

Contemporary Issues in Sport Science Management & Health Promotion.

Published by Department of Physical and Health Education, University of Maiduguri, Nigeria



Editors
A. Balami & O. A Adegbesan

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CHAPTER 16

INFLUENCE OF ACTIVE SPORTS PARTICIPATION ON JUVENILE DELINQUENT BEHAVIOUR MODIFICATION OF SECONDARY SCHOOL STUDENTS IN LAGOS STATE.

OGUNSEMORE, Macpherson Akindele - Ph.D

ABSTRACT

Objective: The study was carried out to determine the influence of active sports participation on juvenile delinquent behaviour modification of secondary school students in Lagos State.

Methods: Descriptive survey research design was used. Four research hypotheses were formulated and tested in the study. A sample size of 600 respondents were selected and used for the study through a simple random sampling technique. The instrument used for the study was a self developed and validated questionnaire with reliability coefficient of 0.79. The descriptive research method was used for the study. The inferential statistics of Chi-Square (χ^2) was used to test all hypotheses at 0.05 alpha level of significance.

Results: The research findings of the study revealed that sports participation experience, type of sports played, coaching style adopted in the training of the students and sports environment in which students train and compete influenced juvenile delinquent behaviour modification of secondary school students.

Conclusion: The study recommended that students should be encouraged to actively participate in intramural, extramural and interscholastic sports' programme to shape their behaviour and modify juvenile delinquent tendencies. Sports events and programmes should be organized in a well monitored setting, conducive enough to reduce juvenile delinquent tendencies.

Key Words: Coaching style, Juvenile delinquent behaviours, Sports environment, Sports participation

Introduction

Background of the study

In recent years in Nigerian communities the antisocial behaviour as exhibited by the young adolescents who are school aged is on the increase culminating into more criminal crimes. Repeated violent offences by these sets of students do rear its ugly heads and are prominent when schools are involved in sports competitions or championship. Juvenile delinquent behaviours which are mostly disruptive are committed typically by young adolescents below 18 years of age. These sets of children commit an act that otherwise would have been charged as a crime if they were an adult.

Juvenile crimes range from status offenses such as; underage smoking which are usually perpetrated in groups, to property crimes and violent crimes. Hartman and Kelly (2013) in their assumptions said that juvenile offending can be considered normative adolescent behaviour. This is because most teenagers of secondary school age tend to offend by committing non violent crimes, only once or few times and only during adolescence. It has been found out that violent offending is likely to lead to later and more violent offenses if not curbed or modified. When this happens the offender often display antisocial behaviour even before reaching adolescent.

The young adolescents in our contemporary societies are now more committed to criminal activities such as street fighting, sex crimes, serious aggressive behaviour towards others, truancy, stealing and other juvenile behaviours are becoming uncontrollable. The school has the required tool in behaviour modification and correction of the students but all the efforts have shown that a number of life circumstances constitute risk factors for a child to become a juvenile delinquent. Authoritarian parenting, harsh, disciplinary methods, peer group association, low socio-economic status, permissive parenting, peer group pressure in school are some of the risk factors that lead young adolescents to these behaviours.

Students in most school in Nigerian societies are periodically involved in sports either as intramural, extramural and inter scholastic. The active participation in sports by many adolescents have been associated with positive psycho-social health outcome and good athletic behaviour. Janssen & Leblane (2010). Participation in sports programmes is very popular among secondary school students because of the psychological and social benefits attached to being involved in games. According to Federicks and Ecles (2008) it is opined that during adolescence youths become more autonomous from their parents and the influence of home environment shifts towards the after school, peer and leisure setting, therefore creating an avenue for violence of delinquent behaviour. There has been research or studies relating to delinquent behaviour but this study tends to determine how the active involvement of secondary students in sports can cause reduction and modify the delinquent behavioural tendencies and modification of these students. Theoretical framework on boredom stipulates that the involvement of students in sports makes them too busy to be bored and thereby refrain from being delinquent Schäfer, (1969)

Sports in schools involve pedagogical background and specific coaching skills will enhance and modify the behaviour of students that pass through such programme within the school setting. Sports offer the opportunity to form pre-social relationship between friends and coaches thereby enhancing and modifying their behaviours.

