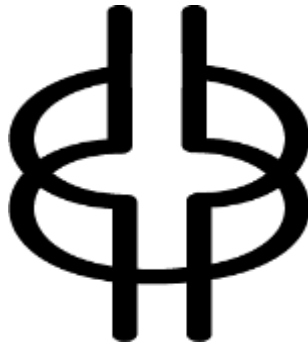


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NYANSAPO – "Wisdom Knot"

Symbol of wisdom, ingenuity, intelligence and patience

# **Factors Influencing Female Teacher-Trainees' Non-Participation in Physical Activity and Sports in Colleges of Education in Ashanti Region of Ghana**

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## **Abstract**

The main purpose of this study was to examine the factors that influence female teacher-trainees' non-participation in physical activity and sports in Colleges of Education in Ashanti Region of Ghana. Descriptive survey design was adopted for the study. A sample size of 351 was randomly selected from a population of 2,911 for the study. Questionnaire was the main instrument used for data collection. Descriptive statistics (Frequency, percentages, mean and standard deviation) and inferential statistics (multiple regressions) were used in analysing and discussing the results. The study revealed that female teacher-trainees' have a strong negative attitude ( $M=2.78$ ,  $SD=1.43$ ) towards participation in the physical activities and sports. Female teacher-trainees' have low participation in Physical Activity (78%). Religion (59.8%), misconception (98.8%), social role (98.8%), facilities and equipment (60.1%), sport skills foundation (99.1%), Motivation (96.6%) and academic loads (98.6%) are significant factors influencing female teacher-trainees' non-participation in physical activities and sport in the colleges of education in the Ashanti Region, Ghana. It is recommended that Ministry of Education (MOE) and Curriculum Research Development Division (CRDD) should ensure that Physical education curriculum in Ghana is reorganised to enable students obtain necessary knowledge, skills and attitudes towards participation in physical activities and sports. The government and other stakeholders need to provide and supply modern facilities and equipment for physical activities and sports in the colleges.

**Key words:** Physical education, non-participating, physical activity.

## **Introduction**

Sports are institutionalized competitive activities that involve vigorous physical exertion, or the use of relatively complex physical skills by the participant, motivated by personal enjoyment and external reward (Coakley, 2001). Physical activity on the other hand as stated by World Health Organization [WHO] (2014), is any bodily movements produced by skeletal muscles that require energy expenditure including activities undertaken while working, playing, carrying out household chores, travelling, and engaging in recreational pursuits. This definition gives us a wider scope of activities which can be engaged in to achieve the benefits of participating in physical activity.

Women's participation in sports and physical activity in general has a history stemming from the colonial era to this modern era which is marked by division and discrimination but also one filled with major accomplishments (History of Women in Sports, 1997). In ancient Greece where sports was said to have emerged from, women were virtually excluded from it. They were strictly barred from even viewing the Olympic Games, and punishments were prescribed for any woman caught at the Games. However, the women themselves created their own programme of sports that is the Hera Games, in honour of Hera, the wife of Zeus. These were athletic events, held every four years, for women only. This according to Sage (as cited in Hargreaves, 1993), might be called the beginning of women in sports.

Research reveals that participation in sports develops and improves the personality of the participants and brings a number of positive changes in their behavioural conduct. Sports and physical activities provide the women with ample chances of meeting lots of people during and after the course of play and the social interaction taking place enhances the quality of respect for others and increases their sense of responsibility CBC report (as cited in Jamil, 2010).

Education is the cardinal element of any civilized society and the promotion of education is considered as quite essential. One of the dimensions of sports is its contributions towards academics. Positive relationship between sports participation and mental well-being of the participants has been manifested in many research studies. It has been observed that sports and physical activity play a very effective role in the intellectual development of the participants (Lau, Yu, Lee, So, &

Sung, 2004), and the students giving appropriate time to participate in physical activity and sports usually produce better academic results (Satcher, 2005).

The surgeon general's report on physical activities and health (U.S. Department of Health & Human Services, 2002 and National Association for Sport and Physical Education [NASPE], 2004]) emphasized the importance of regular physical activity on health benefit across the life span, including reducing the risk of heart disease, ameliorating and preventing numerous other disease states such as diabetes, cancer and osteoporosis. In addition, physical activity is related to positive mental health and enhanced quality of life (Biddle, Fox & Boucher, 2000). Although adolescents are more active than adults, participation in physical activity declines with age throughout adolescence, especially for girls (Centre for Disease Control [CDC], 2002; Pate, Long & Heath, 1994; Rowland, 1990; Stone, McKenzie, Welks & Booth, 1998). Looking at the significance and contribution of sports and physical activities in the development of the participant, it is quite essential that maximum sports participation be encouraged.

In the past, women were excluded from sporting activities because sports and physical activities were perceived as male dominated area. The issue of low participation of women in physical and sporting activities has had its toll on sports and games in most schools and colleges in Ghana (Ampong, 2011). In Colleges of Education in Ghana, physical education is one of the courses teacher-trainees are expected to study and excel to empower them with the prerequisite skills to be able to handle lessons or issues related to sports and physical activity. In addition to the theoretical training or classroom work there are other regular sporting activities that are designed to expose the prospective teachers to the practical knowledge of physical education to keep them healthy and ultimately develop their talents in athletics (track and field events) and games (soccer, netball, handball, volleyball).

Females' participation in the listed sport events as well as physical activities has been low and continues to decline on daily basis (Domfeh and Ampong, 2009). In view of this, there have been myriads of research to ascertain the extent to which female participation in sports keep declining at various levels of education in different countries. For instance, Domfeh and Ampong (2009) studied the causes

of female low participation in sports at the Universities in Ghana using descriptive survey.

Nthangeni, Haycocks and Toriola (2009) also studied the contributory factors of low female participation in sports at Tshwane University of Technology, South Africa. However, very little information is available in the area of female participation in sports at the Colleges of Education in Ghana especially those in Ashanti Region where the situation seems quite alarming (Ghana Education Service, 2010) and needs urgent attention and immediate plans to overturn the unending situation. Against this backdrop, this study seek to investigate the factors influencing the non-participation of female teacher-trainees of Colleges of Education in physical activity and sports in selected Colleges of Education in the Ashanti Region.

