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EDITORIAL

This academic publication of the defunct Department of Educational Foundations has come a long way. It was almost going moribund but for the deliberate steps taken by the current Editorial Board with the cooperation of all academic staff of the former Department of Arts and Social Sciences Education. Innovative article generation and peer review programmes were initiated and doggedly implemented to enable the return of Nigerian Journal of Educational Foundations to the vibrant academic and professionally sound contributions it had always made to the advancement of knowledge.

Improving the quality of the journal and bringing an international angle and status to it has engaged the attention of the Editorial Board. Phased in stages of achieving national and international focus has produced special editions based on selected themes. These themes pay attention to current issues and needs engaging the attention of specialists in educational foundations in Nigeria and the rest of the world.

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INFLUENCE OF COACHING STYLES AND MOTIVATION ON PERFORMANCE OF ATHLETES IN UNIVERSITY OF ILORIN

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Abstract

Motivation entails body's inert state of necessity which orients and directs the behaviour towards its satisfaction while coaching style is a method adopted by the coach that has both positive or negative effect on athletes performance. This study therefore examined perceived effects of coaching styles and motivation on performance of athletes in University of Ilorin, Kwara State. The objectives of this study were to examine; (i) intensity (ii) incentives (iii) coaching styles and (iv) giving of awards and scholarships as factors for sport performance. Descriptive research design of survey method was used for the study. The population of the study comprises of coaches and athletes of five (5) team sports. Purposively 5 coaches were sampled. In all 138 respondents were randomly sampled for this study. The research instrument used was self-structured questionnaire validated by three lecturers in Human Kinetics Education, University of Ilorin. A correlation co-efficient 'r' of 0.75 was obtained through test re-test method using Pearson Product Moment Correlation (PPMC) Data collection was conducted by the researcher and two train research assistants. The three null hypotheses were tested using inferential statistic of chi-square at 0.05 alpha level. The findings revealed that (i) intensity of training had significant influence on performance of athletes in University of Ilorin with p-value of 57.529 > critical value of 12.59 at 6 degree of freedom @ 0.05 alpha level; (ii) Coaching style has influence on motivation and performance of athletes in University of Ilorin with the p-value of 42.260 > critical value of 21.03 at 12 degree of freedom @ 0.05 alpha level. (iii) recognition in form of cash awards and scholarships has significant influence on performance and motivation of athletes in University of Ilorin with the p-value of critical value of freedom @ 0.05 alpha level.

The study recommends that; coaches and administrators should make sure there is regular payment of allowances as at when due to the athletes, provide free accommodation should for the athletes, there should be

scholarships for athletes, while coaches should be trained on the various coaching styles to be used in different games to improve athlete's performance.

Keywords: Motivation, coaching style, athletes, performance, intensity.

Introduction

It is important to understand the influence of attitude, personality and over all leadership style as regard coaching methods adopted by the coach on the performance of athletes. According to Britton, Hill & Ward (2017) inborn skills do not dictate whether or not athletes will present good performances, but the combination of their physical abilities and their intense desire to be better will. Coaches can be effective to instruct, communicate and lead its followers. Leaders are in fact made to withstand communication characteristics, give valuable directions, be a role model, and an informative instructor. Ewing (2011) opined that these are functions that can be learned with time. It is imperative that coaches provide their athletes with skills, techniques, confidence, motivation, and sport persistence to maintain their highly desired status quo, better known as reputation. with sports playing such a pivotal role in our society, spreading the many attributes that sports can have on a group of people will bring more awareness.

From the etymological point of view, the term "motivation" could be defined as being the totality of reasons (conscientious or not) which drives someone to do something or achieve certain purposes. Zlate (2010) described motivation as the body's inert state of necessity which orients and directs the behaviour towards its satisfaction and, therefore, its elimination. Edwing (2011) defined motivation as being the measure in which a persistent effort is directed towards reaching a goal. Lewin (2010) described motivation through the stimuli which act upon the body, a fact which triggers a response behaviour. Newcomb submitted that attitudes are accompanied by reasons and that their variable intensity depends on their intrinsic motivation. motivation is thus both a prerequisite and a product of attitude. According to Bill (2009) high performance sport requires efforts and giving up things which most often are difficult to understand (activities taken to the limit of biological and mental bearing, repeated stressful situations, temporary deprivation of satisfying certain natural needs (Lussier & Kimball, 2009).

