



**SELF-CONCEPT/SELF-ESTEEM AND PERSONALITY
DEVELOPMENT/CHARACTER BUILDING VALUES AS PREDISPOSING
VARIABLES OF SPORTS PARTICIPATION AMONG ADOLESCENTS IN NIGERIA
AND TOGO**

BY

EZOMOH OLUSOGA OLUMIDE phd,

E-mail: ezomoholumide@yahoo.co.uk

+2348023883209/+2348077568677;

Abstract

This study examined the trans-cultural expressions of self-concept/self-esteem and personality development/character building values as predisposing variables of sports participation among adolescents in Nigeria and Togo. For the purpose of the study, two research hypotheses were generated and tested. The descriptive survey design, multi-stage sampling procedure and self-developed four-point Likert type questionnaire were used. A reliability coefficient of .89, was obtained through the use of Cronbach alpha. Inferential statistics of t-test was used for data analysis. The findings revealed that adolescents in the two countries expressed self-concept/self-esteem and personality development/character building values as predisposing variables of sports participation. Consequently, it was therefore, recommended that; sports competitions should be organized regularly as adolescents enjoy competitions and thus, could be motivated to participate in sports through it. Sports services providers should endeavor to find means of organising enlightenment programmes on the benefits inherent from sports participation, through this, many adolescents who do not know the benefits of sports participation will be informed and consequently get involved in it. Public and private schools administrators should establish functional and well-supervised sports units in their schools. Private individuals should assist the government in promoting sports by sponsoring sports programmes, awarding scholarships to excellent sports participants. Parents should encourage their children/wards to participate in sports by providing assistance in form of money, equipment among others to them, in order to stimulate, sustain their interest and facilitate their participation in sports.

Keywords: Self-Concept/Self-Esteem, Personality Development/Character Building, Sports Participation, Adolescents

Introduction

Culture is often thought of, when used in terms of ordinary daily conversation as equivalent to the “higher things of the mind” – art, literature, music and painting. Culture refers to the whole way of life of the members of a society. It includes how they dress, their marriage customs and family life, their patterns of work, religious ceremonies and leisure pursuits. It covers also the goods they create and which become meaningful for them. The term adolescence comes from the Latin verb “adolescere”, which means “to grow into adulthood” It begins with the onset of puberty and ends with the assumption of adult responsibilities. Adolescence begins in biology and ends in culture (Kreil 1997). Adolescent stage is a unique, distinct and critical period in human development. This period begins from about the ages of 12-13 and ends at about 18-19 years. This period coincides with the teenage years. It is a period when remarkable deviations are noticed in the human life cycle. It is a period of transition in the life cycle of man from childhood to adulthood and it is characterized by storms and stress (Ezoem, 1999). Adolescence, according to Lefrancois (2006) is defined as that period of life beginning around the ages of eleven or twelve and terminating somewhat just before or after the age of twenty. Adolescence has traditionally been considered a more difficult developmental period than middle childhood, both for children and for their parents. It is a time of physical, cognitive, and emotional changes that move children into adulthood. These changes are often positive and pleasurable, but there are awkward movements and difficult passages as well.

Sport, according to Odejide (1992), is primarily a cultural product and it is a medium for cultural changes, Awosika (2005) stated that, sporting culture has been very revealing, as it is bounded up with nation's history, tradition, geography, trade, politics, religion, national wealth and even nation's health. Sport is a social phenomenon that has grown from its humble beginning of being an entertainment and recreation to become a viable and prominent business phenomenon that could no more be ignored in the social, political and economic environment of a nation (Morakinyo, 2000). Watson (2003), stressed that sports values apart from helping in physical, organic, mental and emotional developments of adolescents to become a functional member of his society, also develop self-discipline, self-confidence, co-operative attitude and good citizenship in individuals who participate in sporting programmes. He stated the emotional sports values, as development of self-reliance, self-esteem and emotional maturity.

