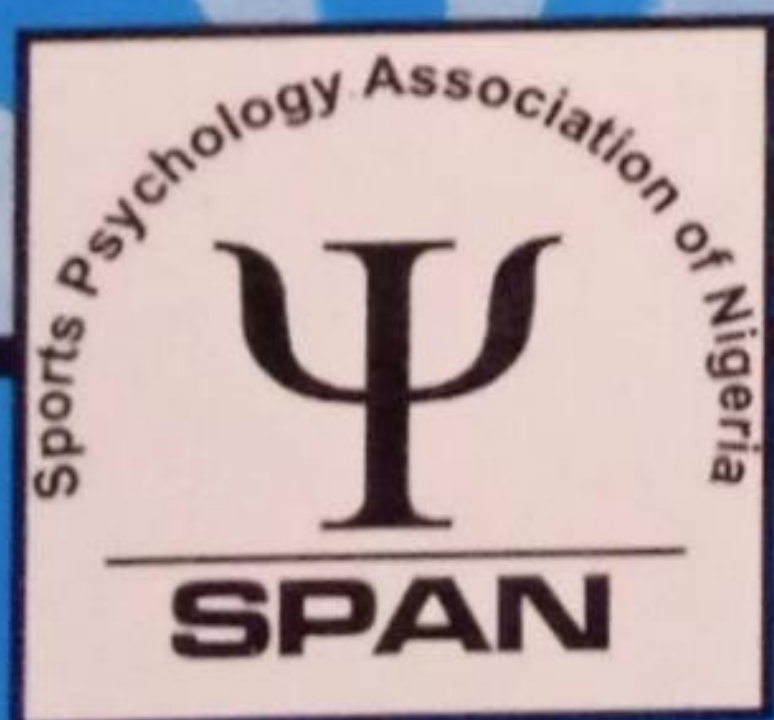


**JOURNAL OF
SPORTS PSYCHOLOGY
ASSOCIATION OF NIGERIA**

① 10 Dr Nusi M. Asado
National Theatre

Volume 9

2014



ISSN 1115 - 4101

Dr Mrs Hadi
HKE DEPT.
Dec 8/12/2015

JOURNAL OF SPORT PSYCHOLOGY

ASSOCIATION OF NIGERIA

(JOSPAN)

VOLUME 9 (2014)



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Perceived Effects of Social Loafing among Interactive
Sports Athletes in University of Ibadan

Ogu David Chimeremueze, Adegbesan, Olufemi Adegbola,
Fadoju, Andy. O. & Adebiyi, Oyekunle O. 73 – 82

Sociophysiological Factors Affecting
Peak Performance in Sport

Adeogun, A. O. 83 – 88

Strategies for Attaining and Sustaining
Peak Performance in Sports and Games

Mohammed Saba Mohammed 89 – 95

Training and Incentive as Correlates of
Performance of Athletes in Sporting
Events in Colleges of Education Kwara State

Ajadi, M.T., Ibraheem, T.O. & Adesoye, A. A.
Baba Dare, A. 96 – 104

Influence of Availability of Sports
Facilities and Equipment on Students'
Excellent Performance in Sports Competitions

Ajeigbe, Yaqub Issa, Olabanji, Samuel Olateju,
& Abdullahi Ishaq O. 105 – 111

Strategies for Attaining and Sustaining Peak
Performance in Sports and Games

Noah Yusuf 112 – 129

Training and Incentive as Correlates of Performance of Athletes in Sporting Events in Colleges of Education Kwara State

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Abstract

The study examined training and incentive as correlates of performance of athletes in sporting events in colleges of education, Kwara State. The study population comprises one thousand, two hundred and four (1204) athletes in seven colleges of education within Kwara State. A descriptive survey research design was adopted for the study. A stratified random sampling technique was employed to select nine hundred and nine (909) respondents for the study. The research instrument used in gathering data for the study was questionnaire. The reliability of research instrument was established with the use of test-retest method, in which a correlation coefficient result of $r = 0.76$ was obtained. Three research hypotheses were formulated and tested at 0.05 alpha level of significance. Data collected were analysed with the use of inferential statistical method of chi-square (χ^2). The findings from the study revealed that individual athletes that wish to acquire skill will train intensively to achieve positive result and better performance. Also, the study revealed that incentives given to athletes by colleges' management determine to a large extent their performance. Based on findings from the study, it was recommended that all athletes should train adequately to ensure peak performance in sporting events. The management of the colleges should endeavour to give incentive to athletes to ensure their high level of commitment.