Britton, Hill & Ward (2017) reported that throughout the United States, tens of millions of young athletes participate in competitive sports every year on a weekly, and in many cases, daily basis. If there are tens of

millions of young athletes participating in athletics throughout the year, this means that they are interacting with millions of different coaches who are also involved in athletics. Coaches, athletes, parents, and league administrators have the responsibility of developing knowledge to better understand the impact that these coaches and their coaching styles have on the athletes with whom they associate. The coaching style that a coach develops or adopts can have a positive or a negative influence on his or her athletes, and it is important to understand the impact that attitude, demeanour, personality, and overall leadership style have on athletes. Chin, Khoo and Low (2012) affirmed that because coaches play such a vital role in sport teams due to the fact that they are responsible for creating and maintaining an ideal condition for players to fulfill their fullest potential, if a coach does not develop a coaching style that is capable of gaining the attention, respect, and will to improve from his or her athletes, it is likely that he or she will not be able to motivate them in any form, which leads to a lack of success.

It is the coach's role to communicate with players in a manner that makes them feel acknowledged, recognized, valued, and significant. A coach can relay messages in several ways. The message can vary in intensity, quality, and quantity. How the message is relayed and perceived depends on the coach and the athlete. Coaches may find it challenging to connect with and motivate each athlete differently (Chin, Khoo & Low, 2012). There are high expectations toward athletes with scholarships compared to those who are playing a sport as a hobby. Problems occur when athletes find it difficult to be motivated and to perform at their optimal level.

Ewing (2011) opined that problems regarding motivation may be difficult to identify and discussed between an athlete and coach. Self-determination may help elucidate variables associated with increased motivation in an athlete. "The most central distinction between SDT (self-determination theory) is between autonomous and controlled motivation". This theory suggests that the athlete must have a desire to gain fulfillment and grow. With growth and gaining fulfillment comes being aware of flaws and a willingness to overcome challenge and failures. However, for most people direction and intensity of effort are closely related (Weinberg & Gould, 2015). There are several coaching styles that coaches can adopt or adapt while training athletes, regardless of their age, sport, or level of skill, each coaching style tends to exhibit its' own specific behaviours and characteristics, resulting in different impacts on the athletes with whom they are associated (Deci & Ryan 2000).

Previous studies, conducted by Deci & Ryan's (2001) review self determination theory, elucidates several psychological needs of athletes, which if not met, would affects motivation and performance of athletes that is not necessarily the desired outcome. Chin, Khoo and Low, (2012) submitted that understanding the characteristics and behaviours exhibited by different styles of coaches is crucial when talking about their consequential effect on athletes' motivation and performance. Autonomy supportive coaches tend to be pro-social, approachable, and very positive. An athlete who is not self-determined is more extrinsically motivated. Athletes who are more extrinsically motivated also tend to be more ego-oriented and focus on external rewards (Chin, et al. 2012). For example, external rewards may include, but are not limited to, expectations from other individuals, money, awards, prizes, and acclaim. It is suggested that an athlete's performance tend to increase with the help of the coach (Hyun-Duck & Cruz 2016). Different coaching styles, expectations, specific sports, age groups, divisions, size of team, self-determination, and motivation are factors used in determining the change in one's performance ability.

Poor performance of athletes in any competition from various institutions has been of concerned to coaches, sports administrators, athletes and even the organizer. It has been observed that coaching style adopted by coaches often served as a determinant of athletes performance in any competition regardless of the age of the athletes, gender and their level of participation in sports. Some coaches are comfortable of using democratic style which gives room for players to always take laws into their hands, by hot coming to training regularly and while those coming for training gives flimsy excuses by not participating in training session full and this could infringe on performance in competitions. Also poor remuneration and delay in payment of athletes allowances before and during competitions like NUGA, higher institutions football competition are factors that could hinder performance in major tournament. This necessitates the conduct of this study, to investigate the influence of motivation and coaching styles on performance of athletes in University of Ilorin.

Research Questions

1. Will intensity of training have influence on performance of Unilorin athletes in competitions?
2. Will coaching styles have influence on performance of Unilorin athletes in competitions?
3. Will recognition in form of cash and scholarships have influence on performance of Unilorin athletes in competitions?

