

Roles of Television Sports in Improving Attitude of Students in Programme in Federal College Education, Eha-Amufu

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Abstract: This study aimed at the role of television sports in improving attitude of students in sports programmes in Federal College of Education Eha-Amufu Enugu State, Nigeria. Four research questions were formulated for the study. Two hundred students were randomly selected for this study as the sample size. Survey research design was used. The data collected from the study were analyzed, using the frequency distribution tables and the mean. The major findings of the study were that students have the desire to watch sports programmes on television but with inadequate equipment (TV Sets) provided to the students at strategic positions in the college. Students desire to participate in sports programme is usually high after watching sports programmes on television. It was then recommended, that adequate provision of TV sets be provided in all the hostels in the college.

Key words: TV • Sports • College • Students and Eha-Amufu

INTRODUCTION

A sport is an institutionalized competitive activity that involves vigorous physical exertion. Sports is one such institution, that has its own traditions and values but these normally reflect the patterns in society at large [1]. Television as a visual media is an acclaimed medium of communication which appeals to sense of sight and hearing. Media comprises the press, radio, television and the arts. This is a medium of information, education, entertainment and advertisement [2]. It is a continuous and instantaneous transmission and reproduction of distant scenes by ironic methods. It is important to note that television is able to produce sound and motion pictures and real events at the same time the events are going. According to [3], television was introduced first by the then regional government and had transmission in Ibadan on 31 October, 9 through the establishment of Western Nigerian Television.

While a decree establishing the Nigeria Television Authority (NTA) was promulgated in 1977. Television services were established to promote political participation and national consciousness. Television, according to [4] was a profound advantage over all other media communication in the country and this is because of its capacity to enlarge the individual horizon of

experience through viewing. Its ability to bring the realistic flavour of real life events as they happen to the most distant viewers surpasses the power of print or permanent picture. [5] stated that television presents current issues by picking them as they come up. This is essential because the slightest delay in communication could render information obsolete as it can be seen in print media. The environment of scene portrayed exactly on television and this helps the viewers to have realistic value for whatever is screened [6-8].

Sports programme on television is one aspect that provides opportunities for sports men and women to improve their skills and attitudes to show interest in a particular sport of their choice [9-11].

The student desires for involving themselves in sports had always accompanied by required sports equipment needed for students to develop interest in sports programme. The seemingly inadequate television sets at every hostels and at strategic positions in the college tend to pose certain problems for students to watch sports programme at their own leisure time. Inadequate supply of electricity in the college constitute a great problem towards ensuring steady light to television sets are functional at periods when sports programme are telecasted for viewers to watch [12-16].

Aim of the Study: The aim of the study was to investigate the role of television sports in improving attitudes of students in sport programmes in Federal College of Education, Eha-Amufu. Sports programmes include instructional, intra-mural and extramural, while attitudes are the turn-out at sports practices which are usually optional in schools and colleges. Based on the purpose of this study, the following specific objectives are stated.

- To identify the students that watch sports programmes on the television in Federal College of Education, Eha-Amufu.
- To find out whether watching television sports programme affects the sporting attitudes of the students.
- To ascertain whether students participate in sports after watching sports programme on television in Federal College of Education, Eha-Amufu.
- To determine whether there are other television programmes affecting attitude of students after watching sports programme on television in Federal College of Education, Eha-Amufu.

Research Questions: The following research questions were formulated to guide the study

- Do students watch sports programmes on the television in Federal College of Education, Eha-Amufu?
- Do watching television sports programme affects the sporting attitudes of the students in the college?
- Do students participate in sports after watching sports programme on television in Federal College of Education, Eha-Amufu?
- What other television programmes that affect the students after watching sports programme on television in Federal College of Education Eha-Amufu?

Significance of the Study: The information generated from the findings on students having the desire to watch sports programmes on television will provide knowledge on the importance and values derived on watching such sports programmes. The knowledge gained will enhance their skill performance.

The findings on sporting attitudes of the students' knowledge generated will increase their habits towards watching and doing what they watch into practices. The findings on students responding positively to participation in sports activities will generate more interest and watch out in television sports programmes.

The knowledge generated will enable students, parents and lovers of sports activities to engage and provide adequate time to watch television sports programme all times as well as putting into practices on television. The knowledge got from the study will enhance the students desire to put into regular practices the skills they saw being performed through watching sports programmes on television.

Scope of the Study: The study is on the role of television sports in improving attitudes of the students in sports programme in Federal College of Education Eha-Amufu of Enugu State. The study is delimited to improving sports skill by watching television on sports programmes. The study is delimited to students in Federal College of Education Eha-Amufu of Enugu State.

