



Coaches Leadership Styles as Correlate of Interscholastic Sports Participation among Secondary School Students in Rivers East Senatorial District of Rivers State

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Abstract

The study investigated coaches leadership styles as correlate of interscholastic sports participation among Secondary School Students in Rivers East Senatorial District of Rivers State. The sample size for the study was 400 students drawn from the population of 61841 secondary school students in Rivers East Senatorial District, Rivers State using Yaro Yamen sampling technique. The instrument for data collection titled: "Coaches Leadership Styles and Interscholastic Sports Participation Questionnaire (CLSISPO) designed in line with four point likert Scale of Strongly Agree (SA) = 4points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point was used. The instrument was face validated by experts in Human Kinetics using Pearsons' Product Moment Correlation to analyse the test-retests scores, and it had a reliability index of 0.75. The study had two research questions and two hypotheses. The mean scores of the respondents were used to answer the research questions, while the null hypotheses were tested using the z-test analysis. It was found out that democratic leadership style of coaches encourages students participation in active interscholastic sports while passively encourage parents, teachers, school officials and even the press in sports consumption. It was thereafter, recommended that orientation programme should be organized to sensitize both new and old students on the benefits of sports participation and coaches should be able to accommodate the interest of parents, student body, sports officials, and representatives from the community for a wholesome and all-encompassing planning approach.

Keywords: Coaches, Leadership, correlate, Sports Participation.

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INTRODUCTION

Man in ages past has been actively involved in physical and social activities as a means of interacting with others, display skills and physical prowess and to entertain or offer excitement and recreation. Although these physical and social activities were not properly organized to really portray its motives. Deemua (2016), sees sports as an organized physical activities performed under pre-determined rules made by a professional body. Sports constitute an integral part of the school curricula. They include football, athletics (track and field), tennis, volleyball, swimming, badwinton among others. They are organized as intra-school or inter-school competitions. Schools compete with a view of bringing out the best. There are always medals to be won, fame to be attained, glory to be shared, and aspirations to be fulfilled by participants. Orunaboka (2004) in support of this assertion reported that sports is an important arena for youths in which fun, fitness, socialization and motoric competence, particularly, price attributes are publicly demonstrated.

Morkinyo (2002) and Eze (2004) affirmed that strong nations in sports introduce their children to various sporting activities at primary and secondary school levels as a means of laying a solid foundation for sustainable sports achievements. Talcott (2000), revealed that the greatest contribution physical education and sports makes to school tradition is through sports programmes. The programme of sports and physical education in secondary schools according to Orunaboka (2004), is implemented under the instructional, intramural, interscholastic and adapted programmes. Interscholastic sports programme is an indispensable programme of school sports because of its numerous benefits to the individual, school and community development; Bucher (2004), defined interscholastic sports as a programme organized between two or more schools which cover both athletics and games. Dike (2005), sees interscholastic sports as all kinds of physical activities contested by various schools within or outside a particular zone, which eventually produced winners and losers. For the purpose of this study, interscholastic sports programme is the coming together of several schools within or outside a particular zone to compete for honours in different sporting activities, producing interest, fun, social interaction, winners and losers at the end of the day.

Interscholastic sports programmes has a lot of benefits to offer to students. Tradeau and Shephard (2005) opined that participation in scholastic sports has many beneficial consequences such as enhancing upward social mobility, providing a healthy outlet for aggression and development of specialized skills and performances. Others are promotion of happiness and self –actualization, tolerance, concern for others, respect for authority and co-operation to mention but a few. Asagbu (2003), stressed that sports especially interscholastic sports has assumed a significant position in secondary school students' life in terms of fitness, recreation and relaxation.