Keywords: *Training, Incentive, correlates, Performance, Sporting Events.*

The concern of any sports programme is to discover the problems confronting the athletes' so as to develop team spirit at training. The performance of any athletes depend on the type of motivational measure and sporting facilities put in place for training within a period of time. The effort of athletes can be positively influenced by their behaviour and training towards achievement of college sporting goals and objectives. It is the responsibility of the coaches and sports coordinator to motivate athletes to develop team

work which will enhance and improve their performance in sports competition. John and Dohran (2004) defined behaviour as action or reaction of something towards specific events. It is therefore succinct to say that behaviour is the responses of an individual or group to an action or reaction to something under specific circumstances.

Training environment influences the action and behaviour of athletes either positively or negatively and often assists in predicting the performance of athletes. Therefore, conducive environment can change negative behaviour of an athlete towards specific event. Every behaviour relies upon internal information process by individual athletes which is necessarily needed for sufficient and continuous feedback of thoughts, feelings and perception of the athletes. The use of strategy referred to as behaviour modification was based on the contention that human behaviour is shaped or reinforced by its consequences. Reaching a goal or receiving a reward is dependent on performing certain desirable behaviours. For example, an athlete who clearly gives hundred percent (100%) effort during some task may be rewarded by the coach's words, 'nice guy' (Susan, way to hustle and ignoring athletes who perform poorly or who behaves in an inappropriate manner). Motivation is an essential tool to the athletes outward behaviours in its most thought going form. Behaviours focuses almost completely on what can be directly seen or heard about a person's behaviour and has relatively few comments about what may lie behind (or underneath or inside) the behaviour. Perspectives about motivation do reflect in a training reality that coach sometimes lack and therefore must focus simply on athletes appropriate outward behaviour (Kerlinger, 2000).

The behaviouristic approach is based on tangible performance based achievement, successful participation followed by reinforcement, responsibility for owners own actions. Malina and Bouchard (1991) identify the proper use of behaviourism in the following guideline. Create situation in which athletes are achieving desirable outcomes from their own effort. In a situation when athletes compete against individuals or teams of similar caliber, particularly in training sessions, successes should be reinforced through recognition, praise and occasional (intermittent) tangible rewards that athletes find meaningful and desirable.

Behavioural objectives of athletes and performance should be based on past experiences and performance outcome. The coach and athletes should agree on rules and regulations before the season start to strengthen contingencies. Behavioural techniques can be used for all athletes simultaneously.

Every athletic coach should help to determine athlete goals and should work towards meeting them. Each athlete's coach will external reward such as payment or a trophy often increases internal motivation. For instance, if the rewards were removed, the athletes would not continue in the activity.

In sport, if a coach offers an athlete rewards, it often leads to competence (such as verbal encouragement or a favourable change in athlete status). The athlete will likely feel more successful. This feeling tends to increase internal (intrinsic) motivation. Rao (2008).

Training is an art and designed practice that involves the athletes' commitment and interest. Training is embedded with social goals which requires the democratization of the relationship between coach and athletes sharing of expertise knowledge. It focuses on the skills, knowledge and understanding that coaches display in their program and training techniques. Those allegiances bring to mind and share some skilful activities with athletes which assist in predicting their performance (Dieffenbachia and Moffethett, 2002).

Training may be done in the morning and part in the afternoon, it might be advisable to train occasionally at the same time of the day. In case of an event that is supposed to commence at 3:p.m. athletes must prepare to train in hot weather for adaptation before proper competition. The athletes may train for six days in the week, others may reduce it to five days or even four days but there must be regularity. Three days within a week training programme is the average, every sports event needs speed in execution. It is therefore necessary that all athletes must participate in speed training. The athletes engaging in field event need to possess speed in their movements; if they want to achieve much in their performance. The athletes should try his hands in various events in order to discover where he/she can excel. Any athlete aspiring to go higher in sports must submit himself/herself for training exercise with much dedication and determination.

