

Personality Attributes of Undergraduate as Determinant of Sport Participation among Student Athletes of University of Benin

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ABSTRACT

This study examines personality attributes as determinants of sports participation among student-athletes at the University of Benin, Edo State. The study aimed to explore how motivation, age, physique, marital status, and gender influence students' engagement in sports. To achieve this objective, a descriptive survey research design was adopted, with a population of 384 student-athletes, out of which 192 participants were selected through a simple random sampling technique. Data were collected using a self-constructed questionnaire, validated by experts in the Department of Human Kinetics and Sports Science.

The results revealed that personality attributes significantly influence sports participation among student-athletes. The study found that motivation (both intrinsic and extrinsic) plays a crucial role in student-athletes' engagement, while marital status significantly affects the level of participation. Additionally, the study established that age, physique, and gender also contribute to determining participation levels in sports. Student-athletes who receive financial and non-financial rewards tend to be more committed to training and competitions. Furthermore, the study highlighted that early exposure to sports positively influences long-term participation and performance.

Based on the findings, it is recommended that university authorities provide adequate sports infrastructure, encourage female participation, and implement motivation strategies, including scholarships and incentives, to enhance sports engagement. Additionally, further research should explore gender-based barriers in sports participation and the impact of personality traits on sports performance across multiple universities.

This study underscores the importance of understanding personality attributes in shaping sports participation, offering valuable insights for sports administrators, policymakers, and university stakeholders aiming to promote sports development among students.

Keywords: *Personality Attributes, Sports Participation, Motivation, Student-Athletes, University of Benin, Gender, Physique, Marital Status.*

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CHAPTER ONE INTRODUCTION

A. Background of the Study

The study of personality has intrigued psychologists for over a century, with sports psychologists equally invested in understanding its implications (Unes, 2008). Various aspects of personality research apply to sports and exercise settings, including identifying personality traits that influence participation in sports, assessing how engagement in sports affects personality development, and analyzing personality's role in maladaptive behaviors such as drug use, self-harm, anger management issues, avoidance tendencies, and eating disorders. Additionally, sports psychologists have long explored the notion that personality traits can predict athletic success.

Personality refers to an individual's distinct and relatively stable pattern of thoughts, feelings, social adjustments, and behaviors that shape self-perception, values, and expectations. Passer and Smith (2008) describe personality as the enduring ways individuals think, feel, and act in response to life situations. This implies that people possess a psychological core that defines who they truly are, with stable components by which they recognize themselves and are identified by others (Unes, 2008).

A common challenge for many individuals is the lack of self-awareness regarding their capabilities. Understanding oneself and recognizing one's potential is crucial, particularly in sports. When individuals become aware of their strengths and abilities, they increase their chances of achieving success (Dobersek & Bartling, 2008). One of the primary focuses in sports psychology is analyzing the personality traits of athletes versus non-athletes to examine the relationship between personality and sports participation (Smojver, 2001). Researchers have long sought to identify personality profiles that characterize high-performing athletes and explore whether such traits favor or hinder participation in sports, particularly during adolescence.

Sports participation is influenced by various psycho-cultural factors, including motivation, physique, age, gender, and societal norms, particularly in developing countries. These factors play a significant role in determining the extent to which students in higher institutions engage in sports. The values and attitudes developed during childhood continue to influence behavior in later years, even when individuals attain academic and social independence at the university level.

Effective performance in any field depends significantly on an individual's personal attributes. In sports, excellence is often shaped by factors such as age, gender, and marital status (Babatunde, 2001). Universities worldwide serve as hubs for athletic activities, with many international sports champions emerging from student-athletes or recent graduates. Given that university students are predominantly young, they are at an optimal stage for developing an interest in sports. Participation in sports contributes significantly to physical and mental well-being. However, various factors, such as age, gender, and marital status, influence students' attitudes toward sports.

Age plays a crucial role in sports participation, as certain physical capabilities are linked to specific age groups. Competitive sports demand high levels of energy, power, and agility, attributes commonly associated with youth. Consequently, undergraduate students are expected to be highly involved in sports due to their age and athletic potential. Ikulayo (1986) emphasized that age significantly influences physical performance, which is why younger individuals tend to engage more in sports activities. According to Igbunugo (1986), most undergraduates fall within the 22-25 age bracket, an age group known for its endurance and ability to sustain prolonged physical activity. This physiological advantage explains why younger individuals are more likely to excel in sports.