The word “Personality” according to Cratty (1993), is derived from the word “Persona” a mask donned by Greek actors as they moved from role to role in ancient theatre production. The concept of personality is so broad that it is difficult to define precisely. Regardless of what definition is put forth, there will be those who argue that it is either too broad or too narrow. One definition that has stood the test of time was proposed by Allport (1937), who said personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustments to his environment. Hollander (2007) gave a similar yet simpler definition when he wrote that personality is “the sum total of an individual's characteristics which make him unique”. No matter what definition is selected, personality has to do with the uniqueness of each individual. To Ikulayo (1999), personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determines his

unique adjustment to his environment. Singer (1992), viewed personality as the dynamic organization within the individual, on those psychophysical systems that determine his/her character, behaviour and thought. These contentions seemed to be aptly supported by Durojaiye (1988), and Horton and Hunt (1996), who all asserted that personality is the sum total of what a person really is, in other words, it is being a particular person.

Personality is a constituent and integral part of total human being. It has been the focal point of discussion pertaining to what a person is and what he ought to be. More often, people's personality have been subjected to extensive scrutiny and test when it comes to companionship, delegation, appointment etc. Indeed, the personality of a person is integration or merging of all parts of one's psychological life, the way and manner he or she thinks, feels, acts and behaves (Alderman, 2004).

Self-concept is a person's perception of himself or herself (Shavelson, Hubner & Stanton, 1996). "These perceptions are formed through experience with, and interpretations of one's environment. They are specifically influenced by evaluations by significant others' reinforcements, and attributions for one's own behaviour" (Marsh, 2000). While self-esteem in sports is the feelings of respect and admiration that one has via sports involvement. Three aspects of the self-concept construct are relevant to sport and the process of changing self-confidence; the multidimensionality of self-concept, the importance of an individual's frame of reference in the formation and maintenance of self-concept, and changes that occur in self-concept as a function of a human development and maturity (Marsh, 2000).

On the multidimensionality of self-concept, Marsh (2000) stated that athletes do not have just one global perception of themselves. They have a number of self-concepts, specific to situations. An athlete's physical self-concept may be different from his or her social self-concept which is different again from the academic self-concept. In other words, self-confidence is specific to the task. According to Cox (2008), individual's perception about his or her body and physique can have either a positive or negative effect on exercise behaviour. According to him people have perceptions about their physical physique. Some people like their physique, while others do not. For some people, the dissatisfaction about their physique may provide a motivation to exercise so as to improve it. Conversely, some people may avoid exercise because of the fear of being negatively evaluated relative to their physique. Still others have such distorted images of their bodies that they resort to bizarre eating habits in an attempt to make this bodies become even thinner.

Generally, sports have various values which can be expressed differently by people from different cultures and nationalities. However, the main focus of this study was to find out if self-concept/self-esteem and personality development/character building values would be expressed as predisposing variables of sports participation among adolescents in Nigeria and Togo. The aim of this study was to find out and identify the expressions of self-concept/self-esteem and personality development/character building values as predisposing variables of sports participation among adolescents in Nigeria and Togo. It is the hope of this researcher that the findings of this study will enable various individuals to discover if self-concept/self-esteem and

personality development/character building are some of the advantages and benefits inherent from sports participation. The findings of this study may also help to provide a better understanding to various individuals on the values attached to sports by adolescents in the two West African Countries that is, Nigeria and Togo. This study may enable individuals to understand what sport is, from what human motivation it springs and what role it occupies in culture.

Furthermore, this study may also provide some information that would make it easier to encourage or spur potential athletes into active sports participation. It is as well envisaged that this study will add to the corpus of existing knowledge in the field of human kinetics and health education in diaspora, and in the area of sociology/psychology and management/administration of sports in particular. This study may also serve as a reference point for future research works and may as well serve as stimulant for further trans-cultural research into sports values.

Statement of the Problem

Sports as a social agent and household affair for every nation throughout the world have its influence across all facets of human lives. Sport, according to experts have gone beyond mere running, jumping and throwing or going after objects for just the fun of scoring goals or making points. Mere seeing the way people discuss sports issues at homes, in schools, offices, market places, even at religious places or centres, just to mention a few, and the way people spend precious hours and hard earned money on sports through betting, gate fees, and so on, and how various governments spend millions or even billions of dollars on sports are all indicators that sports have some values. But what are these values? Would the values be the same? Or would the values be expressed the same way by adolescents in two different socio-economic and national backgrounds (Colonies)? Consequently, these are some of the questions that prompted the researcher to attempt to investigate the expressions of self-concept/self-esteem and personality development/character building values as predisposing variables of sports participation among adolescents in Nigeria and Togo.