Zamanian, Forouzandeh & Haghighi (2012) asserted that sports have shown to reduce delinquent behaviour by occupying the participants time, increase self esteem and discipline. They also claimed that sports participants in schools, experience a structured adult supervised setting during and after school hours thereby limiting the opportunities

for delinquent behaviour.

Research has shown too that many positive outcomes occur for children who actively engage in team sports as they are exposed to positive influence, create sense of identity revolving around these associations.

In the past century, sports have earned an important function in society because of their supposed positive influence on the development of juveniles. Sports psychologists have argued that life skills can be taught in combination with athletic skills in sport contexts, and this belief has contributed to the implementation of sports in several life skill programmes (e.g., Danish, Nellen, & Owens, 1996; Danish, Petitpas, & Hale, 1995). Through these programmes better goal setting, improved problem-solving skills and positive thinking in children have been achieved (Papacharisis, Goudas, Danish, & Theodorakis, 2005). In addition to the positive effects of sport-based programmes, research has shown that practicing sports in general is positively related to school involvement (Marsh & Kleitman, 2003).

Juvenile delinquent behaviour modification is necessary so as to bring peaceful and conducive atmosphere for learning processes in the schools. Sports participation as an avenue to develop self esteem, commitment, team work, team spirit, attain high level of fitness that can be channeled into good works by young adolescents in secondary school. However, some claim that sports could also have negative effects on the development of juveniles. Sports have for instance been associated with higher stress levels, heightened peer pressure and inappropriate adult behavior towards juveniles (i.e., controlling and manipulative behavior by coaches or parents) (Hansen, Larson, & Dworkin, 2003; Scanlan, Babkes & Scanlan, 2005). Furthermore, some authors claim that sports would increase the level of aggressiveness in juveniles (Burton & Marshall, 2005), whereas others argue that sport participation would have no effect on juvenile delinquency (Spruit, Van Vugt, Van der Put, Van der Stouwe, & Stams, 2015). Therefore, it is necessary to determine if active sports participation influences juvenile delinquent behaviour modification of students in secondary schools.

Statement of the Problem

Most worries of parents in Nigerian communities is finding out that children are involved in delinquent behaviour. Which ranges from absenteeism, misbehaviour unnecessary aggressive behaviour bullying, property damage, stealing, street fighting, gangsterism and dangerous violent behaviour which are detrimental to psychological and sociological upbringing of the child.

The exposure of normal children to these sets of violence as demonstrated and perpetrated by the juveniles becomes a risk in the school setting, a threat to life and existence of other students are law abiding. Youth unrest in our communities are becoming outrageous and condemnable in the act of hooliganism when there is inter collegiate championship. These sets of behaviours among secondary school students are a bad singed to the larger society. The young adolescents bad behaviour in secondary school if left unchecked will metamorphose into violent crime involvement in adulthood.

Youth involvement in violence is a frequent phenomenon in our societies most especially in secondary schools. The consequences that juvenile delinquency has caused to Nigeria society are not only devastating but numerous.

Reports on crimes committed by young adolescents of secondary school age range from vandalizstion, shop looting, drug abuse, disobedience, burglary, robbery and rape. The image of secondary school students are stained and spoilt.

Researchers have shown that delinquency in young adolescent is still rising and that there

is need to ascertain better coping strategies for troubled teenagers. This assumption prompted the need for this study most especially in Lagos communities.

Research Hypotheses

The following research hypotheses were tested in this study:

1. There is no significant influence of years of sporting participation experience on delinquent behaviour modification of secondary school students.
2. There is no significant influence of type of sports played on delinquent behaviour modification of secondary school students.
3. Coaching style will not significantly influence juvenile delinquent modification of secondary school students.
4. Sports environment will not significantly influence juvenile delinquent behaviour modification of secondary school students.

