
Effectiveness of Perceived Motivational Strategies as Impetus for the Development of Youth Soccer

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Abstract

This study investigated some perceived motivation strategies as an impetus for the development of youth soccer. Four hypotheses were formulated based on the variables of provision of adequate training facilities and equipment, goal setting, encouragement from significant others and competition. The descriptive survey research method was used for the study. Five secondary schools were randomly selected for the study in Ibadan and one hundred and fifty male secondary school students who are involved in the game (soccer) were selected through purposive sampling technique to collect data used for the study. The 4-point Likert scale form of structure closed ended type of questionnaire was the only research instrument used for the study. The study revealed that the selected motivational strategies are significant ($p < 0.05$). It was therefore recommended among others that parents, coaches, teachers and peers and significant others should adequately and properly motivate the youths for persistency in their involvement in the game for the mastery of skills to be perfect. Finally, the schools and communities in whom the youths reside should as a matter of necessity make available adequate training facilities and equipment which will serve as a propelling force for the youth involvement in the game of soccer.

Keywords: Motivation Strategies, Equipment and Training

Background to the Study

Psychology in soccer has been taken to mean little more than positive thinking and the discipline has made little in-roads in the development of soccer even if the term is used at every possible opportunity. Motivation according to Ikulayo (1990) is a psychological concept which has been described as an urge, arousal, drive, energizer motive or that which spur a person to action. It is a powerful activator without which no meaningful development can be accomplished in soccer in the country Onifade (2009) sees

motivation as the foundation of learning, the learning of sport skill according to Anyanwu (2000) is no exception. Most youths participate in soccer for the sheer joy, pleasure, fun, curiosity and personal mastery involved in the experiences, which is regarded as internal motive for their involvement, while other reasons for their participation are for social approval, material reward and social status. Ultimately, the goal of positive psychological development of these youths is the demonstration of persistence or adherence behaviour in sport (football) The concept of motivation in sport necessarily focuses on how to maximize the development of these youths via their participation rates through an emphasis on intrinsic motives, mastery goal and enjoyment through the youth active involvement. In learning to apply motivational strategies effectively, the coach and the significant others need to be knowledgeable about the sources contributing to the total level of motivation, to understand when, where and how each strategy may be best put into maximum benefit and usage

Purpose

The purpose of this study was to examine some perceived motivational strategies as impetus for the development of youth soccer.

Method

The descriptive research method was used for this study. Five (5) secondary schools where randomly selected from the metropolis of Ibadan, the Oyo state capital, to select one hundred and fifty (150) male secondary school students who are involved in football through the purposive sampling technique of which thirty (30) students was picked from each school The 4 point likert scale form of questionnaire of strongly agreed, agreed, disagreed, and strongly disagreed which was validated by experts in the field was the only instrument used in data collection. The Cronbach's alpha coefficient which is more appropriate to use in estimating internal consistency, according to Adetoro(2010) was used to ascertain the reliability of the instrument which was percentage was used ($r = 0.76$). The descriptive statistic of percentage was used to analyse the data and the non-parametric statistic of chi- square was used to test the hypotheses formulated.

Hypotheses

H₀₁ – That adequate provision of training facilities and equipment will not be a significant impetus for the development of youth soccer.

H₀₂ – That goal setting will not be a significant impetus for the development of youth soccer.

H₀₃ – Encouragement from significant others will not be a significant impetus for the development of youth soccer.

H₀₄ – Competitions will not be a significant impetus for the development of youth soccer.

Results

Table 1: Distribution of response with regards to adequate provision of training facilities and equipment as a significant impetus for the development of youth soccer

Response	Frequency	%	DF	Table Value	X ² value	Remarks
SA	58	38.7	3	7.82	85.1	Sub-hypothesis rejected significantly
A	72	48				
D	16	10.7				
SD	4	2.6				
	150					

$$X^2 = 85.1; df = 3; p < 0.05$$

Table 1, sub-hypothesis 1 reveals the finding with regards to adequate provision of training facilities and equipment as significant impetus for the development of youth soccer. The table reveals that 38.7% of the respondents strongly agreed with the items regarding the adequate provision of training facilities and equipment as an impetus for the development of youth soccer. While 48% agreed, 10.7% disagreed and 2.6% strongly disagreed respectively. The majority of the sampled population were of the opinion that the provision of adequate training facilities and equipment are significant impetus for the development of youth soccer. The adequacy of these training facilities and equipment may have created an appreciable impact which may have affected the motivational orientation of these youths resulting to believe that the training facilities and equipment are significant impetus for the development of youth soccer. Therefore, since the calculated chi-square value 85.1 is greater than the table value of 7.82, the null hypothesis is hereby rejected because of revealing significance.