Gender also plays a significant role in sports participation. Fadoju (1999) defines gender as the social roles and expectations assigned to individuals based on their sex, which can influence their involvement in sports. Although physiological differences exist between males and females, research suggests that their capabilities in many areas are more similar than different. Over time, the traditional roles of men and women have evolved across various domains, including sports. Adeyanju (1999) highlighted that despite existing discrimination against women in sports, some individuals challenge societal norms by participating, supporting, and sponsoring female athletes. Removing cultural barriers that hinder women's involvement in sports could lead to greater gender inclusivity in athletics. However, Babatunde (2001) asserts that gender remains a strong determinant of sports participation among undergraduates in first-generation Nigerian universities, with male students generally engaging in sports more than their female counterparts.

Sports participation is not only a means of developing athletic skills but also a tool for social integration and personal development. Engaging in sports fosters competence in physical activities, which can translate into real-life skills (Grahn & Stigsdotter, 2003). Moreover, sports provide opportunities for enhancing health, promoting cultural diversity, and fostering social inclusion (Taylor & Doherty, 2005).

B. Statement of the Problem

Several factors influence an individual's participation in sports. Despite the known benefits of sports for physical and mental well-being, low participation rates and subpar performance among university athletes remain concerns. Some argue that motivation—whether intrinsic or extrinsic—plays a crucial role in athletic engagement. However, the persistent issue of low participation among student-athletes suggests a lack of clarity regarding the influence of personality attributes on sports involvement and performance.

C. Research Questions

➤ *This Study Aims to Answer the Following Research Questions:*

- To what extent does motivation determine sports participation among student-athletes at the University of Benin?
- How does age influence sports participation among student-athletes at the University of Benin?
- Does physique play a role in determining sports participation among student-athletes at the University of Benin?
- What is the effect of marital status on sports participation among student-athletes at the University of Benin?
- How does gender influence sports participation among student-athletes at the University of Benin?

D. Research Hypotheses

➤ *The Following Hypotheses were Formulated to Guide this Study:*

- Motivation does not significantly determine sports participation among student-athletes at the University of Benin.
- Age does not significantly determine sports participation among student-athletes at the University of Benin.
- Physique does not significantly determine sports participation among student-athletes at the University of Benin.
- Marital status does not significantly determine sports participation among student-athletes at the University of Benin.
- Gender does not significantly determine sports participation among student-athletes at the University of Benin.

E. Purpose of the Study

This study seeks to examine how personality attributes such as age, gender, physique, motivation, and marital status influence sports participation among undergraduate student-athletes at the University of Benin.

F. Significance of the Study

The findings of this study will serve as a valuable resource for promoting sports at the university level. It will help identify the factors influencing students' attitudes toward sports participation and development. Additionally, the study will provide university administrators with insights into strategies for encouraging non-participating students to engage in sports activities at the University of Benin.

G. Scope and Delimitation of the Study

This study focuses on personality attributes as determinants of sports participation among student-athletes at the University of Benin. The key variables examined include:

- **Motivation** as a determinant of sports participation.
- **Age** as a factor influencing sports engagement.
- **Physique** as a contributing factor to student-athletes' involvement in sports.
- **Marital status** as an attribute influencing sports participation.
- **Gender** as a determinant of sports participation among student-athletes.

The study is limited to student-athletes at the University of Benin.

H. Definition of Terms

- **Personality Attributes:** The unique behavioral patterns and characteristics an individual displays. In this study, personality attributes include motivation, age, physique, marital status, and gender.
- **Physical Exercise:** Any bodily activity that enhances or maintains physical fitness, overall health, and wellness.
- **Sports Participation:** The purposeful engagement in sports-related physical activities for entertainment, physical and financial benefits, or recreational purposes.
- **Student-Athletes:** University or college students who participate in an organized and competitive athletic program while pursuing academic studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of relevant literature on personality attributes as determinants of sports participation among student-athletes. The review is structured under the following subheadings:

- A. *Conceptual Framework*
- B. *The Four Types of Temperament*
- C. *Reasons for Student Participation in Sports*
- D. *The Concept of Personality and Personality Attributes in Sports*
- E. *Problems and Benefits of Student Participation in Sports*
- F. *Summary of Reviewed Literature*

A. *Conceptual Framework*

Personality refers to an individual's characteristic patterns of thinking, feeling, and behavior. It encompasses moods, attitudes, and opinions, and is often expressed in interactions with others. Research on athletes' personalities has been extensive, particularly since the 1980s, with studies focusing on personality models such as Eysenck's PEN Model and the Big Five Personality Traits (McCrae & Costa, 2003).