Methodology

The population studied comprised all secondary school students in Lagos state. The study was delimited to schools in the six education districts in Lagos state. Two schools were selected from each education district and sample size of 600 respondents were selected for the study with fifty respondents each from twelve schools using the simple random sampling technique. A self developed and validated questionnaire with reliability coefficient of 0.79 was used to elicit information from respondents for the study. The test-retest method was used to determine the reliability coefficient. A total of 600 questionnaire were administered and collected on the spot to avoid loss. The inferential statistics of Chi-Square (X^2) was used to test all stated hypotheses at 0.05 alpha level.

Results

Table 1: Distribution of respondents by gender

Gender	Frequency	Percentage
Male	287	47.83%
Female	313	52.17%
Total	600	100%

From table 1, it can be observed that 287 (47.83%) of the respondents were male and 313 (52.17%) were female.

Table 2: Distribution of respondents by age

Age	Frequency	Percentage
10-12 years	11	1.83%
13-15 years	318	53%
16-18 years	271	45.17%
Total	600	100%

Table 2 indicated that 11 (1.83%) of the respondents were within 10-12 years, 318 (53%) of the respondents were within 13-15 years, and 271 (45.17%) of the respondents were within 16-18 years.

Table 3: Distribution of respondents by class of respondents

Class	Frequency	Percentage
JSS1	0	0%
JSS2	41	6.83%
JSS3	0	0%
SSS1	238	39.67%
SSS2	273	45.5%
SSS3	48	8%
Total	600	100%

Table 3 indicated that none of the respondents were in JSS1, 41 (6.83%) of the respondents were in JSS2, none in JSS3, 238 (39.67%) of the respondents were in SSS1, 273 (45.5%) of the respondents were in SSS2 and 48 (8%) of the respondents were in SSS3

Hypothesis: 1 There is no significant influence of years of sports participation experience on delinquent behaviour modification of secondary school students. The result is presented in table 4.

Table 4: Chi-Square analysis on influence of years of sports participation experience on delinquent behaviour modification of secondary school students

Variables	N	df	L.S.	X^2_{cal}	X^2_{tab}	Remarks
Sports participation experience on Delinquent behaviour modification of students	600	9	0.05	72.33	16.92	*Significant

From Table 4, the Chi-square (X^2) calculated value of 72.33 is greater than the Critical Chi-square value of 16.92 with the degree of freedom 9, established at 0.05 alpha level. The null hypothesis 1 is therefore significant.

This implies that there is significant influence of sports participation experience on delinquent behaviour modification of secondary school students.

Hypothesis 2: There is no significant influence of type of sports played on delinquent behaviour modification of secondary school students. The result is presented in Table 5.

Table 5: Chi-Square analysis on influence of type of sports played on delinquent behaviour modification of secondary school students.

Variables	N	df	L.S.	X^2_{cal}	X^2_{tab}	Remarks
Types of sports played and delinquent behaviour modification of secondary school students.	600	9	0.05	107.65	16.92	*Significant

From Table 5, the Chi-square (X^2) calculated value of 107.65 is greater than the Critical Chi-Square value of 16.92 with the degree of freedom 9, established at 0.05 alpha level. This implies that the null hypothesis is significant. This means that the type of sports played by students significantly influence delinquent behaviour modification of secondary school students.

Hypothesis 3: Coaching style will not significantly influence juvenile delinquent behaviour modification of secondary school students. The result is presented in Table 6.

Table 6: Chi-square analysis on influence of coaching style on delinquent behaviour modification of secondary students

Variables	N	df	L.S.	X^2_{cal}	X^2_{tab}	Remarks
Coaching style influence on juvenile delinquent behaviour modification of secondary school students	600	9	0.05	66.28	16.92	*Significant

From Table 6, the Chi-square (X^2) calculated value of 66.28 is greater than the critical value of 16.92 with the degree of freedom 9, established at 0.05 alpha level. The implication of this is that the null hypothesis 3 is significant. This means that coaching style adopted in sports significantly influence delinquent behaviour modification of secondary school students.

Hypothesis 4: Sports environment will not significantly influence juvenile delinquent behaviour modification of secondary school students. The result is presented in Table 7.