Research Hypotheses

1. Intensity of training will not have significant influence on motivation and performance of Unilorin athletes in competitions.
2. Coaching styles will not have significant influence on motivation and performance of Unilorin athletes in competitions.
3. Recognition in form of cash award and scholarships will not have significant influence on motivation and performance of Unilorin athletes in competitions.

Methodology

Descriptive research design of survey type was used for the study. The population comprised coaches and athletes from 5 team sports in the University of Ilorin, simple random sampling technique was used to select five (5) out of ten (10) teams sports within the study area. Purposive and simple random sampling techniques were used to select the sample for the study. The respondents were grouped into two strata, coaches and athletes. All the five coaches were purposively selected. Simple random sampling technique was used to select 133 respondents from the five selected team sports and 5 coaches were purposively selected for this study 40 soccer players were randomly selected, 30 basketball players of both male and female and 38 volleyball players of both male and female, 20 athletes and 10 racket games of male and female were sampled. The research instrument of this study which was critically examined and reviewed by three lecturers in the Department of Human Kinetics Education, University of Ilorin, was used for data collection. A correlation co-efficient 'r' of 0.75 was obtained through test re-test method using Pearson Product Moment Correlation (PPMC). Data collection was conducted by the researchers and two research assistants. Three null hypotheses were tested using inferential statistic of chi-square at 0.05 alpha level.

Hypothesis One: Intensity of training will not have significant influence on motivation and performance of University of Ilorin athletes in competitions.

Table 1: Chi-square analysis showing the influence of training and motivation on performance of University of Ilorin athletes in competitions

S/N	Items	SA	A	SD	D	Row Total	df	Cal. Value	Crit. Value	Re.
1.	High intensity training before competitions improves sport performance	101 (73.2%)	32 (23.2%)	5 (3.6%)	0 (0.0%)	138	6	57.529	12.59	Ho Rejected
2.	Moving from low intensity to high intensity training improves performance	56 (40.6%)	65 (47.1%)	15 (10.9%)	2 (1.4%)	138				
3.	Reducing training intensity when moving closer to competitions improves performance	47 (34.1%)	66 (47.8%)	24 (17.4%)	1 (0.7%)	138				
	Column Total	204 (49.28%)	163 (39.37%)	44 (10.63%)	3 (0.72%)	414 (100%)				

$P < 0.05$ alpha level

Table one indicated the calculated chi-square value of 57.529 and the table value of 12.59 with the degree of freedom of 6 at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is rejected. This implies that intensity of training has influence on motivation and performance of University of Ilorin athletes in competitions.

Hypothesis Two: *Coaching style will not have significant influence on motivation and performance of University of Ilorin athletes in competitions.*

Table 2: Chi-square analysis showing the influence of coaching style and motivation on performance of University of Ilorin athletes in competition

S/N	Items	SA	A	SD	D	Row Total	df	Cal. Value	Crit. Value	Re.
4.	Democratic coaching style of leadership by a coach improve performance	106 (76.8%)	27 (19.6%)	5 (3.6%)	0 (0.0%)	138	12	42.60	21.03	Ho Rejected
5.	Athletes under coaches who are autocrats perform better than other athletes	59 (42.8%)	67 (48.6%)	9 (6.5%)	3 (2.2%)	138				
6.	Athletes under strict coaches tend to perform better under tension during performance	60 (43.5%)	50 (36.2%)	23 (16.7%)	5 (3.6%)	138				
7.	Taking into account athletes perspective and acknowledging athletes feelings by coaches improves performance	62 (44.9%)	62 (44.9%)	9 (6.3%)	5 (3.6%)	138				
8.	Close relationship between coaches and athletes improves performance	73 (52.9%)	54 (39.1%)	8 (5.8%)	3 (2.2%)	138				
	Column Total	360 (52.17%)	260 (39.37%)	54 (7.83%)	16 (2.32%)	690 (100%)				

$P < 0.05$ alpha level

Table three indicated the calculated chi-square value of 56.867 and the table value of 21.03 with the degree of freedom of 12 at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is hereby rejected. This implies recognition in form of cash and award of scholarship has scholarship influence on performance of University of Ilorin athletes in competitions.

