

Effect of Two Mode Sport Skill Training Programme on Domains of Self-Perception of In-School Adolescents in Osun State, Nigeria.

Aderonmu Kehinde Adebayo Phd.

Corresponding Author: Aderonmu Kehinde Adebayo Phd.

Abstract: The purpose of the study was to examine the effect of sport skill acquisition in two selected sports on the domains of self- perception of in-school adolescence. Experimental research design was adopted for the study. The Physical Self- Perception Profile (PSPP, Fox & Corbin, 1989) was administered on 160 participants who took part in an eight week structured exercise intervention using the pre-post- test method. The result revealed a significant effect of the sport skill training intervention on all the domains of self-perception (<0.05)

Key word: Sport skill, self- perception, sport competence, physical strength, body attractiveness, in- school adolescent; identity

Date of Submission: 20-05-2019

Date of acceptance: 05-06-2019

I. INTRODUCTION

Participation in physical activity during adolescence has consistently been associated with variety of benefits including psychological, physiological and social. Sport involvement improves mental health of participants, increase self-esteem, decrease level of fat, reduce illnesses, and decrease body dissatisfaction and increase physical attractiveness. Adolescents sport involvement also has social benefits which may include, improved relationships, promotes having peer groups' friends who engages in the same activities. Academically, sport involvement is related to positive academic outcomes such as; improvement in grades, positive attitude toward attendance in school and academic activities. Sport involvement plays an important role in identity formation and participation in all forms of physical activities cue sports seems to enhance identity formation which occurs during adolescence, a period of self-assertiveness and exploration as it provides an avenue for self-evaluation. The individual experience high degree of freedom and control, on the field of play individuals are able to identify areas of strength and weakness and discover how new experience can affect their overall behaviour and gain a better understanding of who they are.

Individuals form majority of their identity during adolescence which is regarded as a period of transition in forming positive or negative attitude towards one's self. Being involve in physical activity is one way for adolescents to cope with the changing time in their life and the key components of identity formation are self-esteem and body image. A person's sense of self-perception plays a major role in whether he or she will be involves or sustains active participation in physical activity. Self-perception is the idea that you have about the kind of person you are. A person's opinion about his own self determines to a large extent what an individual knows, believe and does. Therefore, self-perception is an important determinant of physical activity and support behaviour and as well as having a key role in sport involvement and performance.

. The Eriksonian-Marcia Identity theory was used to guide this research. The theory is a developmental approach to ego identity in which identity is seen as a self-structured construct that developed through quantitatively different stages. As an inner structure, ego identity comprises both how experience is handled and what experiences are considered important (Marcia, 1993a). Like all social psychological constructs, identity has its own functional purpose one of which is providing the structure for understanding who one is. According to Erikson (1959) identity formation is a central developmental task in adolescence. According to Fadjukoff (2007) the Eriksonian-Marcian research tradition emphasizes the developmental perspective and research tradition on self-concept, ideal self-concept and self-esteem and identity formation as one of the most significant issues faced during late adolescence. The implication /application of this theory is that sports are vehicles of identity, providing people with a sense of difference and categorizing how they are like some people and different from others. Individuals are able to develop a strong sense of self; a sense of belonging; and many opportunities to develop friendships which contribute to identity formation. Participation in physical activities, exercise or sports contributes to self-assessment and organized activities provide the opportunity for adolescents to look at themselves and gain an understanding of "who they are" (Hensen, Larson, & Dworkin, 2003).

Self-perception (physical self-concept) may be viewed as a sub-set of global self-concept which influences individual's behaviour and in turn the way an individual perceives him or herself. It is also viewed as the evaluative element of self-concept, and a sub-set of global self-esteem, psychological well-being, health and life (Fox, 1990; Fox, 1997; Fox, 2000a). Fox & Corbin (1989) developed a Physical Self-Perception Profile (PSPP), which describes self-perception in terms of five categories. Sport competence refers to perceptions of sporting ability, ability to learn sport skills and confidence in a sporting environment. Physical conditioning includes perceptions of level of physical condition, stamina and fitness, ability to maintain exercise and confidence in the exercise setting. Body attractiveness refers to perceived attractiveness of physique, ability to maintain an attractive body and confidence in appearance. Physical strength includes perceived strength, muscle development and self-assurance in situations requiring strength. Physical self-worth or self-esteem is a general measure of physical self-perception, which includes global feelings of happiness, satisfaction, pride, respect and confidence in the physical self.