The following hypotheses guided the study;

- (1) Adolescents in Nigeria and Togo will not significantly express self-concept/self-esteem values as predisposing variables of sports participation.
- (2) Adolescents in Nigeria and Togo will not significantly express personality development and character building values as predisposing variables of sports participation.

Methodology

Nigeria, a West Africa country, came into existence on January 1, 1914, with the coming into effect of the amalgamation of two British-ruled colonies. The two British – ruled colonies that were amalgamated were the Northern protectorate and Southern protectorate, the purpose of the amalgamation was for the administrative convenience of the British Crown (Crowder 1993). Nigeria has her neighbours as Niger and Chad on the north, the Republic of Benin shares her Western border. On the Eastern border, Nigeria has the Republic of Cameroon, while on her southern border is the Atlantic Ocean (BBC focus on Africa, 2000).

Nigeria, has neither been expanded nor reduced territorially, since 1961 when the people of southern Cameroon opted out the country to join their Kith and Kin of the Northern Cameroon in a referendum (Jimoh, 2001). However, Nigeria's provincial configuration has undergone changes several times after the creation of Mid-Western region in 1962 and the jettisoning of the four-region structure in 1966. In 1966, Nigeria had four states, twelve states in 1967, nineteen states in 1976, twenty-one states in 1987, thirty states in 1991, and thirty – six states in 1996 (Lawrence, 1985; Obijifor, 1991; Iyioke, 1992; Bello, 2001; Jimoh, 2001).

Nigeria has an area of 923,768.00sq. kilometers and lies between latitudes 4° and 14° North of the Equator and Longitudes 3° and 14° east of the Greenwich Meridian. Thus, it is entirely within the tropical zone. The major rivers in Nigeria are the Niger and Benue. However, Nigeria takes its name from the River Niger its most prominent physical feature (Times Press Limited 2001).

Nigeria, often called the “Giant of Africa” is richly endowed with ecological and natural resources. The rich and diversity of Nigerian culture are manifestation of socio-cultural differences of the 250 ethnic groups that inhabit the land for ages. Nigeria has a population of over 120 million people, which makes it the most populous Black Country in the world. In short, Nigeria is 2/3 of the black population of the universe. English is the official language, although, Hausa, Igbo, Yoruba and pidgin are the four main Languages spoken (8th All African Games participant's Guide 2003).

The Republic of Togo, with a population of 7,496,833 is situated in West Africa. It is bounded by Benin (previously Dahomey) in the east, by Ghana in the west, Burkina (Burkina Faso, and earlier, Upper Volta) in the north, and the Atlantic Ocean in the south. Togo's landmass is 56,000 square kilometers. It is approximately 600 kilometers in length and about 70 kilometers at its widest point. Its government is constitutionally based on a parliamentary system. In practice, however, it has had a lifetime president in the person of General Gnassingbe Eyadéma, who took power in 1969. However, his son, Faure Eszrimna Eyadema became the President after the death of his father on April 29, 2015 (Togo, 2016).

Togo was placed under French administration first as a League of Nations "mandate," then as a United Nations "trust" territory. Up to and through World War I, the country now known as Togo and a sizable eastern segment of what is now Ghana were one entity under German colonial rule. In the transition from a German colony to a French "trust" territory, a significant western portion of German Togoland was ceded to Britain's colonial administration of Ghana.

The capital of Togo is Lomé. Lome is in the extreme southwestern corner adjacent to Ghana and actually spills over into that country. This portion is known as Aflao. The southern third also includes the best educational, industrial, infrastructural, medical, and economic facilities available in the country. Hence, there is a strong southern migration by central and

northern inhabitants. The Éwé speech community predominates in this all-important southern third (Togo 2016).

Lome was founded in the 19th century by [German](#), British and African traders, becoming the capital of [Togoland](#) in 1897. Its population grew rapidly in the second half of the 20th century. The city had approximately 30,000 inhabitants in 1950: by 1960 (the year Togo gained its independence from France) the population had reached 80,000, increasing to 200,000 by 1970. Since 1975, investments grew by 10% in the past year and had been targeted for development. At the same time, railways, which have an important role in serving the suburbs of the city, deteriorated (Times Press Limited 2001).

Hypotheses One: Adolescents in Nigeria and Togo will not significantly express self-concept/self-esteem values as predisposing variables of sports participation.