### **Research Questions**

The study was guided by the following questions:

1. What attitudes do female teacher-trainees show towards participation in physical activities and sport?
2. What is the level of female teacher-trainees participation in physical activity and sports?
3. What influence does religion, misconception and social role, have on female teacher-trainees participation in physical activity and sports?
4. Which factors mostly influence female teacher-trainees non-participation in physical activity and sports?

### **Methodology**

The main purpose of this study was to examine the factors influencing female teacher-trainees' non-participation in physical activity and sports in colleges of education in the Ashanti Region of Ghana. The methodology used in this study covers the areas of research design, target population, sample and sampling procedures, instrument(s), reliability and validity, data collection procedure and data analysis.

## **Research Design**

Descriptive survey design was adopted for the study. The choice of this design was influenced by the assertion of Fraenkel and Wallen (2000) that when trying to describe the current state of a phenomenon, the most appropriate is descriptive survey design. Since this study sought to find peoples opinion of factors influencing female teacher-trainees' non-participation in physical activity and sports, the descriptive design was therefore the best design for this study.

## **Population**

The target population for the study involved all female teacher-trainees at the Colleges of Education in Ashanti Region of Ghana. However, the accessible population from which the sample was based included female teacher-trainees in some selected Colleges of Education in the Ashanti Region of Ghana. The estimated total number of female teacher trainees in Colleges of Education in the Ashanti Region was 2911.

## **Sample and Sampling Procedures**

The sample frame for the study was the list of all female teacher-trainees in the Colleges of Education in the Ashanti Region of Ghana. The female teacher-trainees composed of level 100 and 200 only because the third years were out for their out-station programme. A sample size of 351 respondents was sampled for the study using the mathematical model expressed as:  $n = \frac{N}{1 + N(e^2)}$ ,  $n = \frac{2911}{1 + 2911(0.5^2)} = 351$  (Gomez & Jones, 2010) from the total population 2,911. The 'n' denotes the sample size; 'N' denotes the sampling frame and the 'e' denotes the margin of error. Using 5 percent margin of error and 95 percent confidence level the sample size was determined. After the total sample size was derived, the proportional sampling strategy was used to obtain the sample size for each College (see Table 1).

Table 1

*Sample of Female Teacher-Trainees in the Colleges of Education*

Colleges of Education	No. of females	Percentage (%)	Proportionate Sampling
Offinso College	300	$300/2911 \times 100 = 10.3$	$10.3/100 \times 351 = 36$
St. Monicas College	850	$850/2911 \times 100 = 29.1$	$29.1/100 \times 351 = 102$
Agogo College	547	$547/2911 \times 100 = 19$	$19/100 \times 351 = 67$
St. Louis College	705	$705/2911 \times 100 = 24.2$	$24.2/100 \times 351 = 85$
Wesley College	210	$210/2911 \times 100 = 7.2$	$7.2/100 \times 351 = 25$
Akrokeri College	299	$299/2911 \times 100 = 10.2$	$10.2/100 \times 351 = 36$
Total	2911		351

Source: Field Data, July, 2015

Proportional allocation was used because, the distribution of female teacher-trainees' in the various colleges were not equal and thus the method ensured that respondents selected from each college reflected the total number of students' population for each school. The female teacher-trainees respondents were selected using simple random sampling technique, in doing so; a soft copy of the sampling frame (School Registers, 2014/2015) was obtained from the colleges and input into the computer. MS-Excel generated and assigned random numbers for students to be selected in to the sample. This was done separately for all the six colleges. Picking was done until the required sample for each college was obtained. This was done with the help of research assistants. The simple random sampling technique was used in order to give respondents equal chance and opportunity of being selected and help to avoid biases in selecting the respondents. In all, a sample size of 351 was selected and chosen for the study.

### Research Instrument

The instrument used for the study was questionnaire of which some items were designed by the researchers; others too were adopted and modified to suit the study being conducted. The questionnaire

contained four sections. Section 'A' contained five items (1-5) which consisted of respondent's demographics and biographical data. These items helped in tracing the institutions of respondents as well as some important information needed for the study, since item (3-6) on the questionnaire sought for the extent of participation in physical activity and sports of female teacher trainees in single sex and mixed colleges and the extent to which background variables predicted their non-participation.

Section B was based on the female teacher-trainees attitude towards participation in physical activities and sports. The questionnaire items were presented in a five point Likert scale, Strongly Agree (SA), Agree (A), Undecided (UN), Disagree (D) and Strongly Disagree (SD). The questionnaire contained items of close-ended type. The respondents were to choose responses applicable to statements given by ticking the appropriate column.

Section C was items adopted and modified from the International Physical Activity Questionnaire (IPAQ). It consisted of four items which sought for female teacher- trainees' level of participation (vigorous, moderate) in physical activity and sports within a week. The meaning of 'vigorous' and 'moderate' physical activity and sports level were explained in the item. In three of the items, respondents were given options to choose their responses from, (None, 2days, 3days, 4days, 5days, 6days and 7days) whereas they were demanded to provide a response for one item which demanded for time spent on participating in physical activity and sports.

Section D was also presented in a five-point Likert scale. The Likert scale made it very easy to analyse statistically (Jackson, 2009). The questionnaire contained items of close-ended type. The respondents were to choose responses applicable to statements given by ticking the appropriate column. The items in the questionnaire were based on contributing factors influencing female teacher trainee's participation in physical activity and sport in and the benefits derived from it.

### **Data Collection Procedure**

Since the study involved humans, ethical procedures were followed in the data collection. The data collection began from 18th March, 2015 to 17<sup>th</sup> April, 2015. Permission was sought from the



principals of the Colleges before data collection began. In all, eight weeks were used to collect the data. Two weeks were used to collect the data from Agogo College and St. Monica's College while in Offinso College, St. Louis College, Wesley College and Akrokeri College, one week was used to collect the data from each college.

The questionnaire was administered by the researchers with the help of two research assistants from each of the selected Colleges. The two research assistants assisted to arrange the classroom and the distribution of the questionnaires. The sampled teacher-trainees' were arranged in a classroom and they were briefed on the reason for carrying out the research work and also solicited from them the need to respond to the items on the questionnaire. The questionnaires were given to them and they were given ample time to respond to them. The completed questionnaires were collected from the respondents. In all, 351 questionnaires were distributed to the respondents and all were retrieved which represents 100%. After the collection, the questionnaire were numbered one after the other and coded to allow easy entry of the items into the computer.

