83-103.
- Petchers, M.K., Hirsch, E.Z. & Bloch, B.A. (1987). The impact of parent participation on the effectiveness of a heart health curriculum. *Health Education Quarterly*, 14: 449-460.
- Piko, F. & Keresztes, M. (2006). *Social Epidemiology*. New York City: Oxford University Press.
- Power, H. & Woolger, C. (1994). Psychological stress in youth sports. In R.A. Magill, M.J. Ash & F.L. Smoll (Eds.), *Children in sport*. (2nd ed., 153-177). Champaign, I.L.: Human Kinetics Publishers

- Posma, B. (1999). The influence of the family in the development of teenagers' in sports. *Sport Psychologist*, 1999, 13 (40), 395-417.
- Pyle, V. McQuiverty, C. Brassington, N. & Steiner, W. (2003). Elementary schoolchildren's perceived competence and physical activity involvement: The influence of parents' role modelling behaviours and perceptions of their child's Competence. *Psychology of Sport and Exercise*, 6, 381-397.
- Reader's Digest Dictionary, (1988).
- Rowley, F. (1993). Perceived characteristics of sports categorized as gender neutral, feminine and masculine. *Journal of Sports Behaviour*. 24: 377-394.
- Sallis B. & Nader, J. (2001). Parental support the key to peak performance. Coaching letter for parents. [Online] Retrieved from the World Wide Web: <http://www.eteamz.com/soccer/pills/letter.htm>
- Scanlan, S & Lewthaithe, W. (1988). Sports involvement: A conceptual goal and some consequences thereof. In: *GS Kenyon* (Ed.): *Aspects of Contemporary Sport Sociology* Chicago: Athlete Institute, . 66-72.
- Sherif, A. (1973). Determinants and consequences of children's competitive stress. In *F.L. Smoll, R.A. Magill & M.J. Ash* (Eds.) *Children in Sport*. (3rd ed., pp. 203-227). Champaign, I.L.: Human Kinetics.
- Smith, N. & Smoil, C. (1996). Talent in sports: significant others in the career of top-level Dutch athletes. In: Katzko M.W., Mönks F.J. (eds.), *Nurturing talent. Individual needs and social ability. Van Gorcum, Assen* 43-57.
- Snyder, G. & Spreitzer, Y. (2001). the influence of the family in the development of talent in sports. *Sport Psychologist*, 13 (40), 395-417.
- Steven, D. (1997). *Introduction to Research Design and Statistics in Nigeria*, Abimbola Printing Press,
- Stewart, A. (2014.). Hugs or shrugs: Parental and peer influence on continuity of involvement in sport by female adolescents. *Sexroles*, 20:397-412.
- Tammy, W..(2011). Dynamic relations between parents' behaviors and child's motivational beliefs in sports and music. *Parenting: Science and Practice*, 10 (2), 97-118,
- Thomas, M. & Nelson, J. ( 2005 ). *Introduction to Research Design and Statistics in Nigeria*, Abimbola Printing Press
- Udoh, D. (2012). Family and home influences on children's after-school and weekend physical activity, *European Journal of Public Health*, 23(5), 35-41

- VanYperen, V. (1995). the athlete burnout syndrome: a practitioner's guide. *New Zeal J Sport Med*, 31, 4-9.
- Volger, C. & Schwartz, S. ((1993). Factors in withdrawal from youth sports: a proposed model. *J Sport Behav*, 14 (1), 3-18.
- Weise, M. & Klint, R (1989). Parents and youth sports: the good, the bad and why we need them. *Parks and Recreation, Research Update*. [Online] Retrieved from the World Wide Web: <http://www.findarticles.com/> .
- William, R. (2014). Factors in influencing the process of withdrawal by female adolescents from the role of competitive age group swimmers. *Sociology of Sport Journal*, 12:111-129.
- Wuerth, K. (2003). How parents influence junior tennis players' development: qualitative narratives. *J Clin Sport Psychology*, 4 (1), 69-92.
- Yan, V. & McCullagh, N. (2004). The relation between perceived parent-created sports climate and competitive male youth hockey players' good and poor sports behaviors. *J Psychol*, 142 (5), 471-495.
- Zakrajsek, N. (2009). Like mother like child: three generations' patterns of exercise behavior. *Families Systems Health*, 25 (4), 419-434, doi: 10.1037/1091-7527.25.4.419

## APPENDIX II

### QUESTIONNAIRE ON PARENTAL INFLUENCE ON TEENAGERS PARTICIPATION IN SPORTS IN KATSINA STATE

Please tick ( ) the column against each statement that is most applicable.

#### SECTION A:

Demographic Information of the Respondent

**(1) Status:**

**(2) Age:**

The following statements are based on modified likert scale relating to the likely the influence of stress by Premier League clubs.

Please tick ( ) against each statement that best describe your feelings:

Strongly Agree	-	SA
Agree	-	A
Undecided	-	UN
Disagree	-	DA
Strongly Disagree	-	SD

<b>Section B <u>Provision of sports equipment</u></b>		SA	A	UN	DA	SD
(1)	Parents provide adequate equipment for teenagers sports participation					
(2)	Parents provide equipments for teenagers to participate in sports					
(3)	Parents encourage teenagers to maintain the equipment provided to them for sports participaton					
(4)	Parents give maximum support to teenagers' to maintain the kits provided for sport participation.					
(1))	<b><u>Section C Provision of time for sports Participation</u></b> Teenagers are given much time to play various games within their reach.					
(2)	Parents encourage their Teenagers to participate in sports competition..					
(3)	Parents make evening time free for teenagers to participate in sports.					

<b><u>Section D Provision of financial support for sports participation</u></b>						
(1)	Parents give money to their teenagers to buy sporting equipment of their choice.					
(2)	Parents provide transport fair for teenagers to participate in sports					
(3)	Parents give money for teenagers to pay their clubs dues when the need arises.					
(4)	Parents provide money to teenagers' for feeding and other miscellaneous expenses during competitions.					