Table 1:- t-test analysis showing the expression of self-concept/self-esteem values as predisposing variables of sports participation among Nigeria and Togolese adolescents.

Self-Concept/Self-Esteem	N	Df	X	SD	T	Sig.	Mean Difference
Nigeria	1000	1998	507.43	117.51	4.895	0.000	205.86
Togo	1000		301.57	104.64			

Remark= Hypothesis 1 is rejected

From table 1, the result shows, that there is a significant difference between Nigeria and Togo adolescents as regards the expression of self-concept/self-esteem values as predisposing variables of sports participation. The null hypothesis is rejected in favour of the alternative hypothesis. The mean scores of the self-concept/self-esteem values as predisposing variables of sports participation are 507.43 and 301.57 respectively for Nigeria and Togolese adolescents. The mean difference is 205.86. This shows that Nigeria adolescents expressed higher self-concept/self-esteem values as predisposing variables of sports participation. However, adolescents in both countries expressed self-concept/self-esteem values as predisposing variables of sports participation.

On the multidimensionality of self-concept, in line with this finding, Marsh (2000), stated that athletes do not have just one global perception of themselves. They have a number of self-concepts, specific to situations. An athlete's physical self-concept may be different from his or her social self-concept which is different again from the academic self-concept. In other words, self-confidence is specific to the task. According to Cox (2008), individual's perception about his or her body and physique can have either a positive or negative effect on exercise behaviour. According to him people have perceptions about their physical physique. Some people like their physique, while others do not. For some people, dissatisfaction about their physique may provide

a motivation to exercise so as to improve it. Conversely, some people may avoid exercise because of the fear of being negatively evaluated relative to their physique. Still others have such distorted images of their bodies that they resort to bizarre eating habits in an attempt to make their bodies become even thinner.

Maslow (1999), also stated that, probably one of the most significant group of needs facilitated through association with other people in sports and physical activity settings are those involving in self-esteem and the esteem of others for oneself. Such needs can be seen as revolving around the necessity of having a high evaluation of oneself, that is stable and enduring. He suggested that these esteem needs could be divided into the following two types; those involved with needs for achievement mastery and competence which lead to “self-confidence” and those involved with prestige, status, recognition and popularity leading to feelings of self-worth. According to him, the satisfaction of such needs is seen as leading to convincing the persons of adequacy and capability in the world, the thwarting or blocking of them to feelings of inferiority or weakness. It is also fairly well accepted that the most stable and most healthy kind of self-esteem is that which is based on deserved respect from others, rather than, on the temporary or semi-valid adulation derived from non-informed others. That is to say, self-esteem will be reinforced much more significantly than if the approval comes from the media or spectators, who are relatively informed as to his true worth to them.

Schacter (1999), opined that, by participating in sports, self-esteem is enhanced, immediately, feelings of pride, self-worth and adequacy are accrued. This in turn, causes an improvement in both general behaviour and specific sports performances. According to him, considerable evidence exists, which indicates that strong self-concepts are highly correlated to success in achievement-oriented activities such as sports. The affiliate tendency in sport, -thus, becomes a particular relevance for understanding, to people who participate in sports.

Also, in support of this finding, Watson (2003), stressed that participation in sport does not only help in physical, organic, mental and emotional development of every youth to become a functional member of his society, but also, sport helps to develop self-discipline, self-confidence, co-operative attitude and good citizenship in individuals who participate in sporting programmes. He concluded that those who participate in sports could attain personal satisfaction and meet personal needs. These needs include, need for belonging. Further, emotional values of sports are development of self-reliance, self-esteem, individual and emotional in the satisfaction of basic needs such as activity needs, needs for self-actualization, achievement needs, and also need for recognition, for his excellence. She further stated that intelligent choice and adherence to (recreational) sporting activities result in good mental health. Recreational sporting activities according to her provide safe channel to re-direct excess energy for gainful employment.

Marsh (2000), in line with this finding revealed that, three aspects of the self-concept construct are relevant to sport and the process of changing self-confidence. They are; the multidimensionality of self-concept, the importance of an individual's frame of reference in the formation and maintenance of self-concept, and changes that occur in self-concept as a function of human development and maturity.