Findings suggest that personality significantly influences an athlete's involvement in sports. Athletes exhibit varied levels of motivation compared to non-athletes, and their personalities often align with specific sporting activities. The four primary temperaments—sanguine (optimistic and social), melancholic (analytical and reserved), choleric (dominant and goal-driven), and phlegmatic (calm and steady)—play a role in determining an individual's suitability for team or individual sports (Buckingham, 2002). Other key factors influencing sports participation include **age, gender, motivation, physique, and marital status**.

Further studies on personality in sports have explored the **Big Five Personality Traits**, which include openness, conscientiousness, extraversion, agreeableness, and neuroticism. Research suggests that athletes differ from non-athletes, particularly in terms of **higher conscientiousness and extraversion and lower neuroticism** (Mirzaei et al., 2013; Allen & Laborde, 2014). Physical activity can help individuals develop ambition, self-discipline, and resilience (Weinberg & Gould, 2011).

In addition to positive attributes, sports can also reinforce social inequalities. Studies reveal that **sports participation can both challenge and reinforce dominant ideologies**, leading to discrimination based on **age, gender, motivation levels, physique, and marital status** (LaVoi & Kane, 2011). The extent to which sports serve as a **catalyst for social change** depends on how these personality attributes influence individual participation.

B. *The Four Types of Temperament*

Psychologists categorize personality into four primary temperaments, originating from ancient humorism theory:

➤ *Sanguine (Optimistic and Social)*

- Outgoing, talkative, energetic, and highly social.
- Enjoy teamwork, competition, and interactive sports.
- Have short attention spans and may struggle with focus.

➤ *Phlegmatic (Calm and Reserved)*

- Introverted, passive, and non-competitive.
- Prefer less physically demanding sports.
- Loyal but slow to build relationships in sports settings.

➤ *Melancholic (Analytical and Detail-Oriented)*

- Prefer structured activities with clear rules.
- Exhibit strong discipline and focus on perfection.
- May struggle with performance anxiety in competitive settings.

➤ *Choleric (Ambitious and Goal-Driven)*

- Highly determined and competitive.
- Thrive in leadership roles within teams.
- Can be assertive, sometimes to the point of being domineering.

These temperament types influence sports participation by shaping how individuals approach challenges, teamwork, and performance under pressure.

C. *Reasons for Student Participation in Sports*

Engaging in sports offers numerous physical, psychological, and social benefits. Weiss & Williams (2004) identified three primary reasons students participate in sports:

- **Physical competence** – Enhancing skills, fitness, and agility.
- **Social acceptance** – Building friendships and receiving recognition.
- **Personal enjoyment** – Seeking fun, challenge, and engagement.

Jennison (2008) highlights that sports improve health, foster community integration, and instill a sense of national pride. Research also suggests that **educational attainment positively correlates with sports participation**, with university students being more active than diploma holders (Bailey & Macfayden, 2003).

Motivation plays a central role in sports participation, with **intrinsic motivation (self-driven goals) and extrinsic motivation (external rewards such as medals or scholarships)** influencing engagement levels (Deci & Ryan, 2002).

D. *The Concept of Personality and Personality Attributes in Sports*

➤ *Personality attributes influence an individual's decision to participate in sports. Some key attributes include:*

- **Age** – Young athletes have higher participation rates; older individuals may prefer lower-impact activities (John & Rant, 2013).
- **Motivation** – Internal or external factors that drive engagement (Ogunjimi, 2007).
- **Marital Status** – Married students, especially females, have lower participation due to academic and family responsibilities (Ogubeli, 2018).
- **Physique** – Body image affects sports involvement, with higher participation among individuals with positive body perceptions (Wang et al., 2017).
- **Gender** – Women historically faced barriers to sports participation but are increasingly breaking stereotypes (Spaaij et al., 2015).

E. *Problems and Benefits of Student Participation in Sports*

➤ *Challenges Faced by Student-Athletes*

- *Time Management and Scheduling Conflicts*

- ✓ Balancing academics and sports requires effective planning.
- ✓ Student-athletes often miss lectures and need deadline extensions.