### **Data Analysis**

Data screening was done to take care of incompletely filled instruments and thus, prepared the data for statistical analysis. The analyses and discussion were done according to research questions. Descriptive statistics (frequency, percentages, mean and standard deviation) and inferential statistics (multiple regression) were used. Section A of the questionnaire comprised background data of the participants and this was discussed using frequency and percentages. Research question one which aims to explore female teacher-trainees' attitude towards participation in physical activities and sport was analyzed and discussed using mean and standard deviation. A mean of 3.1 and above indicates a positive attitude while a mean of 2.99 and below indicates negative perception towards participation in physical activities and sports. NB: a mean of 3 equals to zero which means undecided (U).

$$\text{Means rating} = \frac{5 + 4 + 3 + 2 + 1}{5} = \frac{15}{5} =$$

Research question two which sought to determine the level of participation in physical activity and sports was analysed using

frequency counts and percentages. Research question three which sought to examine the factors that influence female teacher-trainees' participation in physical activities was analysed using frequency and percentages. Research question four was analysed and discussed using multiple linear regression. The results were presented using Tables in chapter four.

### **Results and Discussion**

In this section, the results of the analysis of data on factors influencing female teacher-trainees' non-participation in physical activities and sports will be presented. The results are presented based on the four research questions that were formulated to guide the study.

#### **Research Question One: What attitudes do the female Teacher-Trainees show towards Participation in Physical Activities and Sports?**

The main purpose of this research question was to explore the female teacher-trainees' attitude towards participation in the physical activities and sports. The result was discussed using mean and standard deviation. The result was presented in Table 2.

Table 2  
*Female Teacher-trainees' Attitudes towards Participation in Physical Activities and Sports*

Statement	Mean	SD
The pursuit of physical activities and sport in the colleges makes individual physically, mentally and morally strong	3.53	1.28
The time provided for participation in physical activities and sport in the colleges is enough	2.60	1.55
The environment provided for participation in physical activities and sport are conducive in the colleges	2.73	1.47
Physical activities and sport teachers are presenting a good picture about what goes on in the classroom and on the play field	2.27	1.40
Total Mean/SD	11.13	5.70
Mean of Means/SD	2.78	1.43

Source: Filed data, July, 2015

Means Ratings: 3.1 and above = Positive Attitude  
2.99 and below = Negative Attitude  
3.0 = Undecided/Neutral

Table 2 shows the result of the female teacher-trainees attitude towards participation in the physical activities and sports in the college of education of the Ashanti Region, Ghana. The findings showed that on the average, female teacher-trainees have a negative attitude (MM=2.78, SD=1.43) towards participation in the physical activities and sports. The standard deviation score revealed that there is a heterogeneous response among the female teacher-trainees towards participation in the physical activities and sports.

From example, in Table 2, it was found that most of the respondents had positive attitude (M=3.53; SD=1.28) towards the statement that the pursuit of physical activities and sport in the colleges makes individual physically, mentally and morally strong. This result indicates a positive attitude from the female teacher-trainees towards participation in the physical activities and sports. This finding is in agreement to the study of Shamshoum (2003) who asserted that positive attitude motivates students to engage in physical activities which contribute to their development, not only physically but also emotionally, socially and mentally.

According to Tuckman (1999), individuals develop strong positive attitudes toward physical activities given the benefits inherent in participating in physical activities and sports. Moreover, positive attitude motivate students to engage in physical activities contributing to their development not only physically but emotionally, socially and mentally, while negative attitudes on the other hand tend to hinder such development (Godin & Shepherd, 1990).

On the other hand, it was observed that most of the respondents showed negative attitude (M=2.60; SD=1.55) towards the statement that the time provided for participation in physical activities and sport in the colleges is enough. This result implies that time provided for participation in most physical activity and sport was not sufficient and adequate to the students and this could discourage female teacher-trainees' in participating any physical activities in the colleges. This finding contradicts the result of Koca, et al. (2005) who opined that students have positive attitude towards participation in physical

activities and sports because they spend their time without pressure of academic success in Physical Education lessons.

Similarly, to the statement “the environment provided for participation in physical activities and sport are conducive in the colleges”, it was realized that most of the students had negative attitude ( $M=2.73$ ;  $SD=1.47$ ) towards the statement. This finding contradicts the assertion by Katzennellenbogen’s (1994) that physical activities and sport learning environments should encourage the mastery and refinement of performance, acquisition and application of knowledge and development of values and beliefs.

As regards the statement, “physical activities and sport teachers are not presenting a good picture about what goes on in the classroom and on the play field” it was noted that most of the respondents showed negative attitude ( $M=2.27$ ;  $SD=1.40$ ) towards the statement. This finding is in line with the study of Njororai (1994) who concedes that students pursuing physical activities and sports programme at the college are regarded by their peers and community at large as dull and unintelligent and that this deficiency limits their potential to pursue more “academic subjects”.

### **Research Question Two: What is the Level of Participation in Physical Activity and Sports by Female Teacher-Trainees?**

To determine the level of physical activity (PA) participation among the female teacher-trainees, World Health Organization’s International PA Questionnaire (IPAQ) short form was used. It assesses the frequency and duration of past-week walking, moderate-intensity and vigorous-intensity PA that lasted for at least 10 minutes (WHO, 2005). The students were asked to consider all PA on campus, at home and during leisure time. Classification of PA participation is done at three levels by the use of algorithms provided in the short-form scoring protocol version of November 2005, developed by the IPAQ group (WHO, 2005). The three categories used in this study are as follows:

Low: (a) No activity reported or (b) Some activity reported but do not meet any of the categories in (moderate) or (high) below (WHO, 2005). Moderate (any of the following standards): 5 or more days of combination of walking, moderate or vigorous-intensity activities achieving a minimum of at least 600 Metabolic Equivalent Task (MET)-min week (WHO, 2005).

High (any of the following criteria): 7 or more days of combination of walking, moderate or vigorous-intensity activities, accumulating at least 3000 MET-min week (WHO, 2005). Participants in 'High' Physical activity category were deemed to meet PHR for Physical activity. Thus, they have reached health-enhancing PA threshold (WHO, 2005). The MET at each Physical activity level was converted to median and thus calculated in frequency and percentage.