To corroborate this finding, Groves (2002), asserted that, several kinds of identifiable personality traits revolve around what could be considered the sports participant's self-concept. Traits such as, self-consistency, self-enhancement, and self-respect, all evolve out of this elaboration of a person's self-image or self-concept. He further explained that, self-confidence for example, is very high in sports participants. He concluded that people who engage in sporting activities have high senses of personal worth and high self-concepts.

Hypothesis Two: Adolescents in Nigeria and Togo will not significantly express personality development and character building values as predisposing variables of sports participation. This hypothesis was tested using the independent t-test statistics set at 0.05 levels of significance. The result is as shown in table 2.

Table 2:- t-test analysis shows the expression of personality development and character building values as predisposing variables of sports participation among Nigeria and Togolese adolescents.

Personality Dev./Character Building	N	Df	X	SD	T	Sig.	Mean difference
Nigeria	1000	1998	470.71	158.64	2.977	0.006	134.57
Togolese	1000		336.14	58.60			

Remark= Hypothesis 2 is rejected

The result in table 2 shows that Nigeria and Togolese adolescents expressed personality development and character building values as predisposing variables of sports participation. Though, there is a significant difference in the expressions with a mean difference of 134.57. The Nigeria adolescents expressed higher personality development/character building values as predisposing variables to sports participation than Togolese adolescents. The mean scores of the Nigeria and Togolese are as follows 470.71 and 336.14 respectively. Therefore the null hypothesis is rejected in favour of alternative hypothesis.

This finding goes in line with that of Igbanugo (1986), which submitted that sports happily have come to be recognized as one of the most active ways of building up and moulding of character and personality of the individual. It also helps in promoting unity and solidarity among and within a community or society. Therefore, all concerned in character, moral and spiritual training of individuals must be involved in sports.

This finding also goes in line with the mind of Nothan (1998) which opined that play becomes a way of learning about life, that respect for the right of others is impressed on children through the rules that they are expected to obey, respect their own side and guide the right of the other side. They also learn about the importance of the individual merits to cope with the society, which include trustworthiness, initiative, loyalty, social consciousness and so on. According to Anshul (1990), sport has been a socializing medium engaged in by many people of different personalities. It is therefore, unlikely that individuals participate in sport for many reasons and

their source of motivation and indeed inspiration might have evolved from their interaction with family members, prominent sportsmen and women or through some sort of learning.

Omolabi (1992), in line with this finding opined that sports contribute to quality of leadership as through sports, opportunities are provided for accepting responsibilities, making decisions, influencing others and developing other qualities important to leadership. He stated further that sports help the participants to develop abilities of self-discipline and determination. The strenuous training involved in many sporting events forces participants to push themselves to achieve maximum effort, thereby, enabling them to make sacrifices and having determination to be successful. To observe the rules and spirit of the games, as well as maintaining friendly attitude towards all individuals involved in the game.

According to Schaffer (1989), in support of this finding stated that, sports participation through competition contributes to team spirit, motivation, and meeting the interest of the people, according to him, strain of tough competitions together with the push to win is not detrimental, but it is actually good for boys and girls and for delinquent or potentially delinquent boys and girls. Sports also provide a sort of forum whereby participants learn how to work with others in a co-operative manner, to promote the feelings of social consciousness and to develop an understanding of the rights and feelings of others.

Butler (1989), in corroboration also stated that through sports, participants learn about life, such as; respect for the right of others, importance of the individual merits, knowledge of social, the “shall” and “shall not” are all better areas of democracy. Sports participation offers many opportunities for character development. These opportunities are either constructive or destructive. For example; sporting activities present opportunities for social-vices and virtues like honesty or cheating. He further discovered that sporting activities that are competitive in nature could shape the attitudes and conduct of participants. Also, sports participation is said to be able to offer repeated opportunity for expressing the ideals of sportsmanship or for violating them.

Sports participation according to him, teaches some social values. For examples, they teach respect for rules, fair play, courage, and ability to subordinate their selfish interest to the welfare of the groups. Through some sports, individuals learn democracy through play, because such play requires cooperation, loyalty, and team play. He further opined that characterization of self-confidence, and self-assurance in sports participants are expressed in behavior, such as; cheerfulness, resistance, toughness, placidity, expedience, carefulness, vigor and energy, fearlessness, and self-secureness. The sport participants who exhibit these traits tend not to be fatigued by exciting situations, feel quite adequate in demanding and crucial situations, is not easily down hearted or remorseful, prefers excitement, noise and people, and is not likely to be hypochondriac.