Physical activities researched in relation to physical self-perception have included various team and individual (Asci, Kin, & Kosar, 1998; Chow & Tsang, 2001; Fox 2000b; Fox, 2000c; Newsham, 2001; Goni&Zulaika, 2000). The intimate relationship between exercise and physical self-perception in elite sport has been demonstrated in a one year study following the Sydney Olympics where athletes in transition out of competition showed decreased physical self-esteem and global self-esteem during an adjustment stage of six months before a period of adaptation and increase in physical and global self-esteem (Stephan, Bilard, Ninot, & Delignieres, 2003). PSPP norms also show that males generally have higher perceptions of body attractiveness, physical conditioning, sport competence and strength than females (Hayes, Crocker, & Kowalski, 1999; Karaca, Caglar, & Cinemre, 2009). Maschette and Sands (2001) research findings indicated that males and females focus on different areas of the body after exercising.

Moreno & Cervello (2005) in a study on the effect of gender and level of physical activity involvement on physical self-perceptions in Spanish adolescents. Result showed an effect of interaction between gender (Males females) and physical practice (practice and non-practice), indicating that males and females that did sport had higher scores in sport competence, body attractiveness, physical condition and physical strength than both males and females that did not. Jones, Polman & Peter (2009) reported that males scored significantly higher than female on all physical self-perceptions and physical self-worth in a study carried out to determine the physical self-perceptions of adolescents in year 8, 9 and 10 in independent schools, state comprehensive schools and specialist sport colleges in England. One study that stands out is a Swedish study looking at the effect of a 6-month exercise intervention on self-perception in non-physically active girls ranging from 13-20 years. Post-hoc univariate analysis among study completers, however found a significant effect of the intervention on 3 out of 5 dimensions of self-perception assessed (Lindwall & Lindgren, 2005).

The connection between exercise and self-esteem has reported in a meta-analysis of 37 randomized controlled studies of all ages and conducted exercise as valuable tool for increasing and maintaining physical self-worth and other physical self-perception (Fox, 2000).

Fortes, Ninot & Delignieres (2004) maintained that exercise improves physical self-perceptions such as physical self-worth, physical condition, sport competence, physical strength and attractive body. Moreno and Cervello (2005) reported in their study that adolescent that did sport showed better scores in physical self-perceptions than those that did not do sports; after analysing the differences obtained for different level of physical activity involvement, the results show that those who participated in physical activity more than 3 times a week shows higher scores in sport competence, physical condition and physical strength than those who participated in physical activity once a week or less. In a related study carried out in England on adolescent self-perceptions, Jones, Polman and Peter (2009) significant differences on all domains were reported. In another study Moreno and Cervelló (2005) reported that males that did sport showed better scores in physical self-perceptions than the other analysed groups (males and females that did not do sport, and females that did sport).

The resulting change in mental state of mind is one of the most common outcomes of an exercise programme where sport skills are learnt. Sport skills are specialized subsets of motor skills and the acquisition of sport skills expertise is both a product of development and a process for development, meaning that psychological development affects sport skill acquisition and that sport skill acquisition process results in psychological changes. Some of the common desires of individuals who engage in sports are improvement within the physical, psychological and psycho-motor domains. Studies (Salokun, 1990, 1994; Griffin & Kirby, 2007; Temple & Stanish, 2008) seeking to establish the effects of sports participation on these variables are numerous globally; however, there is a paucity of such studies in Nigeria. While some have reported positive findings, a few others have yielded uncertain results especially with regards to sports like badminton and basketball. From the foregoing problem mentioned above, this study was conducted to investigate the effect of acquisition of sport skills such as bouncing, passing and dribbling in basketball; forehand serve and forehand overhead clear in badminton on the psychological well-being (self-perception) of adolescent boys and girls in Nigerian secondary schools.