Table 3  
*Level of Physical Activity Participation*

Level of participation	Frequency	Percent
Moderate	78	22.3
Low	271	77.7
Total	349	100.0

Source: Filed data, July, 2015

In Table 3, the results indicate that, out of the total 349 female trainees, none met high level of PA, 22% ( $n = 78$ ) participated moderately while 78% ( $n = 271$ ) were classified as having low participation level. Therefore, majority of the female teacher-trainees in the Ashanti Region have low participation in PA. The findings of this study among females are consistent with studies conducted in Saudi Arabia (Al-Hazzaa, 2004; Dumith, Hallal, Reis & Kohl, 2011). These studies show that the prevalence of physical inactivity levels range between 43% and 99% among Saudi adults.

In a Brazilian survey using the IPAQ short-form instrument, physical inactivity prevalence of 41.1% was found among adults aged 20 years and above (Hallal, et al., 2003). in comparison to the present study that showed a high prevalence of students not meeting the WHO recommendations for PA at a high-intensity level where none of them attained that level is very alarming and disheartening (L=22%, M=78%). Results from other international studies conducted in different cultures with similar lifestyle patterns to that of Ghana (Al-Nozha, et al, 2007: Al-Nuaim, et al, 2012) also indicated high inactivity levels among female students (Varela-Mato, Cancela, Ayan, Martín & Molina, 2012).

Reasons for the observed similarities may be explained in terms of a trend towards replacement of an active lifestyle with an increasing

frequency of sedentary routines in daily life and a growing trend towards unhealthy weight gain. In addition, global physical inactivity patterns were reported to be more prevalent and it is supported by Al-Nakeeb, et al. (2012).

**Research Question Three: What Influence does Religion, Misconception and Social Role have on Female Teacher-Trainee’s Participation of Physical Activity and Sports?**

This research question sought to examine how religion, misconception about sports and physical activity and social role, actually affect female teacher-trainees’ participation in physical activity and sports. The result was analysed and discussed using frequency counts and percentages. The result is presented in Tables 4-10. Due to the nature of the responses, strongly agree (SA) and Agree (A) has been combined as one and strongly disagree (SD) and disagree (D) responses was also combine as one to simplify the results.

Table 4:  
*Religion as a Factor to Female Teacher- Trainees’ Participation in Physical Activity and Sports*

Religion	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
My religion permits women to participate in sports and physical activity.	0	0	1	0.3	1	0.3	9	2.55	340	96.85
My religion does not permit me to wear dress which does not cover my head and toes and that restrict me from participating in physical activity and sports.	299	85.17	50	14.23	1	0.3	1	0.3	0	0
Participation in sports and physical activity promotes many religious values like character building, <u>hard work</u> , and perseverance.	5	1.42	2	0.6	1	0.3	330	94.00	13	3.69
<b>Average Frequency and Percentages</b>	<b>71</b>	<b>20.28</b>	<b>1.39</b>	<b>39.49</b>	<b>1.2</b>	<b>0.3</b>	<b>69.4</b>	<b>19.77</b>	<b>70.6</b>	<b>20.11</b>

Source: Field Data, July, 2015

From Table 4, it is obvious that on average majority 210 (59.8%) of the respondents strongly agreed or agreed to the statements

concerning religion as a factor that influences female teacher-trainees' participation in physical activities and sports. Hence, it is concluded that religion is a major factor that determines and influences female teacher-trainees' participation in physical activities and sport in the Colleges of Education in the Ashanti Region, Ghana. From the foregoing, it appears that religion can be used to determine the extent of sports participation and development in Ashanti Region of Ghana.

These findings were in congruence to the study of Coakley (2003), Hoffman (1992) and Stevenson (1991) who observed that the interaction between sports and religion has been a significant area of study for sports sociologists who have recognized the importance of religion and spirituality in athletes' lives. In light of this finding, Mohler (2010) emphasised that, sports has taken an increasingly influential role in the lives of evangelical Christians. He went further to state that, sports has the potential to give Christians a good platform for Christian witness, and also the potential to lead Christians into idolatry.

Ali (2011) asserts that, participation in sports is an effective way of grooming children into becoming individuals, and organizers in some community programmes. According to Al-Munajjid (2011), Islam is concerned with man's well-being in both body and soul, and it encourages all kinds of sports that will strengthen the body and maintain good health as well as provide relaxation and leisure, such as swimming, shooting, horse riding, sword fighting and wrestling. He states categorically that in Islam, if the aim of sports is relaxation and maintaining good health, then sports is permissible. From the foregoing, it can be deduced that Islamic beliefs and practice are significantly different from those of Christians in terms of the development of sports in the world.

### **Misconception as a factor on Female Teacher-Trainees' Participation in physical Activity and Sports**

Misconception about sports and physical activity has been a controversial issue said to have been affecting female's participation in sports and physical activity. To the statement "sports and physical activity are for men only", the results from this study indicated that 345 (98.3%) of the respondents either strongly agreed or agreed, 1 (0.3%) undecided, 5 (1.4%) strongly disagreed or disagreed to the statement as indicated in table 5. It was observed that 345 (98.9%) of the respondents

strongly agreed or agreed to the statement that females who engage in sports can't give birth while 4 (1.1%) strongly disagreed or disagreed. As regards the statement "females who play sports look masculine" it was found that 351 (100%) strongly agreed or agreed to the statement. These findings confirmed the assertion that female participation in sports and physical activity is the assertion that females build excessive muscle thereby looking masculine. It was found that 347 (98.9%) of the respondents strongly agreed or agreed to the statement that females who participate in sports and physical activity are academically weak, 1 (0.3%) of them was undecided while 3 (0.9%) strongly disagreed or disagreed to the statement.