The inception of interscholastic sports into our education system, started as far back as 1930 by the colonial masters. At this period, a lot of regional competitions were held and organized for different secondary schools in the country which later gave birth to secondary school sports. Since then, secondary school sports in form of interscholastic sports have been receiving growing awareness for the development of sports in the state and Rivers East Senatorial District of Rivers State in particular. Notwithstanding, the laudable objectives of this programme could only be realized through effective leadership. Leadership is defined by Warren (2000) as a complete process by which a person influences others to accomplish

a mission, task or objectives and directs the organization in a way that makes it cohesive and coherent.

Orunaboka (2004) noted that sports coaches as leaders must possess leadership qualities such as being innovative, democratic, firm decision maker and satisfier of needs to enable the followers maintain interest in the sports. Therefore coaches and organizations of interscholastic sports should develop patterns of behaviour designed to motivate the athletes towards their sustenance in sports and personal interest in attempt to achieve the objectives of the organization. It is the working relationships that are adopted by a coach in the process of executing his leadership duties that will enable the athletes to respond positively to his coaching techniques and later grows to the peak of his/her performance.

Statement of the Problem

Interscholastic sports participation is another avenue of developing sports from the grassroots and scouting of talented athletes for further sports development. In this course, grassroot sports development is used to mean the exposure of youths and young adults, male and female from the local communities and urban areas of the country in sporting activities and making them to acquire skills that will enable them to perform excellently at the national and international sports competitions. (Deemua, 2018). Before now students participation in interscholastic sports in Rivers East Senatorial District was encouraging and motivating. But inspite of some schools having qualified coaches and physical educators that are capable to train, encourage and motivate the students to participate activity in sports, yet it was observed that the turnout of secondary schools during the sports competition organized by the chairman of Peoples' Democratic Party Bro. Felix Obuah was low and it was in this regard that the researchers want to final out whether leadership styles of coaches correlate with interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State.

Aim and Objectives of the Study

The aim of this study is to find out coaches' leadership styles as correlates of interscholastic sports participation among secondary school students in Rivers East Senatorial District of Rivers State of Nigeria. Specifically, this study intends to determine whether:

- Democratic leadership style correlates with interscholastic sports participation among secondary school students in Rivers East Senatorial District of Rivers State.
- Democratic leadership style correlates with passive interscholastic sports participation among secondary school students in Rivers East Senatorial District of Rivers State.

Research Questions

- Does democratic leadership style of coaches correlate actively among secondary school students participation in interscholastic sports in Rivers East Senatorial District of Rivers State?

- Does democratic style of coaches a correlate of passive interscholastic sports participation among secondary school students in Rivers East Senatorial District of Rivers State?

Hypotheses

- Democratic leadership style will not be a significant correlate of active interscholastic sports participation among secondary schools in Rivers East \Senatorial District, Rivers State.
- Democratic leadership style of coaches will not be a significant correlate of passive interscholastic sports participation among secondary school students in Rivers East Senatorial District of Rivers State.

METHODOLOGY

The study adopted a descriptive survey design. The population of the study comprised of 61, 841 secondary school students in Rivers East Senatorial District of Rivers State (Source: Rivers State Universal Basic Education Board, 2015).

A multi-stage sampling procedure was used to arrive at the sample size of 400 student-athletes used for this study. Two research questions and two hypotheses were used to guide the study. The mean and rank order were used to answer the research questions, whereas z-test statistics was used to test the null hypotheses at 0.05 alpha level. Self-structured questionnaire titled: Coaches Leadership Styles and Interscholastic Sports Participation Questionnaire (CLSISPQ) was used for the study. The instrument was in two parts. Part A consisted the demographic variables while part B contained the variables under study. This section was structured after the modified likerts four points rating scales of Strongly Agree (4points), Agree (3 points), Disagree (2 points), and strongly Disagree (1 point). This section contains 8 items on democratic leadership style of active and passive interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State. Face and content validities were ensured while Pearson Product Moment Correlation Coefficient was used to establish the reliability index of 0.75.

RESULTS

The results of the study are presented as shown below:

Research Question 1: Does democratic leadership style of coaches correlate with interscholastic sports participation among secondary school students in Rivers East Senatorial of District, Rivers State?