- *Sports-Related Stressors*

- ✓ Risk of injuries, performance pressure, and deselection from teams.
- ✓ Increased likelihood of burnout due to demanding schedules.

- *Social and Athletic Identity Conflict*

- ✓ Some athletes struggle to balance social life and career planning.
- ✓ Athletic identity may overshadow academic aspirations.

- *Limited Support Systems*

- ✓ Lack of financial, academic, or psychological support can hinder participation.
- ✓ Many student-athletes lack access to mentors or role models.

➤ *Benefits of Sports Participation*

- *Despite these challenges, sports offer numerous benefits:*
- ✓ **Physical Health** – Improves fitness, endurance, and overall well-being.
- ✓ **Psychological Well-being** – Enhances self-esteem, motivation, and emotional resilience.
- ✓ **Social Integration** – Encourages teamwork, leadership, and communication skills.
- ✓ **Career and Educational Opportunities** – Opens pathways to scholarships and professional careers in sports.

F. Summary of Reviewed Literature

The review of literature indicates that sports participation among student-athletes is influenced by various **personality attributes**, including **age, gender, physique, motivation, and marital status**. Each of these attributes plays a significant role in determining the likelihood of student involvement in sports.

- **Personality traits influence the choice of sports** – Outgoing individuals (sanguine) prefer team sports, while detail-oriented individuals (melancholic) excel in structured activities.
- **Motivation is critical for sustaining participation** – Both intrinsic and extrinsic motivators drive students to engage in sports.
- **Sports participation presents both challenges and opportunities** – Student-athletes must balance academic responsibilities with athletic commitments.

Ultimately, understanding these personality attributes can **help universities develop better strategies to encourage sports participation** and provide necessary support systems to ensure sustained engagement.

CHAPTER THREE METHODOLOGY

This chapter describes the method and procedure that was employed by the researcher in carrying out the study. It was organized under the following sub-heading.

- A. *Research Design*
- B. *Population of the Study*
- C. *Sample and sampling techniques*
- D. *Research Instrument*
- E. *Validity of the Instrument*
- F. *Reliability of the Instrument*
- G. *Method of Data Collection*
- H. *Method of Data Analysis*

A. *Research Design*

The descriptive survey research design was adopted for this study. According to Ali (1996), it is preferable to use descriptive survey research design when the subject of the investigation centres on individuals opinions, attitudes and perception. This research involves gathering opinion and information from student athletes in the University of Benin.

B. *Population of the Study*

The population of this study will be made up of 384 (Three hundred and eighty-four) student athletes, who engage in different sporting events within University of Benin main campus, Benin City.

Table 1: Population of Study

Sport	Numbers of Athletes
Athletics	40
Basketball	12
Football	18
Handball	120
Hockey	42
Table tennis	15
Taekwondo	62
Swimming	15
Volleyball	60
Total number of athletes	384

C. *Sample and Sampling Techniques*

A sample size of 192 (one hundred and ninety-two) athletes, varies from age, gender, marital status, physique, and motivation as determinants of participating in sport was selected randomly among student athletes in University of Benin, Benin city, using a simple random sampling technique. This was done by selecting 50 percent each from each sports, thereby totalling 192.

Table 2: Sample and Sampling Techniques

Sport	Number of athletes	Sample Size
Athletics	40	20
Basketball	12	6
Football	18	9
Handball	120	60
Hockey	42	21
Table tennis	15	8
Taekwondo	62	32
Swimming	15	7
Volleyball	60	30
Total	384	192

D. *Research Instrument*

The test instrument for the study is a self-structured questionnaire developed by the researcher after an extensive review of related literature. The questionnaire was constructed based on the variables stated in the research questions. The questionnaire was designed in such a way that the respondents will tick (✓) in the column of their preferred choice. The instrument titled "Personality

Attributes as Determinants of Sports Participation among Students Athletes Questionnaire (PADSPASQA)" comprised of two sections; section A and B. Section A contains the respondents demographic information a four (4) item part, while section B contains the research items. The responses (alternatives) will include 'strongly agreed, agreed, strongly disagreed, disagreed' options which was used to elicit response from the respondents.

E. Validity of the Instrument

The research instrument was validated by the researcher's supervisor and two other lecturers from the Department of Human Kinetics and Sport Science. The Corrections, criticisms, recommendations, suggestions and modifications was taken into consideration before the final draft was printed and administered. These processes are expected to ensure both content and construct validity.