**Table 5**  
*Misconception as a factor on Female Teacher -Trainees' Participation in Physical Activity and Sports*

Misconception	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Sports and physical activity are for men only.	4	1.13	341	97.15	1	0.3	5	1.4	0	0
Females who engage in sports can't give birth.	273	77.77	72	20.51	0	0	0	0	4	1.1
Females who play sports look masculine.	250	71.22	101	28.77	0	0	0	0	0	0
Females who play sports are promiscuous.	87	24.78	260	74.07	1	0.3	1	0.3	2	0.6
Females who participate in sports and physical activity are academically weak.	296	84.33	51	14.52	0	0	4	1.1	0	0
<b>Average Frequency and Percentages</b>	<b>182</b>	<b>51.85</b>	<b>165</b>	<b>47.00</b>	<b>1</b>	<b>0.3</b>	<b>2</b>	<b>0.6</b>	<b>1</b>	<b>0.3</b>

Source: Field Data, July, 2015

From Table 5, it can be concluded that on average, 347 (98.8%) of the respondents either strongly agreed or agreed to the statements that misconception is a significant factor that influences female teacher-trainees' participation in physical activities and sports. These results were in congruence with the finding of Perry (2007) who revealed that various myths and misconceptions about the effects of strength training on women are primarily responsible for the lack of participation among women in the weight room. He said that women who participate in strength training are mostly addressed by the society as men due to the muscular hypertrophy which occurs. This result is in line with the study of United Nations Division for the Advancement of Women,



Department of Economic and Social Affairs (2007), which pointed out that there are misunderstandings when it comes to sport and its impact on girls' sexual and reproductive health. The fear that playing sport will cause loss of virginity which is a common myth in some cultures that the physical exertion of sport, such as running, kicking or jumping, will cause the hymen to tear discourages females from participating. An intact hymen is erroneously seen as a physical indicator of virginity.

Stanely and Wise (1993), further stated that, cultural images and all sort of misconceptions about the sportswomen tend to scare women from achieving excellence in sports. It is, therefore, no wonder that the sex role expectation have encouraged women to be passive, gentle, delicate and submissive. According to Zeigler (1972), many girls and women have the fear for the development of unsightly bulging muscles should they exercise vigorously. Fox and Matthew (1981), however, explained further that muscular hypertrophy is less in females. Muscular hypertrophy is regulated by hormone testosterone which is about ten times lower in women.

The debate on the role of women in societies and their participation in economic activity has sparked a lot of controversy for a considerable time. To this effect, different groups of people women groups, government, development partners, and civil society groups have forwarded many arguments to support their stand.

**Table 6**  
*Social Role as a Factor that Influences Female Teacher-Trainees' Participation in Sports and Physical Activity*

Social Role	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
The role of females is to learn how to cook not to participate in physical activity and sports at the college.	214	60.96	136	39.74	0	0	1	0.3	0	0
Females are expected to learn value that will help them to nurture their babies not to participate in physical activity and sports at the college	340	96.85	8	2.25	1	0.3	0	0	2	0.6
Sports and physical activity participation helps females to develop the attitude of dependency which is prohibited by society	324	92.30	19	5.41	0	0	7	1.99	1	0.3
According to the societal roles sports is for men not women	290	82.60	59	16.80	0	0	1	0.3	1	0.3
Females who participate in physical activity and sports are considered in the society as outcast.	111	31.62	237	67.52	0	0	3	0.9	0	0
<b>Average Frequency and Percentages</b>	<b>255.7</b>	<b>72.86</b>	<b>91.7</b>	<b>26.14</b>	<b>1</b>	<b>0.3</b>	<b>2.4</b>	<b>0.69</b>	<b>0.8</b>	<b>0.24</b>

Source: Field Data, July, 2015

Table 6 shows the result of how social role as a factor influences female teacher-trainees participation in physical activities and sports. As shown in Table 6, 350 of the respondents representing 99.7% strongly agreed or agreed to the statement that role of females is to learn how to cook not to participate in physical activity and sports at the college while 1 of them representing 0.3% strongly disagreed or disagreed to the fact. It was found that 348 of the respondents indicating 99.1% strongly agreed or agreed respectively with the fact that females are expected to learn values that will help them to nurture their babies not to participate in physical activity and sports at the college, 1 of them indicating 0.3% undecided while 2 of them indicating 0.6% strongly disagreed or disagreed. Concerning the statement “sports and physical activity participation helps females to develop the attitude of dependency which is prohibited by society” it was noted that 343 of the respondents indicating 97.7% strongly agree or agree respectively while 8 of them indicating 2.3% strongly disagreed or disagreed. It was realized that 349 of the respondents indicating 99.4% strongly agreed or agreed that according to the societal roles sports is for men

not women whiles 2 of them indicating 0.6% strongly disagreed or disagreed. As shown in Table 6, 348 of the respondents indicating 99.1% strongly agreed or agreed that females who participate in physical activity and sports are considered in the society as outcast whiles 3 of them indicating 0.9% strongly disagreed or disagreed.

From Table 6, it is concluded that, majority 347 (98.8%) of the respondents either strongly agreed or agreed to the statements regarding social role as a factor that influenced female teacher-trainees' participation in sports and physical activity. These results imply that traditional roles have been altered for many men and women and even traditional professional roles that were gender specific have become gender neutral.

These findings were in agreement with the study of Chia, et al. (1994). In their study, they revealed great differences between Mexican and American attitudes towards gender roles. Mexican college students attached greater significance to family, acted more "macho", believed less in sexual equality and were less independent than American and Taiwanese university students (Chia et al., 1994). Instead of sexual equality and independence, Mexicans were more concerned with family solidarity.

In the study of Long (1991) he found that U.S. society showed a pattern of viewing "competency-oriented" masculine traits as more positive and more revered than "passive" feminine traits. Long (1991) suggested that people who possess androgynous traits actually retain greater general well-being. Therefore, a high correlation exists between women with masculine and androgynous traits and high levels of motivation. Gibbons, et al. (1991) found that, in general, very traditional sex roles and stereotypes have been ingrained within the Mexican-society.

Women's participation in the physical activities and sport in Ghana (as regarded as labour force) has contributed to household incomes and the education and health of their children. However, there are marked disparities in women's access to economic resources that will enable them to achieve their economic and social goals when compared to their male counterparts.