Table 7: Chi-Square analysis on sports environment will not significantly influence juvenile delinquent behaviour modification of secondary school students

Variables	N	df	L.S.	X^2_{cal}	X^2_{tab}	Remarks
Sports environment and juvenile delinquent behaviour modification of secondary school students.	600	9	0.05	42.96	16.92	*Significant

From Table 7, the Chi-square (X^2) calculated value of 42.96 is greater than the critical value of 16.92 with the degree of freedom 9, established at 0.05 alpha level. This implies that the null hypothesis which states that sports environment will not significantly influence delinquent

behaviour modification of secondary school students is hereby significant. Therefore this implies that sports environment as presented used by secondary school students during sports significantly influence delinquent behaviour modification of secondary school students.

Discussion of Findings

Influence of years of sporting participation experience on delinquent behaviour modification of secondary school student. This finding conforms with the work of Moffitt et al., (2002) which asserted in their study that individuals who begin earlier in sports activities has a better chance to be trained in the rules and regulations of various sports which promotes fairness, sportsmanship behaviour, courage and loyalty. This is further corroborated by Kleitman (2003) that young adolescents who begin early in sports are exposed to social integration through peer group interaction and they will be less likely to cause problems and develop bad attitudes.

The type of sports played significantly influence delinquent behaviour modification on secondary school students. This finding conforms with Conroy, Silva, Newcomer, Walker and Johnson (2001). That though 'contact sports have been associated with negative behavioral outcomes in which aggressiveness, win at all cost syndrome are also associated, but constant obedience as entrenched in sports makes the young adolescents respect societal laws and conform to them. The carry over values of what is imbibed in the laws of the game encourages them to become law abiding and therefore modify their behavioural pattern. Patterson (2000) in his submission reiterated that sports participation determines behavioural pattern of secondary school students while they are in school because set targets for team and individuals based on interest develop worthy attributes thus eliminating violent offending.

Influence delinquent behaviour modification of secondary school students. This finding conforms with the work of Jamieson and Orr (2009) which showed that the values and skills that are supported by coaches influence on how the players play and interact with opponents on the field thus continuously change their perception and comply with social and moral values. He further asserted that coaches style of training in the area of discipline, punctuality to training, enforcement of dos and donts coupled with regular guidance and counselling sessions discourages anti-social behaviours. The authoritarian coach does not condone act of indiscipline hence children involved in sports do conform to the norms of the team which in turn develops and prepare them towards good behaviour in the society.

Sports environment significantly influenced juvenile delinquent behaviour modification of secondary school students. The finding is supported by Rutten, Schuengel, Dirks, Stams and Biesta (2011). In their study on the effect of organized youth sports on social behavior in the sports context, found out that sports environment as presented to young adolescents has a positive impact on their behaviour. He further supported the finding that when belong to a 'good' team with a 'good' coach in a conducive environment changes and modify adolescents personality development. Environment plays a vital role in modifying the attitude of young adolescents, more so the environment that is devoid of violence, intimidation, harassment in sports setting tends to change the perception of young adolescents and enhances conformity to societal norms.

Conclusion

Based on the findings of this study, the following conclusions were made: that years of sporting experience, type of sports played by the students, the coaching style adopted by coaches during sports training and the sports environment and location where students are involved in sports influence juvenile behaviour modification positively among

secondary school students.

Recommendations

This study recommended that:

1. Students should be encouraged to actively participate in sporting programmes as organised by the school, especially intramural, extramural and inter scholastics sports programmes.
2. Secondary school students should ensure proficiency in at least three sports of their choice with personal attributes for such sport.
3. Coaches should avoid highlighting the attainment of victory at all costs. Coaches are expected to praise skill development and not equate the performance of a player with that player's worth. Similarly, coaches can demonstrate stoic value by not allowing injured players to play. By doing this, coaches would have curbed violence in sports and encourage enjoyment as well as skill development in players.
4. Sports activities should be organized in a well-monitored setting so as to reduce tendency for delinquent behaviour act.
5. Supportive peers with negative attitudes towards delinquency should be encouraged as they can act as a buffer.

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