Methods: This chapter presents a description of the research design, population, sample and sampling technique, instrument, validity of the instrument method of data analysis.

Research Design: This is a descriptive study, hence the design employed is survey research method. This method is considered appropriate because it is a fact finding techniques.

Population of the Study: The population for the study comprised all the students both male and female in the Federal College of Education, Eha-Amufu, Enugu State who may likely be viewing sports programmes on television at a regular basis. Records with the admission unit of the Federal College of Education, Eha-Amufu indicated that there are 3640 students (three thousand, six hundred and forty students) 3,390 students live on campus while 250 students live off campus. The total population is 3640 students.

Instrument for Data Collection: The questionnaire instrument was used for data collection. It was built up from the literature and suggestions from Sports/Physical Education questionnaire contain sixteen items designed on a four points rating scale namely: Strongly Agree (4) Agree (3) Disagree (2) and Strongly Disagree (1) Validation of Instrument.

The questionnaire was subjected to face and content validity through the judgments of three experts from the Department of Physical and Health Education Federal College of Education, Eha-Amufu, Enugu State. Copies of the questionnaires alongside the objectives of the study

and research questions were presented to three experts for validation. They criticized and offered suggestions to improve the quality of the instrument. Their comments and suggestions were incorporated in the final draft of the instrument.

Method of Data Collection: To get adequate responses from the students a letter of introduction was collected from the Head of Department of Physical and Health Education Federal College of Education, Eha-Amufu, Enugu State. The copies of questionnaires (200) were administered by the researchers to subjects in their various schools and collected immediately after completion to ensure a high return rate of the instrument. All the copies of questionnaires administered were returned thereby achieving a 100% return rate.

Method of Data Analysis: The completed 200 copies of the questionnaire were critically examined for completeness of responses before putting them into frequency table.

The responses presented in frequencies distribution table. The criterion mean for the study was obtained according to the four points scales that is strongly agree (4 points) agree (3 points) disagree (2 points) strongly disagree (1 point). The criterion mean was obtained as follows:

$$10/4 = 2.50$$

Any variable that has a mean of 2,50 or above was regarded as valued by sports television viewers among the students watching sports programme while a variable that has a mean below 2.50 was regarded as reflection.

Immediately, following each table there was a brief interpretation of the data from which discussions, conclusion and recommendations were made.

RESULTS

Research Question 1: Do students watch sport programmes on the television in Federal College of Education, Eha-Amufu?

Table 1: revealed that students watch television sports programmes in Federal College of Education, Eha-Amufu, Enugu State has a mean of (2.19) watching sports programmes on television usually interest us with a mean (X 3.30) After watching a particular sports on television we feel like participating with a mean (X 2.60) watching sports programmes on television is a mere waste of time with a mean (X 2.22)

Research Question 2: Does watching television sports programme affect the sporting attitudes of the students in the college?

Table 2 shows watching sports programmes on television improves someones skill has a mean of (X 3.25) we put what we watch in television into practice with a mean (X 3.23) new discoveries in sports can be learnt through television sporting programmes with a mean (X 2.87) while those who take active part in sports sometimes do not watch sporting programmes on television with a mean (X 2.98)

Research Question 3: Do students participate in sports after watching sports programmes on television in Federal College of Education, Eha-Amufu?

Table 1: Responses on students watching sport programmes on television, n =200

| S/N | Statement | SA | A | D | SD | WIS | X | Decision |
|-----|---|----|----|----|----|-----|-------|----------|
| 1. | I watch television sports programme. | 35 | 38 | 60 | 67 | 441 | 2.21 | Rejected |
| 2. | Watching sports programmes on television usually interests me. | 45 | 20 | 10 | 25 | 285 | 1.425 | Accepted |
| 3. | After watching a particular S sports on television I usually feel like Participating. | 50 | 70 | 30 | 50 | 520 | 2.60 | Accepted |
| 4. | Watching sports programmes on television is a mere waste of time. | 25 | 45 | 80 | 50 | 445 | 2.22 | Rejected |
| | Grand Mean | | | | | | 2.11 | Accepted |

Table 2: Responses of students watching television sports programme affecting the sports attitudes of the students, n=200

| S/N | Statement | SA | A | D | SD | WIS | X | Decision |
|-----|--|----|----|----|----|-----|------|----------|
| 1. | Watching sports programme on television improves my skills on those sports | 94 | 66 | 35 | 5 | 649 | 3.25 | Accepted |
| 2. | I put what i watch in television into practice on my own | 86 | 64 | 30 | 20 | 646 | 3.23 | Accepted |
| 3. | New discoveries in sports can be learnt through television sporting programmes | 70 | 64 | 35 | 31 | 573 | 2.87 | Accepted |
| 4. | Those who take active part do not watch sporting programmes on television | 25 | 45 | 80 | 50 | 445 | 2.22 | Rejected |
| | Grand Mean | | | | | | 3.08 | Accepted |