Table 2: Distribution of Response with regards to Goal-setting as a Significant impetus for the Development of Youth Soccer

Response	Frequency	%	DF	Table Value	X ² value	Remarks
SA	28	18.7	3	7.82	36.92	Sub-hypothesis rejected significantly
A	69	46				
D	32	21.3				
SD	21	14				
	150	100				

$$X^2 = 36.92; df = 3; p < 0.05$$

The findings in table 2, sub-hypotheses 2 shows that 18.7% of the respondents strongly agreed that goal setting is a significant impetus for the development of youth soccer, while 46% also agreed, 21.3% disagreed and 14% strongly disagreed respectively.

Achievable goals set as standards for the development of sport. The statement coincides with that of Awosika (1995) in which he sees goal setting as a cognitive theory of motivation which effectively energizes the individuals to become more productive. Since the calculated chi-square value of 36.92 is greater than the table value of 7.82, the null hypothesis is therefore rejected because its significance is substantial.

Table 3: Distribution of response with regards to encouragement from significant others as a significant impetus for the development of youth soccer

Response	Frequency	%	DF	Table Value	X ² value	Remarks
SA	46	30.7	3	7.82	134.0	Sub-hypothesis rejected significantly
A	92	16.3				
D	6	4				
SD	6	4				
	150	100				

X² = 134.0; df = 3; p < 0.05

Table 3, sub-hypothesis 3 shows that 30.7% of the respondents strongly agreed that the various encouragement received from the significant others are significant impetus for the development of youth soccer, while 61.3% which is the largest percentage response agreed and 4% each disagreed and strongly disagreed respectively. The influence of parents, coaches, teachers and peers in reinforcing an intrinsic versus extrinsic motivation orientation via judgements of personal competence and performance control is especially critical during the childhood and adolescent periods. The findings in this table indicates that the encouragement of this significant others are significant impetus which helps in the development of youth soccer. This finding is in line with that of Babalola (2005) who found out in his research that the coach coupled with the assistance of other significant others contribute to the positive psychological development of the youths as they continue to be persistent in their sports. Since the calculated chi-square value of 134.0 is greater than the table value 7.82, the null hypothesis is therefore rejected because of the revealing significance.

Table 4: Distribution of Response with regards to Competition as a Significant impetus for the Development of Youth Soccer

Response	Frequency	%	DF	Table Value	X ² value	Remarks
SA	43	28.7	3	7.82	41.2	Sub-hypothesis rejected significantly
A	67	44.7				
D	24	16				
SD	16	10.6				
	150	100				

X² = 41.2; df = 3; p < 0.05

The result in table 4, sub-hypothesis 4 show that 28.7 of the respondents strongly agreed that competitions involved by these youths in the process of the development of youth soccer serves as a motivational impetus which helps in the development of the game, while 44.7% also agreed, 16% disagreed and 10.6% strongly disagreed respectively. Competition is seen as a significant and an effective motivating device which is mostly used in sport settings. It has been consistently found to be powerful incentive which aids the development of youth soccer. This observation is a reflection of the majority of the views expressed in the response of the respondents. Therefore, since the calculated chi-square value of 41.2 is greater than the table value 7.82, the null hypothesis is therefore rejected.

Conclusion

This study is concluded based on the results of this study that motivation of the youths is a pre-requisite for the development of youth soccer. The selected motivational impetuses of adequate provision of training facilities and equipment, goal setting, encouragement from significant others and competitions are significant motivational impetuses which help in the development of youth soccer.

Recommendations

Based on the findings of this study, the following recommendations are made.

1. That achievable goals should always be set for these youths in order to progressively develop the game.
2. Parent, coaches, teachers, peers and significant others should adequately and properly motivate the youths for persistency in their involvement in the game for mastery of skills to be perfect.
3. Competitions should be introduced periodically for the youths to measure and evaluate themselves as a form of knowing where they are lacking in the game and also to improve on their performance as a form of progressional development.
4. The schools and the community in which the youth resides should as a matter of necessity make available adequate training facilities and equipment which will serve as a propelling force for the youths involvement in the game of soccer.

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