Watson (1993) in line with this finding, stressed that participation in sport does not only help the physical, organic, mental and emotional development of every youths to become a functional member of his society, but also, sport helps to develop self-discipline, self-confidence, co-operative attitude and good citizenship in individuals who participate in sporting programmes.

He concluded that those who participate in sports could attain personal satisfaction and meet personnel needs. These needs include, need for belonging. Further, emotional values of sports are development of self-reliance, self-esteem individual and emotional satisfaction of basic needs, such as; activity needs, needs for self-actualization, achievement needs, and also need for recognition of his excellence. She further stated that intelligent choice and adherence to (recreational) sporting activities result in good mental health.

Sports happily have come to be recognized as one of the most active ways of building up and moulding of character and personality of the individual. It also helps in promoting unity and solidarity among and within a community or society. Therefore, all concerned in character, moral and spiritual training of individuals must be involved in sports (Igbunugo, 1986). Schaffer (1989), opined that sports contribute to quality of leadership, because through sports, opportunities are provided for accepting responsibilities, making decision, influencing others and developing other qualities important to leadership. He stated further that sports help to develop the abilities of self-discipline and determination. During sporting events individuals push themselves to achieve maximum effort. Therefore, athletes must be disciplined to make sacrifices and have determination to be successful.

Some experts in the field of sports also believe that, sports provide a sort of forum whereby adolescents learn how to work with others in a co-operative manner, to contribute towards the common purposes of a group, to promote feelings of social consciousness and to develop an understanding of the rights and feelings of others, it is in line with the opinion of Nathan (1998), that play becomes a way of learning about life, that respect for the right of others is impressed on children through the rules that they are expected to obey, respect their own side and guide the rights of the other side. They also learn about the importance of the individual merits to cope with the society, which include trustworthiness, initiative, loyalty, social consciousness and so on. According to Anshul (1990), sport has been a socializing medium engaged in by many people of different personalities. It is therefore unlikely that individuals participate in sport for many reasons and their source of motivation and indeed inspiration might have evolved from their interaction with their family members, prominent sportsmen and women or through some sort of learning.

Omolabi (1992), opined that sports contribute to quality of leadership as through sports, opportunities are provided for accepting responsibilities, making decisions, influencing others and developing other qualities important to leadership. He stated further that sports help the participants to develop abilities of self-discipline and determination. The strenuous training involved in many sporting events forces participants to push themselves to achieve maximum effort, thereby enabling them to make sacrifices and having determination to be successful. To observe the rules and spirit of the games as well as maintaining friendly attitude towards all individuals involved in the game. According to Schaffer (1999), sports participation through competition contributes to team spirit, motivation, and meeting the interest of the people, according to him, the strain of tough competition together with the push to win is not detrimental, but it is actually good for boys and girls and for delinquent or potentially delinquent

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Sports participation offers many opportunities for character development. These opportunities are either constructive or destructive. For example sporting activities present opportunities for social vices and virtues like honesty or cheating (Butler, 1989). He further discovered that sporting activities that are competitive in nature can shape the attitudes and conduct of participants. Also, sports participation is said to be able to offer repeated opportunity for expressing the ideals of sportsmanship or for violating them. Sports participation teaches some social values. For examples, they teach respect for rules, fair play, courage, and ability to subordinate their selfish interest to the welfare of the groups. Through some sports, individual learn democracy through play, because such play requires cooperation, loyalty, and team play. He further opined that characterization of self-confidence, and self-assurance in sports participants are expressed in behavior, such as; cheerfulness, resistance, toughness, placidity, expedience, carefulness, vigor and energy, fearlessness, and self-secureness. The sport participants who exhibit these traits tend not to be fatigued by exciting situations, feel quite adequate in demanding and crucial situations, is not easily down hearted or remorseful, prefers excitement, noise and people, and is not likely to be hypochondriac.