II. METHODOLOGY

Research Design

The study employed the pre-test and post-test experimental design. The population for this study consisted of all in- school adolescents in junior and senior secondary schools in Osun State. The sample size comprised 160 students. The stratified random (intact-class) sampling technique was adopted in the selection of samples for the study. A Local Government Area (LGA) was selected randomly using balloting method. Out of the nine schools in the LGA, two co-educational secondary schools were selected purposively for the study. Sex and age differentiation were put into consideration in the selection and these two classes needed for the study. All participants were novice or adolescents that have no knowledge of the skills of the selected sports. The research instrument for the study was the Physical Self-Perception Profile (PSPP) designed by Fox and Corbin (1989) to measure the perception of individuals in sport setting. The PSPP was checked for test re-test reliability and returned a correlation coefficient of $r = 0.807$. The results are sufficient enough to conclude that instruments were adjudged valid and reliable for the present study since they all showed consistency with values above average (i.e. 0.5 mid-values). The PSPP was administered to the participants before (pre-test) and after (post-test) treatment for the study. Inferential statistics such as the t-test, factorial design (sex and age), analysis of variance (ANOVA) through SPSS, was used to treat data collected. The level of significance for all analysis was at 0.05.

III. RESULTS

To test the hypothesis that the domains of physical self-perception were not significantly affected by skill trainings in basketball and badminton., PSPP items were sorted into its components {(physical self-worth: items 5, 10, 15, 20, 25 and 30), (sport competence: items 1, 6, 11, 16, 21 and 26), (physical conditions: items 2, 7, 12, 17 22 and 27), (body attraction: items 3, 8, 13, 18, 23 and 28) and (physical strength: 4, 9, 14, 19, 24 and 29)} for the experimental groups, the scores of each group in each component were computed for pre and post-skill training in badminton and basketball. The difference in the pre and post-training score for each of the components was determined using paired sample t-test statistics. The result is summarized in Table 1.

Table 1: T- test summary table on the difference in the pre and post-training physical self-perception domains of the experimental groups

	\bar{X}	N	SD	r	T	Df	P
Pre-Training Physical Self-Worth	18.3000	80	4.32654	0.79	5.64	79	<.05*
Post-Training Physical Self-Worth	19.9750	80	3.33366				
Pre-Training Sport Competence	17.4750	80	3.43834	0.58	7.03	79	<.05*
Post-Training Sport Competence	19.6750	80	2.10349				
Pre-Training Physical Condition	18.2625	80	3.92894	0.63	5.85	79	<.05*
Post-Training Physical Condition	20.2750	80	2.12862				
Pre-Training Body Attraction	16.9000	80	3.58125	.63	7.09	79	<.05*
Post-Training Body Attraction	19.1125	80	2.30021				
Pre-Training Physical Strength	16.1750	80	3.84107	0.55	6.33	79	<.05*
Post-Training Physical Strength	18.4625	80	2.61420				

* Sig = $P < 0.05$

Data in Table 1 showed that there were significant differences in the pre- training and post- training physical self- perception domains of the experimental groups of the study. The pre- training physical self- worth differed significantly from the post- training physical self- worth ($t = 5.64$; $P < 0.05$) The groups also differ significantly in pre- training sports competence and post- training sports competence ($t = 7.03$; $P < 0.05$), pre- training physical condition and post- training physical condition ($t = 5.85$; $P < 0.05$), pre- training body attraction and post- training body attraction ($t = 7.09$; $P < 0.05$) and pre- training physical strength to post- training physical strength ($t = 6.33$; $P < 0.05$). This finding suggests that badminton and basketball skill training significantly affects all the domains of self-perception of the participants.

IV. DISCUSSION OF FINDINGS

The result showed that the domains of physical self-perception were significantly affected by skill trainings in basketball and badminton. Findings of the present study correlate with other results on physical activity participation and self-perception. Lindwall & Lindgren (2005) reported a significant effect of exercise intervention on self-perception of adolescents (13-20 years) who took part in a 6-month exercise intervention programme on self-perception. In which aspect of self-esteem in the physical domain (self-perception) has been shown to have a positive relationship with physical activity, for example, physical self-worth, perceived body attractiveness and body image were researched. This result suggests that participation in organized skill training in badminton and basketball significantly influenced both boys and girls equally irrespective of their age in how they perceived themselves in all domains of self-perception. Moreno & Cervello (2005) also showed an effect of interaction between gender (males females) and physical practice (practice and non-practice), indicating that males and females that did sport had higher scores in sport competence, body attractiveness, physical condition and physical strength than both males and females that did not.

