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PARENTAL MOTIVATION AS CORRELATES TO CRICKET PARTICIPATION AMONG SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE

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ABSTRACT

This study was carried out to examine the influence parents has on cricket game participation of students in secondary schools in Anambra State. Two research questions and two hypotheses guided the study. The research was anchored on Expectancy Value Theory by Eccles (1983). The research design used for the study was correlation survey. The sample for the study consists of 443 students of secondary schools playing cricket in the three (3) senatorial districts in Anambra State. The instruments; parental motivation in Sport Questionnaire (PSQ) and Cricket Participation Questionnaire (CPQ) were used for data collection which were adapted. Three experts validated the instruments. Cronbach alpha was used to establish the internal consistency of the instrument which yielded the following alpha values; CSQ 0.777 and CPQ 0.807. 401 copies of the questionnaire were successfully retrieved and used for data analysis. Data in this study were analyzed using inferential statistics. Pearson Product Moment Correlation was used to answer the research questions; Simple linear regression was used to test hypotheses 1 while hypotheses 2 was tested using Fisher-Z test. Based on the findings of the study, parental motivation influences cricket game participation among secondary school students in Anambra State. Parental motivation also does not influence sport participation of male and female students in secondary schools in Anambra State. The study recommended that school sport programmes should be encouraged and organized regularly such as inter-house sport competition with the aim of encouraging sport participation such as cricket game and bringing the parents, school and the students together.

Keywords*:* Parental motivation, secondary school students, Cricket game Participation, Anambra State

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Introduction

Man is a moving being, with his body designed to be on the move. A static life is against the nature of human beings. Movement is a means of exploring and learning about the world as well as communicating with other people and nature. It is a source of happiness for children besides its high importance for their psycho-motor development and the healthy growth of their organs. It is also a fundamental element enabling people to stay healthy and fit physically, spiritually, and mentally.

Sport is defined as a form of physical activity, through recreational or competitive participation, that aims to develop or maintain skills, fitness, mental well-being and socio-emotional health. Sport is any activity that you do for pleasure and that needs physical effort or skill, usually done in a special area and according to fixed rules. Coakley (2019), expanded and elaborated more, he posited in his explanation that such activities must be institutionalized, imploring complex physical skills by the participants, hence his participation is motivated by intrinsic and external rewards. Sports as any competitive activity uses physical and intellectual capacity done by an individual or between individuals in other to significantly contribute to their physical, intellectual, social, emotional and financial well-being (Ademola, 2014). Examples of sport includes; basketball, hockey, handball, volleyball, badminton, cricket, baseball, tennis.

Cricket is one of the sports with rich traditions of healthy competition and prestigious core of interaction among players. Official Cricket competitions are conducted to outdo the rival in terms of scoring more score in batting. Physical requirement of the game includes perfect eyesight, eye-hands and eye-feet coordination, fitness and agility on part of the player. A standard Cricket game has 11 players in each team. It is fundamentally very similar to baseball. It is played with a bat and a ball. The center of the field is a rectangular area of 22 meters called a pitch. In cricket there are only two bases (called creases) on either ends of the pitch. Three wooden sticks called wickets or stumps are placed inside each crease. A batsman stands on the pitch in front of the wickets in one crease, and tries to hit the ball that a bowler (pitcher) throws towards him. His partner stands in the other crease waiting for his turn. Aim of the batsman is to hit the ball to make as many runs (points) as he can, while the aim of the bowler is to get the batsman out while giving away the least runs possible.

Less participation in sport such as cricket game is thought to be the primary cause of children and young people's increasing weight and fatness, which results in a variety of heart illnesses (GBD, 2015). Cricket

participation helps students build their muscular strength, improve their mental and emotional well-being, and increase their endurance while lowering their risk of cardiac complications (Ryan Dunn, Dorsch, King and Rothlisberger, 2016).

Parental motivation or support is an important area of active parenting, which includes structures such as love, solidarity, attachment, augmentation and acceptance. It is also defined as parent deeds with children, like inspiring, loving and admiring them which make them feel as being loved and respected by their parents (Raji and Kaur, 2020). Positive parental support to their children resulted in healthy actions of adults and very limited use of alcohol (Dong *et al.*, 2020).

Parental assistance may come in the form of moral and financial help in enhancing their children's talents. Positive parental care plays a crucial influence in a child's development (Guan *et al.,* 2016). Children's mental and emotional health are related to moral support. For instance, providing emotional support might entail accompanying students to tutoring sessions or competitions as well as motivating and appreciating them (Fadlillah, 2020). Similar to this, parents may foster a supportive environment by spending time with and positively engaging with their children (Hunter *et al.,* 2020).