Table 1: Mean Scores of democratic leadership style and correlate of active interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State. N = 400

S/N	Items	SA	A	D	SD	Mean	Rank Order	Remarks
1	The ability of coach to consult others coaches in the maintenance of sports equipment and supplies encourage interscholastic sports participation among student athletes.	114	108	99	78	2.64	1 st	Correlate
2	The coach and other officials planning the daily training programme for his or her team encourages interscholastic sports participation among student athletes.	117	103	75	105	2.58	3 rd	Correlate
3	the believe of coach in group discussion, involving his team members in decision making encourages interscholastic sports participation among student athletes.	113	101	83	103	2.56	4 th	Correlate
4	The coach involves officials and athletes in planning and budget proposal presentation encourage interscholastic sports programme among student athletes.	109	104	101	86	2.59	2 nd	Correlate

Table 1 reveal that the ability of coach to consult others coaches in the maintenance of sports equipment and supplies encourage interscholastic sports participation among student athletes with the mean score of 2.64. The coach and other officials planning the daily training programme for his or her team encourages interscholastic sports participation among student athletes had a mean score of 2.58. The believe of coach in coup discussion, involving his team members in decision making encourages interscholastic sports participation among student athletes had a mean score of 256. The coach involves officials and athletes in planning and budget proposal presentation encourage interscholastic sports programme among student athletes with mean score of 2.59.

Research Question 2: Does democratic leadership style of coaches correlate with passive interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State?

Table 2: Mean Scores of democratic leadership style and correlate of passive interscholastic sports participation among secondary schools students in Rivers East Senatorial District, Rivers State

S/N	Items	SA	A	D	SD	Mean	Rank Order	Remarks
5	The ability of coach to cooperate with parents, students body and school officials encourages interscholastic sports participation among principal, teachers and students.	117	112	87	84	2.65	1 st	Correlate
6	The ability of coach to maintain good relationship with the press when losing encourages interscholastic sports participation among secondary school students.	114	101	90	95	2.58	2 nd	Correlate

7	The coach always welcome school officials and students to offer encouragement and constructive criticism when his team is losing encourages interscholastic sports participation among secondary school students.	119	98	74	109	2.56	3 rd	Correlate
8	The ability of coach to motivate school staff, parents and students toward desired goals of his team encourages interscholastic sports programme among students.	112	84	97	107	2.52	4 th	Correlate

Data in Table 2 shows the mean scores on democratic leadership style and passive interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State. Their mean responses showed that they all agreed on the items in the table with mean scores greater than the criterion mean score of 2.5. This means that the ability of coach to cooperate with parents, students body and school officials encourages interscholastic sports participation among principal, teachers and students with the mean score of 2.65, the ability of coach to maintain good relationship with the press when losing encourages interscholastic sports participation among secondary school students with the mean score of 2.58, the coach always welcome school officials and students to offer encouragement and constructive criticism when his team is losing encourages interscholastic sports participation among secondary school students with the mean score of 2.56. The ability of couch to motivate school staff, parents and students toward desired goals of his team encourages interscholastic sports programme among students with the mean score of 2.52 respectively.

Hypotheses 1: Democratic leadership style will not be a significant correlate of active interscholastic sports participation among secondary school students in Rives East Senatorial District, Rivers State.

Table 3: z-test Analysis of difference between the mean opinion of democratic leadership style and active interscholastic sports participation

Status	N	\bar{x}	S.D	Df	Z-cal	Critical value	Decision
Democratic leadership style	220	2.64	1.67				
Active interscholastic sports participation	180	2.59	1.66	400	1.78	1.96	Accept Ho ₁

Table 3 shows the z-test analysis of difference between the mean opinion of democratic leadership style and active interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State. The result shows that the z-calculated value of 1.78 is less than the z-critical value of 1.96 at 400 degree of freedom and 0.05 alpha significant level. Hence, the null hypothesis is accepted. Therefore, democratic leadership style will not be a significant correlate of active interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State.