Furthermore, the result of the analysis showed that adolescents who participated in the badminton and basketball skill training programme perceived their physical selves significantly more positively than their counterparts who did not participate in any sport skill training as all the domains of self-perception was affected. This is consistent with findings of Jones, Polman and Peters (2009) who reported significant differences on all domains of self-perceptions. This result suggests that participation in organized skill training in badminton and basketball significantly influenced both boys and girls irrespective of age equally in their perception of their physical condition, physical strength, sport competence, body attractiveness and physical self-worth.

V. CONCLUSION

The present study established the fact that participation in basketball and badminton sport programs leading to the acquisition of basic skills resulted in improved self-perception of adolescents. Furthermore, the study concluded that participation basketball & badminton skill training assist adolescents to identify the self they perceived to be theirs, as all the domains of self-perception (physical condition, sport competence, physical strength, body attractiveness and physical self-worth) were positively affected by the skill training programme.

VI. RECOMMENDATION

Adolescents should be encouraged to acquire basic skill in sport so as to improve their self-image, and the sport program in whatsoever form should be to ensure the development of positive self-assessment in the participants. Individuals with low self-perception and distorted body image should be made to participate regularly in organized programs for sports e.g. basketball and badminton. This implies that the school authorities should be encouraged through the provision of adequate facilities and equipment, mass participation of student in sport skill training program and sports that have the capacity to generate objective and observable feedback effects (e.g. badminton and basketball) should be concentrated on.

It is also recommended that the practical aspect of physical education and sport should be emphasized in school as this will induce an unconscious display in hidden characteristics in participants.

REFERENCES

- [1]. Ascì, F. H., Kin, A. & Kosar, N. (1998). Effect of participation in an 8 week aerobic dance and step aerobics program on physical self-perception and body image satisfaction. *International Journal of Sport Psychology*, 29: 399-375.
- [2]. Chow, E.W. & Tsang, E.C.K. (2001). Implicit theories of physical ability and physical self-worth. *Proceedings of the 11th World Congress of Sport Psychology*, 28 May to June 2, Skiathos, Greece. Thessaloniki: Christodoulidi.
- [3]. Erikson, E. H. (1959). *Identity and the life cycle*. (Psychological issue monograph No. 1). New York: Norton.
- [4]. Fadjukoff, P. (2007). *Identity formation in adulthood*. In T. Korhonen, I. Yionen' & Tynkkynen (Eds.) *Jyvaskyla studies in education, psychology & social research* 319. Publishing Unit, University Library of Jyvaskyla. Jyvaskyla Printing House. Finland.
- [5]. Fortes, M., Ninot, G., & Delignieres, D (2004) The hierarchical structure of the physical self: a idiographic and cross-correlational analysis. *International Journal of Sport and Exercise Psychology* (2004), 2, 119-132.
- [6]. Fox, K. R. & Corbin, C. B. (1989). The physical self-perception profile: development and preliminary validation. *Journal of Sport and Exercise Psychology*, 11: 408-430.