Parents have key role in the child's enjoyment of his or her time with sport (Burgess, Knight and Mellalieu, 2016). Parental care develops physical and emotional health of their children and furthermore increases their participation rate in sports activities. Though, when this parental involvement is considered negative, it may lead to depression, conflict between parent and child, fatigue, and eventually drop out (Thelwell, Wood, Harwood, Woolway and Van Raalte, 2018). Examining the association between students' cricket participation rate and family sport culture from childhood to early adulthood, gender inequalities should be taken into consideration (Deaner, Balish and Lombardo, 2016). It was asserted that male athletes may advance in position based on their physical prowess, whereas female players do not share these same notions (Heinze *et al.*, 2017). According to the aforementioned claims, sports are mostly linked with masculine endeavors, and parents may particularly favor their children's engagement in sports because male players are obviously given more credit for sporting accomplishment than female athletes. Consequently, parents spend more on male sports than on female sports (Heinze *et al.*, 2017).

Cricket game encourages physical activity among students by providing a structured environment where expectations are defined and goals are shared between students and

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involved adults, namely coaches and parents (Crane and Temple, 2015). Hence, Cricket game participation should be encouraged in secondary schools. This can be achieved through the school, peers, coaches and parents.

Participation in cricket game is of immense benefit to the soundness of an individual mental and social wellness, particularly youngsters. Hence, the need to determine how parental motivation influences students' participation in cricket game.

Purpose of the Study

This study was designed to examine parental motivation as a correlate for cricket participation among secondary school students in Anambra State. Specifically, this study was aimed at examining;

1. Relationship between parental motivation and cricket participation of secondary school students in Anambra State.
2. Whether gender moderated the relationship between parental motivation and cricket participation of secondary school students in Anambra State.

Research Questions

The following research questions guided the study

1. What is the relationship between parental motivation and cricket participation of secondary school students in Anambra State?
2. Does gender moderate the relationship between parental motivation and cricket participation of students in secondary schools in Anambra State?

Hypotheses

1. There is no significant relationship between parental motivation and cricket participation of secondary school students in Anambra State.
2. Gender does not significantly moderate the relationship between parental motivation and cricket participation of students in secondary schools in Anambra State.

Research Method

A correlation survey research design was used for this study. The area of the study was Anambra State. The population of this study comprises 443 students of secondary schools playing cricket in the three (3) senatorial districts of Anambra State, which are Anambra central, Anambra north and Anambra south. The sample for the study consists of the total population of the study which is 443 students in the three (3) senatorial districts of Anambra State. Census sampling technique was adopted. This is because it is within the range the researcher can control. The research instrument used for this study was a questionnaire. The

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instrument is structured on a four-point scale of Strongly Agree (SA); Agree (A); Disagree (D); Strongly Disagree (SD) weighted at 4,3,2, and 1 respectively. In order to validate the instrument for this study, drafts of the questionnaire were given to three (3) experts for face validity. Reliability of the instrument was ascertained using pilot test. Twenty copies of the instrument were distributed amongst 20 secondary school students in Enugu State, who were not part of the current study. Cronbach's Alpha was used to determine the coefficient. The reliability coefficient obtained were 0.777 (PSQ) and 0.807(CPQ). This value ratified the instruments to be reliable because it is above 0.60 thresholds (Nworgu, 2015). Pearson's Product Moment Correlation (PPMC) was used to answer the research questions. Simple linear regression was used to test hypotheses 1 while Fisher-z test was used to test hypotheses 2.

Results

Answering the Research Questions

Research Question 1. What is the relationship between parental motivation and cricket participation of secondary school students in Anambra State?

Table 1. Bivariate correlation between parental motivation and cricket participation

Variables	Parental motivation	Cricket participation	R-square
Parental motivation	1	.186	.035
Cricket participation	.186	1	

Table 1 shows the correlation between parental motivation and cricket participation of secondary school students in Anambra State. The Tables reveals a low positive correlation (r = 0.186) between parental and secondary school students' participation in cricket. In essence, there is a weak positive relationship between parental motivation and cricket participation of secondary school students in Anambra State.

Research Question 2. Does gender moderate the relationship between parental motivation and cricket participation of students in secondary schools in Anambra State?