Stroke (2010) stressed that muscular strength increases when repetitive exercise is performed against progressive resistance with the regularity of training sessions and the duration of the progressive development. Athletes should learn to see themselves performing successfully in pressure situation and should not underestimate the demand of the task. It is important to perform well and achieve positive results. Many concepts from operant conditioning can be understood in motivational terms. The decrease in performance frequency can be thought of as loss of motivation and removal of the reinforcement can be thought of as removal of the motivator (Graham and Weiner 1996).

Performance is usually regarded as an aggregation of individuals' result such as performance over a month, or season of competition as opposed to single or isolated activity, athletes' performance included assessment of a particular result. It has been observed that athletes' behaviour towards any sporting events in College of Education is not encouraging. Despite the incentive given to these athletes, their behaviour to the training is not commendable. This has prompted the researchers to investigate the incentives and training as predictors of performance of athletes in sporting events in College of Education, Kwara State.

Purpose of the Study

To investigate the incentives and training as predictors of performance of athletes in sporting events in Colleges of Education, Kwara State. The study will also look at the following among others:

- Determine the extent to which training is a correlate athletes performance in sporting events;
- The study also investigate extent to which behaviour of athletes in relation to the incentive given to them affect their performance in sporting events.

Research Hypotheses

The following hypotheses are formulated to guide the study:

1. Athletes behaviour will not significantly affect their performance in sporting events in Colleges of Education, Kwara State.
2. Athletes training will not significantly affect their performance in sporting events in Colleges of Education, Kwara State.
3. The incentive given to athletes by Colleges' management through coaches will not significantly affect their performance in sporting events in College of Education, Kwara State.

Methodology

The descriptive survey method was adopted for this study because it entails the direct observation in the collection of data used for this study. The total population was one thousand two hundred and four (1204) respondents. Nine hundred and nine (909) respondents were randomly selected from the seven (7) Colleges of Education in Kwara State. One hundred and fifty seven (157) were selected from Kwara State College of Education, Ilorin. 162 respondents were selected from Kwara State College of Education, Lafiagi, 130 from Kingsley Academy College of Education, Ilorin, 125 from Muyideen College of Education, Ilorin, 120 from College of Education, Ilemona, Oyun, 120 from Nana Aisha Memorial College of Education, Ilorin, 130 were selected respectively.

A researcher structured questionnaire was used to collect data from the respondents. The questionnaire was validated by experts within and outside the Department of Physical and Health Education. The reliability of the instrument was asserted through the use of test-retest method within interval of two weeks and scores were correlated using Pearson Product Moment Correlation Coefficient. The coefficient result of $r = .76$ was obtained. Pearson Product Moment Correlation Coefficient statistical method was used to analyse the data generated for the study.

Results

Hypothesis one (Ho1): Athlete behaviour will not significantly predict their performance in sporting events in Colleges of Education in Kwara State.

Table 1: Chi-square (χ^2) Analysis Showing Behaviour as Predictor of Athlete Performance in Sporting Events

S/N	Items	SA	A	D	SD	Total	Cal. t- value	df	Crit. value	Dec.
1	Availability of training facilities determine behaviour towards sporting activities in college of education	145 (163.33)	685 (678.33)	49 (39.67)	30 (27.67)	909	96.35	6	12.59	Hypothesis Rejected
2	Behaviour of athletes is a predetermine facts for their success in sporting competition	165 (163.33)	630 (678.33)	64 (39.67)	50 (27.67)	909				
3	The climatic condition determine behaviour of athletes in sporting events	180 (163.33)	720 (678.33)	6 (39.67)	3 (27.67)	909				
	Total	490	2035	119	83	2727				

$P < 0.05$

The analysis of data on tested hypothesis one (1) in table 1 above show calculated chi-square (χ^2) value of 96.35 against the critical value of 12.59 with degree of freedom of 6 at 0.05 alpha level. Since the calculated value is greater than the critical value the above stated hypothesis is hereby rejected. This means that athletes behaviour will be a correlate their performance in sporting events in college of education.

Hypothesis two (Ho2): Athletes training will not significantly predict their performance in sporting events in Colleges of Education, Kwara State.