- [7]. Fox, K. R. (2000a). Physical Activity and Mental Health Promotion: The Natural Partnership. *International Journal of Mental Health Promotion*, 2: 4-1 2.
- [8]. Fox, K. R. (2000b). The Effects of Exercise on Self-perceptions and Self-esteem. In S.J. Biddle; K. R. Fox & S.H. Boutcher (Eds.), *Physical Activity and Psychological Well-Being* (pp. 88-117) London: Routledge.
- [9]. Fox, K. R., (1990) *The Physical Self- Perception Profile Manual* Dekalb: Northern Illinois University, Office of health promotion.
- [10]. Fox, M. R. (1997). Let's Get Physical. In Fox K.R. (Ed). *The physical self from motivation to well-being*. Human Kinetics, Champaign, IL.
- [11]. Goni, A. & Zulaika, L. (2000). Relationships between physical education classes and the enhancement of fifth grade pupils' self-concept. *Perceptual and Motor Skills*, 91: 246-250.
- [12]. Griffin, M; & Kirby, S. (2007). The effects of gender in improving body image and self-esteem. *Athletic Insight*. 9, 3.
- [13]. Hayes, S. D., Crocker, P. R. E. & Kowalski, K. C. (1999). Gender differences in physical self-perceptions, global self-esteem and physical activity: evaluation of the physical self-perception profile model. *Journal of Sport Behaviour*, 22:1-14.
- [14]. Hensen, D., Larson, R., & Dworkin, J. (2003). What adolescents learn in organized youth activities: A survey of self-reported development experiences? *Journal of Research on Adolescence*, 13 (1), 25-26.
- [15]. Jones, R. J. A., Polman, R. C. J., & Peter, D. M. (2009) Physical self-perceptions of adolescents in year 8,9, and 10 in independent schools, state comprehensive schools and specialist sport colleges in England. *Physical Education and Sport Pedagogy*. 14, (2), 109-124.
- [16]. Karaca, A.; Caglar, E., & Cinemre, E. (2009). Physical activity Its i levels of the young adults in an economically developing country: The Turkish sample. *Journal of Human Kinetics*. Volume 22, 91-98.
- [17]. Lindwall, M., & Lindgren, E. C. (2005). The effects of a 6-month exercise intervention programme on physical self-perception and social plaque anxiety in non- physically active Swedish girls. *Psychology of Sport and Exercise*, 16: 192-207
- [18]. Marcia, J. E. (1993a). The ego identity status approach to ego identity. In J.E. Marcia, A.S. Waterman, D. R. Matteson, S. L. Archer, & J. L. Orlofsky (Eds.), *Ego identity: A Handbook for psychosocial research* (pp. 3-21). New York: Springer.
- [19]. Marcia, J. E. (1993b). The status of the statuses: Research review. In J.E. Marcia, A.S. Waterman, D.R. Matteson, S.L. Archer, & J.L. Orlofsky (Eds.), *Ego identity: A Handbook for psychosocial research* (pp. 3-21). New York: Springer.
- [20]. Maschette, W. & Sands R. (2001). The Effect of five physical activity aerobic sessions upon body image stability and perceptual disturbance of five different anatomical sites. *Proceedings of the 11th World Congress of Sport Psychology*, May 28 to June 2, Skiathos, Greece. Thessaloniki: Christodoulidi.
- [21]. Moreno, J. A., & Cervello, E., (2005). Physical Self-perception in Spanish adolescents, effects of gender and involvement in physical activity. *Journal of human Movement studies*, 43, 291-311
- [22]. Newsham, S. (2001). The Effects of long distance cycling on the mood states and self- perceptions of older females. *Proceedings of the 11th World Congress of Sport Psychology*, May 28 to June 2, Skiathos, Greece. Thessaloniki: Christodoulidi.
- [23]. Salokun, S. O. O. (1990). Effect of training in basketball and field hockey skills on self-concepts of Nigerian adolescents. *International Journal of Sport Psychology*, 21, 121-137.
- [24]. Salokun, S. O. O. (1994). Positive change in self-concept as a function of improved performance in Sports. *Perceptual and Motor Skills*, 1994, 78, 752- 754.
- [25]. Stephan, Y., Bilard, J.; Ninot, G. & Delignieres, D. (2003). Bodily transition out of elite sport: A one-year study of physical self –esteem and global self-esteem among transitional athletes. *International Journal of Sport and Exercise Psychology*, 1:
- [26]. Temple, V. A., & Stanish, H. I. (2008). Physical activity and persons with intellectual disability: Some considerations for Latin America. *Salud Publica Mex*. Vol 50, Suppl 2, (2008), pp S185-193.

IOSR Journal of Humanities and Social Science (IOSR-JHSS) is UGC approved Journal with Sl. No. 5070, Journal no. 49323.

Aderonmu Kehinde Adebayo Phd. " Effect of Two Mode Sport Skill Training Programme on Domains of Self-Perception of In-School Adolescents in Osun State, Nigeria." *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. vol. 24 no. 06, 2019, pp. 43-47.