Table 2. Gender difference in bivariate correlation between parental motivation and cricket participation

	Male Correlation		Female Correlation	
Variables	**1**	**2**	**1**	**2**
1. Parental motivation	1	.169	1	.224
2. Cricket participation	.169	1	.224	1

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Results presented in Table 2 reveals the correlation between parental motivation and cricket participation based on gender (male and female) among students in secondary schools in Anambra State. The Table shows a low positive correlation between parental support and male students' cricket participation. This depicts a weak positive relationship between parental motivation and participation in cricket among male secondary school students in Anambra State. In a similar vein, the Table reveals a low positive correlation between parental motivation and female students cricket participation. This also means that there is a weak positive relationship between coaches' support and participation in cricket among female secondary school students in Anambra State.

Testing the Hypotheses

Hypothesis 1. There is no significant relationship between parental motivation and cricket participation of secondary school students in Anambra State.

Table 3. Simple regression estimates on parental motivation and cricket participation

Model	Sum of Squares	Df	Mean Square	F	B	SEB	T	Sig.	Decision
Regression	5.935	1	5.935	14.303	.186	.056	3.782	.000	Significant
Residual	165.577	399	.415						
Total	171.512	400							

Note. R^2 = .035, Adjusted R^2 = .032

Table 3 shows the results of the simple linear regression of the relationship between parental motivation and cricket participation of secondary school students in Anambra State. The results reveal a significant impact of parental motivation on students' cricket participation: $F(1, 399) = 14.303$, $\beta = .186$, $t = 3.782$, $p = .000 < .05$, with about 3.5 percent variation in participation in cricked accounted of by parental support. Hence, the null hypothesis is rejected. This means that there is a significant relationship between parental motivation and cricket participation of secondary school students in Anambra State.

Hypothesis 2. Gender does not significantly moderate parental motivation and cricket participation of students in secondary schools in Anambra State.

Table 4. The Fisher-z on gender difference in relation between parental motivation and cricket participation

	Male = 295		Female = 106				
Variables	**R**	**Zr**	**R**	**Zr**	**Zcal.**	**Ztab.**	**Decision**
Parental motivation Participation in cricket	.169	.1757	.224	.2237	-.4188	-1.96	Not significant

Table 4 shows the results of analysis of the relationship between parental motivation and students' participation in cricket based on gender, the result reveals no significant difference between the opinion of male and female students in the relationship between parental motivation and their participation in cricket. Thus, the null hypothesis is accepted. This suggests that there is no significant relationship between parental motivation and cricket participation of male and female students in secondary schools in Anambra State.

Discussion

The findings on the relationship between parental motivation and participation in cricket reveals that there is a weak positive relationship between parental motivation and cricket participation of secondary school students in Anambra State. The findings depict that as the level of parental motivation increases, the students' participation in cricket also tend to increase. The practical implication of this outcome is that parental motivation may have some influence of the students' level of participation in cricket. However, this outcome might be as a result of other unexplored factors (e.g., parent interest, parent personality trait, parent-child relationship, e.t.c.) that might likely play mediating or substantive roles. The findings are consistent with Adeugu (2021) who revealed that parental influence is an inhibiting factor in participating in sport among students. This is also in agreement with Deemua and Okanezi (2018) who reported that parental influence promotes sports participation among students. The findings of the study are also consistent with Siekanska (2012) who revealed that parents' involvement was correlated with their children's level of sport achievement. Parents' participation was connected to the fact that their children's needs and development was important for them.

The findings of this study revealed that there is no significant relationship between parental motivation and cricket game participation of male and female students in secondary schools in Anambra State. This implies that parental motivation does not influence cricket game participation of male and female students in secondary schools in Anambra State. The lack of relationship between parent motivation and cricket game participation may be due to the age of the participants in which parents are effective agents of socialization towards younger children as opposed to young adults. This is inconsistent with Yakubu, Olalekan, Ikazuagbe, William and Khadijat (2019) who revealed that parental motivation significantly influenced sport participation among secondary school students. The findings are also in contrast to Bonavolonta *et al* (2021) who reported that excessive parental involvement can cause pressure on students who would prefer parental participation characterized by praise and

understanding. This is also in disagreement with Ullah, Gul, Ullah and Riaz (2022) who revealed that the participation of male student-athletes was reported more than female student-athletes. The study concluded that male student-athletes receive more social, emotional and financial support from their parents in terms of sport participation as compared to female student-athletes.

Conclusion

Based on the findings of the study, it was concluded that parental motivation influences cricket game participation among secondary school students in Anambra State. It was also concluded that parental motivation does not influence cricket game participation of male and female students in secondary schools in Anambra State.

Recommendations

Based on the findings of the study, these recommendations were made.

1. School sport programmes should be encouraged and organized regularly such as inter-house sport competition in other to encourage participation in cricket game.
2. Parents, students, teachers and school administrators should be properly educated on the benefits of engaging in cricket game to ones' mental, psychological and physical wellbeing.

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