Discussion of Findings

The findings revealed that intensity of training have significant influence on performance of athletes in University of Ilorin. This finding was supported by Joyner & Michael (2008) who opined that the outcomes and performance of individuals players and athletes competing is determined mainly by the intensity of training (high or low which they are exposed to before and during various competitions. Advances in the sport sciences have resulted in the ability of humans to become faster, stronger, more powerful and have enhanced endurance capabilities, as evidenced by world-record breaking performances that continue to occur in most sports. The beneficial effects of training on sports performance highlight the extraordinary ability of the human body to adapt to external stimuli. In particular, the ability of skeletal muscle to adapt in response to various intensity of training has become a major focus for sports scientists and medical professionals worldwide. While advances in exercise physiology have greatly enhanced our understanding of the effects of training intensity on performance (Meyer, 2012).

The outcome of the study revealed that coaching styles has significant influence on motivation and performance of athletes in University of Ilorin. This findings agreed with the view of Matosic (2014) who affirmed that the autocratic style of coaching is helpful for inexperienced and new players. They are fresh to the game and have a lot to learn simply from doing drills and exercises the coach knows will work. The players simply follow the instructions and learn how to play, trusting the coach's ability to mold them into a passable team. The team's input works doubly, not only assisting the coach but also making individual athletes feel important to the team. When the athletes are invested in the team's direction and decisions, they tend to work harder to achieve mutually agreed upon goals.

Similarly, Weinberg and Gould (2015). Stressed that coaches often creates a relationship with every individual athlete based on interpersonal communication and genuine care. When everyone is connected beyond their athletic goals, the transparency and trust that is created will result in benefits to the team (Matosic, Cox & Amorose, 2014). coaches rarely choose one style

and stick to its guidelines. Coaches naturally coach and lead with a style derived from their own personal experiences. Most of the time those experiences create a unique style that combines aspects from styles like autocratic, democratic, and holistic. People who want to lead others to success and create strong bonds may find a passion for coaching sports. It offers an opportunity to compete towards a goal through their tutelage and motivation. Coaching can be done with any style that benefits the team and the individual players as a whole, because the style of coaching is a strong determinant for the success or failure of a team. According to Torregosa, Suosa, Vildrach, Villamarin and Cruz (2008) a coach's leadership style influences the development of motivational climate, i.e. the coach-created motivational climate correlates highly with the perception of the coach's leadership style.

The finding further revealed that recognition in form of cash award and awarding of scholarship has significant influence on motivation and performance of athletes in University of Ilorin athletes in competitions. This result is inline with the view of Ipinmoroti (2011) who indicated the financial incentive, scholarship award, desire to become professional athlete and socialization motivated university athletes to choose athletes events. This study revealed that each athlete has both financial and social desires that propel them to become professional athletes, this study equally confirms that incentives required by athletes are diverse. Similarly Czajkowski (2009) stressed that motivation of athletes in term of giving scholarship award often tend to enhance athletes performance in any major tournament especially among students athletes in colleges.

Conclusion

Intensity of training has significant influence on coaching style and performance of athletes of university of Ilorin, provision of incentive in terms of motivation and scholarship award has significant influence on coaching style and performance of athletes of University of Ilorin

Recommendations

Based on the findings, the following recommendations were made;

1. Coaches should be enlightened on the need to adopt training tactics that arouse the interest of the athletes and training should not be too tedious.
2. University management should endeavour to pay athletes allowances promptly and make adequate provision for accommodation for the

athletes so as to motivate them to achieved and improved performance.

3. University management should institute scholarship award for athletes inorder to motivate them to perform excellently in competitions.

Table two indicated the calculated chi-square value of 42.260 and the table value of 21.03 with the degree of freedom of 12 at 0.05 alpha level. Since the calculated value is greater than the table value, the null hypothesis is rejected. This implies that coaching styles has influence on motivation and performance of University of Ilorin athletes in competitions.

H₀₃: Recognition in form of cash award and scholarship will not have significant influence on motivation and performance of University of Ilorin athletes in competitions.

Table 3: Chi-square analysis showing the influence of recognition in form of cash and award of scholarship and motivation on performance of University of Ilorin athletes in competitions

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