AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.4, September-December, 2021https://ajemates.org

HEALTH AND PHYSICAL EDUCATION TEACHERS' PERCEPTION ON COACH CREATED MOTIVATIONAL CLIMATE IN SECONDARY SCHOOLS IN ANAMBRA STATE

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ABSTRACT
The purpose of the study was to determine the perception of health and physical education teachers on coach created motivational climate in secondary schools. This study was conducted in secondary schools in Anambra State. The descriptive survey research design was adopted. All the public secondary schools in all the 6 education zones in the state were studied. The population of the study comprised 257 health and physical education teachers in the six education zones. The sample consisted of the entire population. The instrument for data collection was "Perceived Motivational Climate in Sport Questionnaire (PMCSQ)" developed by the researcher. PMCSQ was duly validated. The reliability of the instrument was determined using the split-half method. Cronbach's alpha method was used to obtain correlation co-efficient of 0.85 for the instrument. The researcher collected the data from the respondents. The research question was answered using mean ratings and standard deviations. Findings indicated that the health and physical education teachers disagree with the researcher on the coach created motivational climate in secondary schools in Anambra State. Accordingly, it was among others recommended that coaches should set mastery oriented goals, and value mastery achievements to act as a source of motivation for their athletes.

Keywords: Perception; Health and Physical Education; Teachers; Coach; Motivational Climate.

Introduction

Sports is good for human health. Human beings therefore need sports for both mental and physical wellness. In Nigeria and Anambra State in particular, sports are managed by coaches. The performance of the athletes depends largely on the coaches' ability to motivate. Coaches therefore are expected to relate well with athletes.

According to Jowett (2005), the coach-athlete relationship is defined as "a situation in which a coach and an athlete's cognitions, feelings, and behaviors are mutually and causally interrelated" (p. 5). The relationship changes over time, based on internal and external factors including but not limited to emotions, performance, communication, and trust. Both persons attempt to achieve something out of the relationship, athletic and professional excellence, with personal growth (Jowett). The relationship between athletes and their coaches is an important one within the competitive field.

The nature of the relationship is influenced by how the dyad defines success. One aspect the dyad can focus on is normative

performance success, such as succeeding in a competition. The other aspect the dyad can focus on is defining success based on personal growth and development. The different aspects will influence the type of communication, the goal-setting process, and beliefs. This research addressed how the coach may affect the athlete's self-efficacy, by creating motivational climate for the sports participants.

An essential environmental aspect impacting goal orientations is the *motivational climate.* The environment the athlete trains in is associated with goals and defines the value different achievements have. The term for this is called the *perceived motivational climate.* The athlete comes in contact with these climate perceptions in the environment (Ames, 2019). A coach can communicate different achievement goals to their athletes, which in turn represents the motivational climate. Mastery climate has been associated with enjoyment, positive affect (Vazou, Ntoumanis & Duda, 2006) and higher perceived competence (Reinboth, Duda and Ntoumanis, 2004). On the other hand, an outcome climate, however, is related to performance-related worry (Pensgaard & Roberts, 2002), perceiving the coach as less supportive and more punishment oriented (Balaguer, Crispo. Duda, 2019; Smith et al. 2015). The climate is a demonstration of the relationship and communication between the athlete and the coach and is one expression of the way they communicate.

Within achievement goal theory, the term that relates to the coach-athlete relationship is the *coach-created motivational climate.* It has been used to demonstrate the effects of environmental factors that lead individuals to perceive competence in different ways and pursue different goals. One way a coach can define competence is through the perception of self- improvement and mastery of skills. A second perspective entails the perception of the athlete's ability compared to the ability of other athletes. Coaches who communicate a mastery orientation pursue goals centered on striving to improve and master skills. On the other hand, those individuals who choose to communicate an outcome climate define achievement goals focused on doing better than others (Nicholls, 1989; Ames, 1992a). The type of goal orientation is developed in addition to or in combination with personal traits and education. That is, the environment influences athlete goal orientation (i.e., the motivational climate).

Motivational climates in the physical domain that emphasize effort and personal improvement have been called mastery climates, and climates emphasizing normative comparison and doing better than others have been referred to as outcome climates (Harwood, Spray, & Keegan, 2008). Drawing from the classroom-based work of Ames (1992a), research in sport and physical education has been particularly concerned with identifying the effects of perceived mastery and outcome climates. It is important to understand the consequences of the situational goals important people in the athlete's life verbalize. The motivational climate has been mostly researched through parents, coaches, and peers. The participants in the current study are adult competitive athletes, and the coach is a prominent figure in their athletic endeavor. For the current study, the coach-created motivational climate is examined because the messages the coach

conveys influence the perceived motivational climate.