F. Reliability of the Instrument

The Reliability of the instrument was determined by using the test-retest method. Twenty of the research instruments will be administered to a set of respondents who was part of the population of study but not part of the sample. The data was analyzed using Cronbach Alpha Statistics. Cronbach Alpha is a statistical tool used to measure the reliability of a test instrument for internal consistency. A correlation coefficient value of 0.87 was obtained showing that the instrument was reliable.

G. Method of Data Collection

The instrument for the data collection was personally administered by the researcher to the respondents. Efforts was made to explain the questions to the respondents in a manner that enables them to respond objectively to the questions raised. Questionnaires will be collected also on the spot to ensure a high return rate.

H. Method of Data Analysis

Data collected was analyzed using frequency count and simple percentages in order to facilitate the interpretation of the data that was collected and used for demographic information of students. Mean and standard deviation was used to analyze the response of the respondents to the research questions raised.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDING

This chapter deals with the presentation of results and interpretation of findings collected during the study.

A. Presentation of Results

➤ Research Question 1: Will Motivation Determine Sports Participation among Student Athletes?

Table 3: Mean and Standard Deviation of Responses on Motivation as Determinant for Sports Participation

S/N	Items Statements	Mean	S.D	Decision
1.	Motivation may determine the extent of sports participation among student athletes	3.80	0.403	Agreed
2.	Sports participation among student athletes may be influenced by rewards given to them	3.47	0.605	Agreed
3.	Awards may serve as a driving force to student athletes sports participation	3.60	0.522	Agreed
4.	Provision of accommodation for students on campus may increase their zest for sports	3.39	0.736	Agreed
5.	Provision of necessary sport infrastructure and its maintenance may boost the morale of students in sport participation	3.66	0.516	Agreed
	Average	3.58		

The data in table 3 showed that the mean responses ranged from 3.39 to 3.80, while the standard deviation values ranged from 0.403 to 0.736. The mean responses for all items showed that the respondents agreed that motivation would determine sports participation among student athletes, which is also revealed with an average mean of 3.58. The low values of the standard deviation showed that their responses do not deviate far from one another.

➤ Research Question 2: Will Age Determine Sports Participation among Student Athletes?

Table 4: Mean and Standard Deviation of Responses on Age as Determinant for Sports Participation

S/N	Items statements	Mean	SD	Decision
6	Young athletes participate more in sports than the older ones	3.29	0.903	Agreed
7	Age is a factor that may determine students participatory pattern in sport	2.62	1.032	Agreed
8	Advancement in age may decrease one's ability to endure environmental stress and physical fitness	3.12	0.767	Agreed
9	Aging may reduce a student athlete's strength, endurance and working capacity in sports	3.18	0.658	Agreed
10	There is a strong association between student athlete' age and their desire to participate in school sports	2.68	1.041	Agreed
	Average Mean	2.98		

The data in table 4 showed that the mean responses ranged from 2.62 to 3.29, while the standard deviation values ranged from 0.903 to 1.032. The mean responses for all items showed that the respondents agreed that age would determine sports participation among student athletes, which was also revealed with an average mean of 2.98. The low values of the standard deviation showed that their responses do not deviate far from one another.

➤ Research Question 3: Will Physique Determine Sports Participation among Student Athletes?

Table 5: Mean and Standard Deviation of Responses on Physique as Determinant for Sports Participation

S/N	Items Statements	Mean	SD	Decision
11	Some student athletes participate in sports with the belief that it enhances and give them good physical body appearance	3.50	0.671	Agreed
12	Despite their physique, student athletes participate in sports due to the high self-esteem accruable from its engagement	3.19	0.812	Agreed
13	Some student athletes shy away from sports activities due to their endomorphic body type	3.16	0.790	Agreed
14	Some endomorphic athletes involve in combat sports such as judo due to the satisfaction they gain from participating in it	3.27	0.714	Agreed
15	Some endomorphic athletes channel their energies into throwing events due to the enjoyment and health benefits they gain from it	3.30	0.663	Agreed

16	Some ectomorphic athletes participate in long distance races where they gain popularity and satisfaction	3.20	0.803	Agreed
	Average Mean	3.27		

The data in table 5 showed that the mean responses ranged from 3.16 to 3.50, while the standard deviation values ranged from 0.790 to 1.671. The mean responses for all items showed that the respondents agreed that physique would determine sports participation among student athletes, which was also revealed with an average mean of 3.27. The low values of the standard deviation showed that their responses do not deviate far from one another.