Table 2: Chi-square (χ^2) Analysis Showing Training as Predictor of Athlete Performance in Sporting Events in Colleges of Education, Kwara State

S/N	Items	SA	A	D	SD	Total	Cal. t- value	df	Crit. value	Dec.
1	The length of training given to athletes determine their level of performance in sporting events	150 (168.33)	659 (651.33)	80 (59.33)	20 (30)	909	51.79	6	12.59	Hypothesis Rejected
2	The style of coaching athletes determines to a large extent their performance in sporting events	180 (168.33)	610 (651.33)	69 (59.33)	50 (30)	909				
3	Athletes involvement in rigorous and regular training always ensure their better performance in sporting events	175 (168.33)	685 (651.33)	29 (59.33)	20 (30)	909				
	Total	505	1954	178	90	2727				

$P < 0.05$

The result of data analysis on tested hypothesis two (2) in table 2 above revealed calculated chi-square (χ^2) value of 51.79 against the critical value of 12.59 with degree of freedom of 6 at 0.05 alpha level. Since the calculated value is greater than the critical value, the hypothesis stated above is hereby rejected. This means that athletes level of training be a correlate their performance in sporting events in college of education.

Hypothesis three (Ho3): The incentive given to athletes by college management through coach will not significantly be a predictor of their performance in sporting events in Colleges of Education, Kwara State.

Table 3: Chi-square (χ^2) Analysis Showing Incentive given to Athletes by College Management through Coaches as Predictor of their Performance in Sporting Events in Colleges of Education, Kwara State

S/N	Items	SA	A	D	SD	Total	Cal. t-value	Df	Crit. value	Dec.
1	The attention that was given by coaches encourage athletes to perform better	170 (175)	650 (640)	49 (52.67)	40 (41.33)	909	40.02	6	12.59	Hypothesis Rejected
2	Increase in remuneration given to athletes for performing better often improve their performance	200 (175)	580 (640)	79 (52.67)	50 (41.33)	909				
3	The athletes that enjoy maximum freedom perform better in sporting events	155 (175)	690 (640)	30 (52.67)	34 (41.33)	909				
	Total	525	1920	158	124	2727				

$P < 0.05$

The finding from analysis of tested hypothesis 3 shows calculated chi-square (χ^2) of 40.02 against the critical value of 12.59 with degree of freedom of 6 at 0.05 alpha level of significance. Since the calculated value is greater than the critical value, the null hypothesis stated above is hereby rejected. This means that incentive given to athletes will be a correlate their performance in sporting events in college of education.

Discussion of Findings

The study was carried out to examine athletes behaviour and training ascorrelates of performance in sporting events in Colleges of Education, Kwara State. The result tested in hypothesis one showed that athletes behaviour will be significant correlate of their performance in sporting events in Colleges of Education.

This finding is in line with Rao (2008) asserted that athlete behaviour requires reinforcement to certain behaviour that increase good and essentive occurring and repeated action which can lead to improvement and predict athlete performance.

Jowett (2003) supported that athletes whose shows the positive behaviour to the training was able to use different strategies and displayed the skills to achieve good performance in sporting event.

The finding from tested hypothesis two shows that athletes training will be a significant correlate predict their performance in sporting events in Colleges of Education, Kwara State. The finding was supported with Marlin (2001) said that athletes training constantly add to improvement of their level of performance in sporting events which will prepare them for the task.

The result of analysis of tested hypothesis three (3) revealed that the incentive given to athletes will be a significant correlate of their performance in sporting event in college. The finding is in line with Graham and Weiner (1996) finding that decrease in performance frequency can be thought of as a loss of motivation and removal of the reinforcement can be thought of as removal of the motivator.

Conclusions and Recommendations

The findings of the study revealed that training that training and incentives given to athletes usually affect their performance. The kind of behaviour exhibited by athletes often determine the extent to which incentive given by management influence their performance. Based on these findings, the study recommends as follows:

- College management should endeavour and encourage and motivate athletes through reward and allowances to improve their performance.
- All coaches and team managers should organize viable training programmes needed by the athletes to ensure better performance on their part.
- The psychological and emotional states of all athletes should be studied and apply to management.

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