**Table 7**  
*Access to Facilities as a Factor to Female Teacher-Trainees' Participation in Physical Activity and Sports*

Asses to facilities/equipment	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
The colleges of education have a lot of facility/equipment for sports and physical activity participation	1	0.3	0	0	1	0.3	268	76.33	81	23.07
The facility/equipment is more accessible to females more than males.	3	0.85	4	1.1	0	0	44	12.53	300	85.47
The non-availability of physical activity and sports facility/equipment at the colleges discourages females from participating in physical activity and sports	139	39.60	196	55.83	2	0.6	5	1.41	9	2.56
Female trainees get the chance to utilize the facility/ equipment only during official class period.	207	58.97	137	39.03	0	0	0	0	7	2.0
The facility/equipment at the colleges of education is closer to students making it easy for people to participate in sports and physical activity.	1	0.3	5	1.3	3	0.9	159	45.28	183	52.12
<b>Average Frequency and Percentages</b>	<b>70.2</b>	<b>20.00</b>	<b>68.4</b>	<b>19.46</b>	<b>1</b>	<b>0.3</b>	<b>95.2</b>	<b>27.11</b>	<b>116</b>	<b>33.04</b>

Source: Field Data, July, 2015

As shown in Table 7, 351 female teacher-trainees from six Colleges of Education in the Ashanti Region responded to these questions and out of them 1 (0.3%) either strongly agreed or agreed, 1 (0.3%) was undecided while 349 (99.4%) strongly disagreed or disagreed with the statement that Colleges of Education do not have a lot of facility/equipment for physical activity and sports participation.

It was noted that 7 respondents representing 2.0% said they strongly agreed or agreed whereas 344 of them representing 98.0% strongly disagree or disagree with the fact that facilities/equipment at the colleges of education are accessible to females more than males. To the statement “the non-availability of physical activity and sports facility/equipment at the colleges discourages females from participating in physical activity and sports”, it was realized that 335 (95.4%) of the respondents strongly agreed or agreed respectively to the statement, 2 (0.6%) of them were undecided while 14 (4.0%) of them strongly disagreed or disagreed with the statement.

The results of this study is in accordance with a research by Torkildson (2000) who expressed the same opinion that the presence and absence of facilities and equipment, their accessibility, quality, pricing, structure, and policy could have substantial influence on physical activity and sports participation. Butler (1996) similarly asserted that, equipment and facilities have an important place in physical activity and sports, because they contribute to physical development, stimulate creative activity, and provide opportunities for other activities to take place. Facilities such as playing fields and gymnasium attract sportsmen and women to participate.

As evident in Table 7, 344 respondents representing 98.0% either strongly agreed or agreed to the statement that female trainees get the chance to utilize the facility/equipment only during official class period while 7 respondents representing 2.0% strongly disagreed or disagreed with the item. Also, it was found that 6 (1.7%) respondents strongly agreed or agreed to the statement that facility/equipment at the Colleges of Education is closer to students making it easy for people to participate in sports and physical activity, 3 (0.9%) couldn't decide while 342 (97.4) strongly disagreed or disagreed.

From Table 7, it can be concluded that on the average, 211 (60.1%) of the respondents either strongly disagreed or disagreed to the statement regarding facilities and equipment availability in the colleges of education in the Ashanti Region, while 139 (39.6%) strongly agreed or agreed to the items. These results imply that facilities and equipment are factors that determine and influence female teacher-trainees participation in the physical activities and sports. This indicates that the adequate availability of the resource would influence and encourage female teacher-trainees to participate in physical activities and sports while absence of these resources would discourage and kill the morale and positive mood of the female teacher-trainees to participate in the physical activities and sports.

The findings of the study were congruent to the study of Awosika (1982) who agreed that, facilities afford students the opportunity to practice skills taught in physical education, in sports and physical activity programmes, and these facilities and equipment should be available all the year around. These presuppose that it becomes possible for the individuals to engage in physical activity and sports during their leisure hours.

Table 8  
*Sports Skill Foundation as a Factor Influencing Female Teacher-Trainees' Participation in Physical Activity and Sports*

Lack of sports skill foundation	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
Females in the college lack the basic skill to play sports in the colleges	134	38.17	216	61.53	0	0	1	0.3	0	0
Most female in the colleges do not play sports because they did not have good foundation in the senior high schools	174	49.55	172	49.00	1	0.3	3	0.9	1	0.3
Females who play sports for the colleges have high skill levels	17	4.84	330	94.01	2	0.6	1	0.3	1	0.3
Females are denied space to practice skills learnt making it difficult for them to participate in the colleges.	101	28.77	249	70.94	0	0	1	0.3	0	0
<b>Average Frequency and Percentages</b>	<b>106.5</b>	<b>30.33</b>	<b>241.75</b>	<b>68.86</b>	<b>1</b>	<b>0.3</b>	<b>1.5</b>	<b>0.45</b>	<b>0.5</b>	<b>0.15</b>

Source: Field Data, July, 2015

Table 8 reveal the result of the respondents concerning sports skill foundation as a factor that influences female teacher trainee participation in physical activity and sports. As shown in Table 8, it was found that out of 351 respondents, 350 (99.7%) of them strongly agreed or agreed that females in the college lack the basic skill to play sports. This was followed by 1 (0.3%) of them who strongly disagreed or disagreed with this statement. Similarly, regarding the statement “most female in the colleges do not play sports because they do not have good foundation in the senior high schools” it was found that the majority 346 (98.6%) of the respondents strongly agreed or agreed to the statement, 1 (0.3%) of them was undecided while 4 (1.1%) of them strongly disagreed or disagreed to the statement.

These findings imply that involvement and exposure to sport impact significantly on skill acquisition and hence sport participation. These results were in line to the study of Cahpherd and Ahpherd (1996) who report that the lack of opportunities at school for daily physical education with the continuing decline in physical activity within the home setting is leading to development in sedentary life style pattern that will continue to adulthood and throughout life. In light of these results, Sports and Recreation South Africa (2005), conceded that

students who have (or had) physical education classes at school and those who participated in organised sports at school are more likely to participate in university sports

From Table 8, it was observed that a majority 347 (98.9%) respondents either strongly agreed or agreed to the notion that females who play sports for the colleges have high skill levels, 2 (0.6%) of them were found undecided while 2 (0.6%) of them strongly disagreed or disagreed to the statement. With regard to the statement “females are denied space to practice skills learnt making it difficult for them to participate in the colleges” it was found that the majority 350 (99.7%) of respondents strongly agreed or agreed to the statement while 1 (0.3%) of them strongly disagreed or disagreed. These findings were in line with the assertion by Australian Bureau of Statistics (2001) that boys dominate space in school’s playgrounds and sporting arenas and frequently tell females that they cannot play, because the game is for boys. In schools, girls are denied space to practice or acquire skills and this may discourage females, and in turn may affect their future participation in sports. These findings also contradict the study of Dauer and Pangrezi (1990) who opined that the way students view their competency have stronger impact on the ability to succeed, especially when a student sees that he/she is not skillful to succeed in an activity he/ she withdraws completely.