Table 3: Responses of students participation in sports affect watching sports programmes on television in the college, n =200

| S/n | Statement | SA | A | D | SD | WIS | X | Decision |
|-----|---|----|----|----|----|-----|------|----------|
| 1. | I put into action what I leant in sports programmes on the television. | 75 | 69 | 49 | 7 | 612 | 3.06 | Accepted |
| 2. | I tend to develop greater interest in sport programmes on the television. | 80 | 54 | 24 | 42 | 472 | 2.36 | Rejected |
| 3. | It is necessary to watch the skills exhibited by experts on the television before practice it yourself. | 48 | 61 | 78 | 13 | 544 | 2.75 | Accepted |
| 4. | I watch sports programmes on television often. | 76 | 54 | 40 | 30 | 576 | 2.88 | Rejected |
| | Grand Mean | | | | | | 2.75 | Accepted |

Table 4: Responses on television programmes affecting the students after watching sports programme in the college, n 200

| S/N | Statement | Sa | a | D | Sd | Wis | X | Decision |
|-----|--|----|----|----|----|-----|------|----------|
| 1. | Watching sports programme on television always motivate me | 75 | 64 | 30 | 31 | 583 | 2.92 | Accepted |
| 2. | I put into practice the skills learnt from sports programmes on television | 94 | 46 | 54 | 6 | 628 | 3.14 | Accepted |
| 3. | Other television programmes i watch do not affect my interest in watching sports programmes | 48 | 61 | 78 | 13 | 544 | 2.75 | Accepted |
| 4. | I devote most of my time Watching sports programmes on television than any other programmes. | 64 | 56 | 40 | 40 | 544 | 2.72 | Rejected |
| | Grand Mean | | | | | | 2.75 | Accepted |

Table 3 revealed that we put into action what we learnt in television sports with a mean of (X 3.06), we tend to develop greater interest in sports after we watch sports programmes on television with a mean (X 2.36) it is necessary to watch the skills exhibited by experts on television before practicing it yourselves with a mean (X 2.72) we watch sports programme on television often with a mean (X 2.88). What other television programmes that affect the students after watching sports programme on television?

Table 4 shows that watching sports programme on television always motivate me with a mean of (2.92) we into practice the skills learnt from sports programmes on television with a mean (X 3.14) other television programmes we watch do not affect our interest in watching sports programmes with a mean (X 2.22) while we devote most of our time in watching sports programmes on television than other programmes with a mean (X 2.72).

DISCUSSION

Table 1 showed the responses of the respondents on whether students watch sports programme on television in Federal College of Education, Eha-Amufu. This is most disturbing because there are other programmes that go on in the college alongside watching television sports programmes. It was also revealed that those students watch sports programme on television, especially soccer games, according to [17 and 18] most students would have preferred watching sports programmes on television,

if it is within their reach on campus. Television set is not provided at strategic assess of watching sports programme.

Table 2 revealed the responses of the respondent on it watching television sport programmes affects the sporting attitude of the students. It shows that watching sports programmes on television helps improve their attitudes towards sporting activities as it concerns students in the college. According to [19-21] students who have desire for sports love watching sports programme on television, while [22] stated who do not like sports watching sports both, on television or life.

Table 3 shows the responses of the respondents on students affects watching sports programmes on television it was revealed that their active participation does not affect their watching habit, rather limits their frequencies towards watching on television.

According [23-25] students academic activities in schools limit their time of watching sports programmes on television, it is just few who love spoils make out time to watch sports programme on television.

Table 4 shows the responses of the respondents on other television programmes that affect the students watching of sports programme on television. It was revealed that other television programmes tend to affect students watching sports programme in the college. According to [26, 27] most students spent time watching other movies related to music, play or drama performance than sports programmes. The implication of this result is that watching sports programme on television increases

and affects student attitudes positively. The provision of television sets in schools/student centers increases the student interests in sports participation.

CONCLUSION

Based on the findings of the study the following conclusions were made. Student desire for sports could be motivated by ensuring that television sets are provided adequately at their reach in the college. It is observed that students have interest for sporting activities and this interest can be complimentary by providing enough motivation to students to help develop the habits to always watch sport programmes on television.

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