➤ *Research Question 4: Will marital status determine sports participation among student athletes?*

Table 6: Mean and Standard Deviation of Responses on Marital Status as Determinant for Sports Participation

S/N	Items Statements	Mean	SD	Decision
17	Marital status will not determine sports participation among students	3.11	0.925	Agreed
18	Marital status may dictate the morale of students participating in sports	2.34	0.895	Disagree
19	Most students involved in school sports seem to be predominantly unmarried thereby affording them more opportunity/time to participate in sports	3.21	0.798	Agreed
20	Married students find it more difficult to participate in sports than their unmarried counterparts	2.95	0.881	Agreed
21	Responsibilities that comes with marriage /family life may reduce students sports participation	3.28	0.760	Agreed
	Average Mean	2.97		

The data in table 6 showed that the mean responses ranged from 2.34 to 3.28, while the standard deviation values ranged from 0.895 to 0.760. The mean values show that the respondents agreed to items 17, 19 and 20 with an average mean of 2.97, while they disagreed to only item 18 with a mean of 2.34. In all, results showed that respondents are in consensus with the fact that marital status would determine sports participation among undergraduate student athletes. The low values of the standard deviation showed that their responses do not deviate far from one another.

➤ *Research Question five: Will Gender Determine Sports Participation among Student Athletes?*

Table 7: Mean and Standard Deviation of Responses on Gender as Determinant for Sports Participation

S/N	Items statements	Mean	SD	Decision
22	Gender has an association with undergraduate sports participation	2.23	0.987	Disagree
23	Gender is not a determinant of sport participation among students	3.00	0.938	Agreed
24	Despite many discriminatory practices exist against female sports participation, there are those who dare the consequences	3.58	0.590	Agreed
25	Female sports participation among students is low in the university due to poor attention given to it	2.98	1.058	Agreed
26	More male students participate in sports in the university than their female counterparts	3.38	0.833	Agreed
27	Age-long taboos forbidding female students from sports participation seem to discourage their involvement in sporting activities	2.76	1.001	Agreed
28	Some female student athletes believe that sports participation may have an adverse implication on their femininity, thus making them uninvolved in sports activities	2.98	0.921	Agreed
29	The belief that sports participation may adversely affect their body chemistry causes non-participation of female students in sport	2.91	0.948	Agreed
	Average Mean	3.08		

The data in relation to table 7 showed that mean responses ranged from 2.23 to 3.58, while the standard deviation values ranged from 0.590 to 1.058. The mean values show that the respondents agreed to items 23 to 29, with an average mean of 3.08, while they disagreed to only item 22 with a mean of 2.23. In all, results showed that respondents are in consensus with the fact that gender would determine sports participation among undergraduate student athletes. The low values of the standard deviation show that their responses do not deviate from one another.

B. Discussion of Findings

The findings of table 3 in relation to research question 1, revealed that the respondents agree that undergraduate student athletes may engage in sports because of motivation. According to Akiga (2002), student athletes provided with rewards for a certain performance will motivate them to perform better in subsequent competitions. Student athletes can also be motivated both

intinsically and extrinsically. Provision of necessary sport infrastructure and its maintenance may boost the morale of students in sport participation. Awarding of scholarship is also an important motivational tool in the institutions for student athletes.

The findings of research question 2 showed that the respondents agree that undergraduate student athletes may likely engage in sport due to their age range. It is a known fact that there is a certain age noted for excellent sports performance particularly in competitive sports (Awosika & Olusola, 2014). And according to John and Rant (2013) age affects participation in physical activity, hence, affirming this finding.

Also responses to research question 3 revealed that physique attributes will determine sport participation of the student athletes. Hausenblas et al. (2004) pointed out that body image has a positive impact on sports participation, thus, aligning with the findings of this study.

In research question 4, it was revealed that the respondents agreed to marital status as being a determinant of sports participation, while some respondents disagreed to only item 18 which implies that marital status may not dictate the morale of students participating in sports. Babatunde (2001) finds that marital status significantly dictates the zest of the students in participating in sport. Most of the students, if not all, who get involved in the school sport, particularly competitive sport, are predominantly unmarried.