From Table 8, it was concluded that the majority 348 (99.1%) of the respondents strongly agreed or agreed to the statement regarding sport skills foundation as a factor that influence female teacher-trainees’ participation in physical activities and sports..

Results of this study showed that most females did not have the necessary skills to participate in colleges of education physical activity and sports. In support of this, Cox, Coleman & Rocker (2005) in a study on sports participation among young women in England, indicated that most of the young people who always participated said that they lived in active households, where family members were sporting role models and sport was often undertaken. It also revealed that these family members were the people who could pay to do sports. Msheilia (1998) corroborated this view by saying that, for a woman to be involved, and continue active participation in sports, she must be located in a social environment highly supportive of her activities. Green and Hardman (2005) wrote that the middle class young people are more likely to have

the skills, abilities and experiences that will make them more rather than less likely to be involved in and be successful in sports and physical activities, because they are the most likely to be introduced to a wider range of sports by their parents.

In Ghana, the cultural influence on female participation is so great that parents themselves discourage their females from playing sports even at an early age. In Ghana, the school curriculum does not allot sufficient instructional time to physical education for skill acquisition. Physical education in the basic school is not taught in many schools, while in the secondary school some teachers who teach have limited time. Keim (1999) and Dauer and Pangrezi (1990) lamented that most female students drop out of activity due to lack of skills and competency during elementary school which is rather unfortunate. According to Harris (2000), 35% of children who participate in organized sports drop out every year by age 15, 75% of youth no longer play organized sports as result of lack of skills exhibited during sports.

### **Motivation as a Factor that Influences Female Teacher –Trainees' Level of Participation in Sports and Physical Activity**

Regarding motivation as a factor that influences female teacher trainees level of participation in sports and physical activity, it was found that out of 351 respondents, 344 of them representing 98.0% strongly agreed or agreed to the fact that a lot of females would have played sports for their colleges if they were motivated enough, 3 respondents representing 0.9% were undecided while 4 respondents representing 1.14% strongly disagree or disagree to it as indicated in Table 9.

Again, it could be seen from the Table 9 that, the majority 341 of the respondents representing 97.2% attested to the fact that a lot of females would have participated in physical activity and sports if they had had encouragement from their parents while 10 trainees representing 2.8% strongly disagree or disagree. It was found that 348 (99.1%) of the respondents strongly agreed or agreed that females participate in physical activity and sports because they want to maintain their fitness level, 3 (0.9%) did not strongly agree or agree.



### **Effect of Academic Loads on Female Teacher- Trainees' Participation in Physical Activity and Sports**

Table 10 shows the result of the respondents concerning effect of academic loads on female teacher trainee participation in physical activity and sports. It was found that the majority 349 (99.4%) of the respondents either strongly agreed or agreed that the courses registered for at the colleges of education are too difficult discouraging females from participating in physical activity and sports, 1 (0.3%) were found undecided while 1(0.3) strongly disagree or disagree to the statement. This result is consistent with the study of Bean and Bradley (1986) who found that course difficulty to have small negative effects on semester GPA. Pike (1991) also found a negative net effect of course difficulty on cumulative GPA.

From Table 10, it was realized that the majority 326 (98.6%) of the respondents either strongly agreed or agreed, 1 (0.3%) undecided while 4 (1.1%) strongly disagreed or disagreed to the statement that the number of credit hours per semester prevents female in the colleges of education from taking part in physical activity and sports. In light of this result, many researchers have examined the effect of credit load on academic outcomes. Ahmed, Abo-Laban and Ahmed- Shami (1980) report that in every department students registered for less than 12 credits had the lowest semester GPAs while students registered for more than 17 credits had the highest GPAs.

**Table 9**  
*Effect of Academic Loads on Female Teacher-Trainees' Participation in Physical Activity and Sports*

Academic loads	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%	No.	%
The courses registered for at the colleges of education are too difficult discouraging females from participating in physical activity and sports.	2	0.56	347	98.9	1	0.3	0	0	1	0.3
The number of credit hours per semester prevents female in the colleges of education from taking part in physical activity and sports.	16	4.55	330	94.01	1	0.3	2	0.6	2	0.6
The assignments are too loaded leaving no time for females who want to participate in physical activity and sports.	321	91.45	30	8.54	0	0	0	0	0	0
Most females miss a lot of lectures because they play sports for the colleges making them perform poorly academically.	49	13.95	300	85.46	0	0	0	0	2	0.6
<b>Average Frequency and Percentages</b>	<b>97</b>	<b>27.62</b>	<b>251.75</b>	<b>71.72</b>	<b>1</b>	<b>0.2</b>	<b>0.5</b>	<b>0.14</b>	<b>1.25</b>	<b>0.37</b>

Source: Field Data, July, 2015

Zakirkhouz and Shami (1982) found that students with heavier credit loads tended to earn higher GPAs regardless of the major. Volkwein and Lorang (1996) revealed that first-semester credit loads tend to be predictive of later semester credit loads.

Similarly, concerning the statement “assignments are too loaded leaving no time for females who want to participate in physical activity and sports” it was observed that all the 351 (100%) of the respondents strongly agreed or agreed to the notion. It was found that 349 (99.4%) of the respondents strongly agreed or agreed whiles 2 (0.6) strongly disagreed or disagreed that most females miss a lot of lectures because they play sports for the colleges making them perform poorly academically.

A range of evidence suggests that for many girls, sports and physical activities are positive features of their academic aspirations and achievement. Sallis, et al. (1999) found improvements for many children in academic performance when time for physical activity is increased in their school day. Shephard (1997) emphasises that ‘academic performance is maintained or even enhanced by an increase

in a student's level of habitual physical activity, despite a reduction in curriculum or free time for the study of academic material.

From Table 10, it is concluded that on average, 348 (99.1%) of the respondents strongly agreed or agreed to the items that academic loads is a factor that determine and influence female teacher trainee's level of participation in sports and physical activity. These findings were in line with the study of Sabo, et al. (1992) who reported that girls who participate in sports are more likely to achieve academic success than those who do not play sports. Physical Activity was recently found to improve cognitive and memory functions (Ploughman, 2008) while Fox, et al. (2010) reported that physical activity enhances academic performance and outcomes.