Studies by Dembo (2000), revealed that, both adults and children who participate in sporting activities pre-evaluate their chances for success in any given performance. Success is relative and depends not only upon the person's ability, but also upon his evaluation of that ability and when he is a good and reasonable criterion of performance to aim at. Maslow (1999), stated that, probably one of the most significant group of needs facilitated through association with other people in sports and physical activity settings are those involving in self-esteem and the esteem of others for oneself. Such needs can be seen as revolving around the necessity of having a high evaluation of oneself that is stable and enduring. He suggested that these esteem needs can be divided into; those involved with needs for achievement mastery and competence which lead to “self-confidence” and those involved with prestige, status, recognition and population lead to feelings of self-worth. The satisfaction of such needs is seen as leading to convincing the persons of adequacy and capability in the world, the thwarting or blocking of them to feelings of inferiority or weakness. It is also fairly well accepted that the most stable and most healthy kind of self-esteem is that which is based on deserved respect from others, rather than, on the temporary or semi-valid adulation derived from non-informed others. That is to say, self-esteem will be reinforced much more significantly than if the approval comes from the media or spectators, who are relatively informed as to his true worth to them.

Schacter (2003), opined that, by participating in sports self-esteem is enhanced, immediately, feelings of pride, self-worth and adequacy are accrued. This in turn, causes an improvement in both general behaviour and specific sports performances. According to him,

considerable evidence exists which indicates that strong self-concepts are highly correlated to success in achievement-oriented activities such as sports. The affiliate tendency in sport, thus, becomes a particular relevance for understanding, to people who participate in sports.

Summary

This study examined the trans-cultural expressions of self-concept/self-esteem and personality development/character building values as predisposing variables of sports participation among adolescents in Nigeria and Togo. For the purpose of this study, the descriptive survey research design was adopted. The judgmental sampling technique was used to select the two Anglophone West-African countries and Lagos in Nigeria, and Lome in Togo. The quota sampling technique was used to determine the number of participants (1,000), according to sex for the study. The accidental or opportunity sampling technique was used to select the most readily and easily available participants from each of the selected senior secondary schools used for the study. The fish bowl sampling technique was used to select five senior secondary schools from Lagos (Nigeria) and Lome (Togo) respectively.

The research instrument used was the self-developed and modified four-point Likert type questionnaire. The reliability coefficient of the instrument was .89, which was deemed high and reliable, and was determined through the use of Crombach alpha. The findings of the study revealed that adolescents in the two countries expressed self-concept/self-esteem and personality development/character building values as predisposing variables of sports participation.

Based on the findings, it was concluded that despite the fact that there are significant differences in the independent variables, it was established that the adolescents in the two Anglophone West African countries expressed them as predisposing variables to their sports participation.

Conclusion

Based on the results of the findings of the researcher, it was discovered that good character can be developed through sports participation and that sports promote the spirit of give and take, such as kindness, generosity and co-operation. Sports participation was also discovered to be a moulder of character, as it can make participants to be self-disciplined by having respect for rules and regulations. The feelings of self-worth, self-concept and self-esteem can also be achieved through sports participation. It was also discovered that adolescents through sports participation feel recognised and respected in the society. They think well about themselves and feel real good after participating in sports.

The researcher via the findings of this study, also discovered that sports through competitions, teach adolescents how to put extra efforts into whatever they do, as it gives them the spirit of determination to be successful. Sports participation also teaches them tolerance, obedience, loyalty, peace and fair-play. It was also discovered that through participation in sports, adolescents can easily learn that life and sports competitions are synonymous in nature, as life is a struggle (survival of the fittest), so also is sports competition.

Participation in sports prepares one to be able to cope with the successes and failures in life and in sports competitions. And finally, through sports participation, adolescents learn how

to make good use of their body, how to become good citizens of their country and also learn how to be physically, socially, mentally and emotionally stable.

Recommendations

Consequent upon the findings of this research, the researcher hereby makes the following recommendations:

1. Sports services providers, schools, school owners should organise and sponsor sports competitions regularly as adolescents enjoy competitions and thus, could be motivated to participate in sports through it.
2. Sports services providers should endeavor to find means of organising enlightenment programmes on the benefits inherent from sports participation. Through this, many adolescents who do not know the benefits of sports participation will be informed and consequently get involved in sports participation.
3. Public and private schools administrators should establish functional and well-supervised sports units in their schools.
4. Private individuals should assist the government in promoting sports by sponsoring sports programmes, awarding scholarships to excellent participants in sports.
5. Parents should encourage their children and wards to participate in sports by providing assistance in form of money, equipment among others to them, as that will sustain their interest and facilitate their participation in sports.

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