Hypothesis 2: Democratic leadership style will not be a significant correlate of passive interscholastic sport participation among secondary school students in Rivers East Senatorial District, Rivers State.

Table 4: z-test Analysis of Difference between the Mean Opinion of democratic leadership style and passive interscholastic sports participation

Status	N	\bar{x}	S.D	Df	Z-cal	Critical value	Decision
Democratic leadership style	220	2.65	1.5				
Active interscholastic sports participation	180	2.58	1.3	400	0.5	1.96	Accept Ho ₁

Table 4 shows the z-test analysis of difference between the mean opinion of Democratic leadership style and passive interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State. The result shows that the z-calculated value of 0.5 is less than the z-critical value of 1.96 at 400 degree of freedom and 0.05 alpha significant levels. Hence, the null hypothesis is accepted. Therefore, Democratic leadership style will not be a significant correlate of passive interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State.

DISCUSSION OF FINDINGS

The findings of the study are discussed below according to their respective variables:

Democratic Leadership Style and Active Interscholastic Sports

The finding from this study revealed that democratic leadership style correlate with active interscholastic sports participation among secondary school students in Rivers East Senatorial District, Rivers State. This findings is in line with Nnabuo, Okorie, Agabi and Igwe (2004), who perceived democratic leadership as a leadership style who demonstrates respect or group members and involved them in decision-making and does not monopolise responsibilities feelings and the feelings of others before their own rights. In support, Zhang (1997) observed that democratic coaches allow for the participation of athletes or clients in decisions, and coaches are respectful of their right. He further observed that this form of leadership engages the athletes or clients that they are working with, making them feel needed and important.

Democratic Leadership Style and Passive Interscholastic Sports Participation

The findings from this study reveal that democratic leadership style correlate with passive interscholastic sports participation among Secondary School Students in Rivers East Senatorial District, Rivers State. This finding is supported by Amasiatu (2006) who revealed that coach performs public relations job for his team, he links the activities of his team with the public and occasionally defends the performance of his team, talks about his problems and solicits for support from members of the public. Rebecca (2007), observed that democratic style is a behaviour in which the coach gives the athletes the permission to participate in decision related to determining group aims and methods to achieve them. Mageau (2003), observed that coaches behaviour improve on athlete's intrinsic motivation and self-determined types of extrinsic motivation.

CONCLUSION

Based on the findings of the study, the ability of coaches to consult other experts in the area of provision and maintenance of sports facilities and supplies encourage students' participation in sports. The coach and other officials planning the daily training programme for his/her team stimulates their interest and make them actively involved in sports.

Secondly, the possibility of the coach to cooperate with parents, students' body, school officials and even the press when possibility he/she is winning or losing will motivate them towards achieving their goals and enhance participation in interscholastic sports among students in Rivers East Senatorial District, Rivers State.

Recommendations

- There should be collaboration between the school and the community during planning and administration of interscholastic sports to enhance its effectiveness.
- The interscholastic sports programmes requires the service of quality staff and other experts such as the coaches, administrators, and physical educators to ensure that students acquire the much needed skills to excel in their areas of interest. It is therefore expected that the quality and quantity of coaches employed in the system should be such that can contribute to the success of the programme.
- The level of planning expected in the implementation of the programme should be such that the interest of the teachers, community, parents, school sports committee and even the students is involved in decision making of the programme. This has contributed to the failure of the programme over the years. It is thereof expected that for the programme to succeed, there is need for a wholesome and all-encompassing planning approach.
- These is also the need for appropriate provision, supervision and management of sports facilities and equipment of the interscholastic sports programme the government and other stakeholders need to ensure the adequate funding of the programme now that human and material resources are necessary in order to provide a meaningful and attractive environment for sports competition to strive.

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