#### **Research Question Four: Which Factors Influence Female Teacher-Trainees' Non-participation in Physical Activity and Sports?**

The aim of this research question was to identify the factor which mostly influences female teacher-trainees to participate in physical activities and sports. Forced enter multiple linear regression model was built to determine which factors predict non-participation of Physical Activity among female teacher-trainees'. Pearson linear correlation among the factors (motivation, facilities, religion, misconceptions, academic load, and lack of sports skills, social role and equipment) was determined prior to building the regression model. Pearson correlation because the variables were measured in the interval scale. Correlation co-efficient among the factors were low, thus permitting the use of forced enter method.

Table 10  
*Forced Enter Multiple Regression Analysis of Factors Influencing Non-Participation of Female Teacher- Trainees' in Physical Activities and Sports*

Variable	<i>R</i>	<i>R</i> <sup>2</sup>	<i>Beta</i>	<i>t</i>	<i>Sig</i>
Constant	.18	.03		1.43	.210
Motivation			-.045	-.82	.411
Facilities			-.083	-1.504	.113
Religion			.014	.243	.808
Misconceptions			-.145	-2.411	.016
Academic loads			.010	.159	.874
Lack of sports skills			.039	.653	.514
Social role			.042	.753	.452
Equipment			.089	1.570	.117

Source: Field Data, July, 2015

The result in Table 11 indicates that multiple regression results showed a non-significant predictive power of the general model to the non-participation female teacher trainees in PA beta = 211.621, t = 1.430, p = .154. However, misconception as a factor was significant in determining the non-participation of the female teacher- trainees in PA beta = -8.439, t = -2.411, p = .016. Besides, the factor, misconception, contributed 15% to the variance of female teacher trainees' non-participation in PA. Hence, female teacher trainees' non-participation in PA and sports is largely influence by their misconception about PA and sports.

The finding revealed that female teacher-trainees' non-participation in PA and sports is mostly determined by their misconception about PA and sports. The fear that playing sport will cause loss of virginity (running, kicking or jumping, will cause the hymen to tear), masculine body figures, barrenness, being seen as tomboys, not pretty, lesbians, promiscuous, academically weak etc., which are common misconception in the Ghanaian society about participating in sports and physical activity.

Deduction from this research indicated that misconception discourages them from participating. Again, girls and society also often have misunderstandings about the safety of participating in sport while menstruating. Especially in traditional cultures and among

economically disadvantaged families when girls begin to menstruate, they are often confined to their homes and temporarily or totally cease participation in sport. The findings are in accordance with the studies of Perry (2007), which pointed out that indeed myths and misconception affect women participation in sports and physical activity. He said that females who participate in strength training are mostly addressed by the society as men due to the muscles hypertrophy which occurs.

A study by Stanely and Wise (1993) also attested to the fact that misconceptions scare females from achieving excellence in sports. They opined that females who defiled cultural expectations are often questioned and given marginal status thereby making females not stay long enough in sports competitions to achieve excellence but rather revert to their “proper” societal roles. Many girls and women have the fear for the development of unsightly bulging muscles should they exercise vigorously.

## **Conclusions**

The main purpose of the study was to examine factors influencing female teacher-trainees’ non-participation in physical activity and sports in College of Education in Ashanti Region of Ghana. It is a common phrase that a sound mind is in a sound body. In addition, involvement in physical activity can positively affect grade scores of female teacher-trainees in Colleges of Education. Through physical activities, a student can prevent herself from contracting different types of diseases.

Regarding research objective one, the study concluded that female teacher-trainees’ on average, had a negative attitude towards participation in physical activities and sports. This leads to the thought that female teacher-trainees are dissatisfied by the subject taught in the colleges. Participation in physical activities and sports requires strong attitudes toward physical exercise.

Pertaining to research objective two, the study concluded that female teacher-trainees’ participation in physical activities and sports was very low. Lessons in physical education positively influence female teacher-trainees’ attitude towards participation in physical activities and sports. Female teacher-trainees attitude towards physical

activities and sports would be enhanced when they engage in activities that recognize their individual abilities.

Concerning research objective three, the study revealed that motivation, facilities and equipment, religion, misconceptions, academic load, lack of sports skills and social role were significant major factors that determine and influence female teacher-trainees participation in physical activities and sports in the college of education in the Ashanti Region, Ghana. These factors become challenges to students to fully participate in physical activities and sports. This implies that there are no adequate facilities in colleges for Physical Education.

The findings also reveal that misconception plays a vital role when physical education students are choosing the physical education teaching profession. If students are not motivated in physical education and if they find it a boring or humiliating experience, they will form a negative attitude toward it. Therefore, it is logical to assume that physical activity programmes in colleges of education in Ghana will have a more positive impact when students are motivated to participate in physical education, and when they experience positive cognitive and affective outcomes as a result of their participation. To ensure that female teacher-trainees in colleges are motivated to participate in physical activities and sports in Ghana, physical education teachers should create opportunities for all students to experience achievement regardless of their talent.

### **Recommendations**

1. Ministry of Education (MoE) in collaboration with Curriculum Research Development Division (CRDD) should ensure that Physical Education curriculum in the Colleges of Education in Ghana are re-arranged to enable students acquired the necessary knowledge, abilities and skills in order to develop positive attitude towards participation in physical activities and sports.
2. Ghana Education Service (GES) through its Inspectorate Division should intensify supervision in order to ensure that PE is adequately taught. This would boost the morale and the motivational level of the students to participate in the physical activities and sports. This would possibly ensure that students develop positive attitude and

- acquire the foundational skills towards participation in physical activities and sports in later life.
3. The MOE in collaboration with Colleges of Education and other stakeholders should provide motivational (Extrinsic rewards e.g scholarship) packages for brilliant and gifted students in physical education. This would pull more students to exhibit their talents and skills by participating in the physical activities and sports. This would enable them to develop and build positive attitude towards participation in physical activities and sports.
  4. The MOE through GES should intensify the teaching and learning of PE in the basic and the senior high schools where the foundational skills in sports and physical activities are acquired. This would enable the female students to acquire the necessary knowledge, abilities and skills needed to participate and perform physical activities and sport at the tertiary level. This would enable to develop positive attitude towards participation of physical activities and sports in the tertiary level. Again, it is recommended that teachers should design attractive programs, use direct and indirect teaching strategies to improve students' learning value, expectancy, achievement and affective components in physical education. This in turn will motivate the students to participate in physical activities and sports.

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