Finally interpretation of research question 5 shows that the respondents agreed to gender as a determinant of sports participation for student athletes, while some respondents disagreed to only item 22 which implies that gender may not have an association with undergraduate sports participation. Gender is arguably a highly visible position of inequality in sport (Spaaij et al, 2015). Hence, on the majority, gender is a determinant for student athletes sports participation.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter presents a summary of the study, key conclusions drawn from the findings, and recommendations for enhancing sports participation among student-athletes based on personality attributes.

A. Summary

The purpose of this study was to examine the influence of **personality attributes** as determinants of **sports participation** among student-athletes at the **University of Benin**. Five research questions were formulated to guide the study. The **descriptive survey research method** was employed, with a study population of **384 student-athletes**, out of which **192 were selected** using a **simple random sampling technique**.

A **self-constructed questionnaire** was used to collect data from the respondents. The questionnaire was designed using a **four-point Likert scale** (Strongly Agree, Agree, Disagree, Strongly Disagree). To ensure **validity**, the instrument was reviewed and approved by the project supervisor and two experts from the **Department of Human Kinetics and Sports Science**.

Data analysis was conducted using **descriptive statistics**, with **frequency counts and percentages** used to analyze demographic data, while **mean and standard deviation** were applied to answer the research questions.

The findings of the study revealed that **personality attributes** play a significant role in determining **sports participation** among student-athletes. Specifically, it was found that:

- Motivation, age, physique, marital status, and gender significantly influence sports participation.
- Marital status has a substantial impact on the enthusiasm and commitment of student-athletes.
- Intrinsic and extrinsic motivation play key roles in encouraging student-athletes to participate in sports.
- Financial and non-financial rewards enhance performance, leading to greater participation in subsequent competitions.
- Continuous training and early engagement in sports help student-athletes develop their potential and improve their performance.

B. Conclusion

Based on the study's findings, it can be concluded that personality attributes are major determinants of sports participation among student-athletes at the University of Benin. The majority of respondents agreed that these attributes directly influence their engagement, performance, and motivation in sports.

Furthermore, there exists a positive relationship between personality attributes and sports participation, as personality characteristics influence the extent to which students engage in sports. Additionally, sports participation contributes to the physical and mental well-being of student-athletes, enhancing their overall performance.

Therefore, it is essential for student-athletes at the University of Benin to actively participate in sports to benefit from the numerous advantages associated with sports engagement. Given that physical activity plays a vital role in personality development, student-athletes are encouraged to remain consistent in their sports involvement.

C. Recommendations

➤ *Based on the Findings of this Study, the Following Recommendations are Made:*

- *Gender Inclusivity in Sports:*
 - ✓ Female students should be **encouraged and supported** to participate in sports regardless of their physique or societal expectations.
 - ✓ Efforts should be made to eliminate gender stereotypes and create **equal opportunities** for both male and female student-athletes.
- *Early Engagement in Sports:*
 - ✓ Student-athletes should be **introduced to sports from an early age** to help them develop their skills and increase their long-term participation.
 - ✓ Schools should integrate **sports programs at lower academic levels** to instill an early interest in athletics.

- *Provision of Sports Infrastructure and Facilities:*

- ✓ The **University of Benin authorities** should **invest in modern sports facilities** to enhance participation and improve athlete performance.
- ✓ Well-maintained **training facilities, quality coaching, and access to fitness resources** should be provided to student-athletes.

- *Further Research on Gender Disparities in Sports Participation:*

- ✓ More research should be conducted on gender-based differences in sports participation to identify barriers preventing female students from engaging in sports.
- ✓ University sports administrators should develop intervention strategies to encourage higher female participation in athletics.

- *Motivation through Financial and Non-Financial Rewards:*

- ✓ Scholarships, grants, and other incentives should be provided to motivate student-athletes to participate actively in sports.
- ✓ Non-financial incentives, such as recognition, leadership roles, and academic support, should also be introduced to sustain participation.

➤ *Suggestions for Further Research*

- *This Study Focused on **Student-Athletes at the University of Benin**. To Expand the Scope of Research, Future Studies Should Consider:*
- ✓ **A broader study covering multiple universities** to compare results across different academic institutions.
- ✓ **An in-depth examination of how specific personality attributes** (such as extraversion, conscientiousness, and neuroticism) influence sports participation.
- ✓ **The long-term impact of sports participation on student-athletes' academic performance** and career development.
- ✓ **A gender-focused study** to analyze **barriers limiting female participation in university sports**.

By addressing these areas, future research can **enhance understanding** and contribute to the **development of inclusive and effective sports policies** in universities.

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