The goal orientation of an athlete is capable of changing, through relational aspects between the coach and the athlete (Duda & Balaguer, 2007). A mastery climate is more likely to be perceived when tasks are challenging, participants are provided with choices and opportunities to exercise leadership, recognition is provided privately to individuals, participants work in mixed ability groupings, positive evaluation for personal improvement is emphasized, and variability in the pace of learning is accommodated. An outcome climate is more likely to be perceived by athletes when coaches organize repetitive and uniform tasks, control all aspects of decision-making, provide praise publicly, arrange groupings reflective of rank order of ability, praise, and reward only the more able in the class or team.

Mastery climate has been linked to many positive aspects of positive sport experience, and motivation (Gallegos, Lopez, Suarez, Abraldes, Alesi & Bianco, 2017). Curran, Hill, Hall, and Jowett (2015) have demonstrated this in a group of 260 youth recreational soccer players. The researchers measured the coach created motivational climate and athlete engagement measures. The mastery-climate had a stronger positive association with confidence, dedication, enthusiasm, and vigor (r = .47, .54, .58, .58, respectively, p < .05) compared to an outcome climate (r = -.03, -.09, -.14, -.16, respectively, p < .05). Given that a mastery climate was associated with greater positive domains of sports environment, the researchers have suggested that a mastery-oriented climate increases the likelihood of positive sports experiences.

Additionally, the motivational climate has been shown to impact coping skills and handling adversity in sports. A mastery climate has been linked to better adaptive coping strategies, while an outcome climate was linked to greater anxiety, higher doubts of competence and self-worth (Duda & Balaguer, 1999; Reinboth & Duda, 2004). The motivational climate, therefore, is a source of competence for the athlete, and the coach may influence it. A mastery climate induces notions of self-worth, higher competence, enjoyment, and positive relationships.

Another important aspect of the mastery climate is the notion of control, and how athletes are able to draw successful experiences from their own effort and mastery experiences. Mastery experiences are an important part of the belief an athlete may have in himself. With greater belief comes more enjoyment, more adaptive patterns of behaviour, and better performance (Gallegos et al., 2017). When the athlete draws self-belief based on their effort and achievements within their control, they can have greater control over it. A mastery climate can potentially lead to perceptions of confidence based on mastery oriented goals. As indicated above, a mastery climate is one which promotes adaptive competitive behavior and positive affect. Even further, a mastery climate is one in which the athlete can always have consistent sources of competence, since it is self-referenced and based on effort and growth. Therefore, athletes have past experiences based on self-

reference as sources for their perception of competence is their sport.

Statement of Problem

Anambra State government has shown great interest in education and development of sporting activities in secondary schools across the state. Academically, the schools have excelled as shown in WAEC (West African examination Council) and JAMB Joint Admissions and Matriculation Board) examinations. For some years now, the state has been leading in the examinations. However, this is not the case with the sporting activities. Despite the huge amount spent in sports development, the state has not excelled as expected. This has been a cause of worry to many concerned individuals and groups in the state. Could it be that the coaches do not create favourable environment for the athletes to operate? The problem of this study is to determine the perception of health and physical education teachers on coach created motivational climate in secondary schools in Anambra State.

Research Question

What are the perceptions of health and physical education teachers on coach created motivational climate in secondary schools in Anambra State?

Research Method

This study was conducted in secondary schools in Anambra State. The descriptive survey research design was adopted. All the public secondary schools in all the 6 education zones in the state which include Aguata, Awka, Nnewi, Ogidi, Onitsha and Otuocha were studied. There are 257 public secondary schools in the 6 education zones. The population of the study comprised 257 health and physical education teachers in the six education zones. The sample consisted of the entire population. The instrument for data collection was "Perceived Motivational Climate in Sport Questionnaire (PMCSQ)" developed by the researcher. PMCSQ is a 4-point scale type, structured thus: Strongly Agree (SA) = 4points; Agree (A) = 3points; Disagree (D) = 2points; and Strongly Disagree (SD) = 1 point. The face and content validity of the instrument was established by three experts: two in health education and one in measurement and evaluation; all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Anambra State. The reliability of the instrument was determined using the split-half method. This was done by administering copies of the instrument to 20 health and physical education teachers from public secondary schools in Enugu state. Cronbach's alpha method was used to obtain correlation co-efficients of 0.85 for the instrument. The researcher collected the data from the respondents. The research question was answered using mean ratings and standard deviations.

Presentation of Results

Table 1: Mean and Standard Deviation Ratings on Coach Created Motivational Climate in Secondary Schools (N = 1490)

S/N	As health and physical educator in my school:	X	SD	Remarks
1	The most important thing for the school coach is winning.	2.82	0.51	Agree
2	The coach makes athletes feel good when they improve a skill.	1.13	1.08	Disagree
3	The coach spends less time with the athletes that are not as good.	2.09	0.89	Disagree
4	The coach encourages students in our school to try new skills.	2.26	1.05	Disagree
5	The coach tells us who are the best athletes on the team.	2.18	1.08	Disagree
6	The coach tells athletes on the team to help each other.	1.99	1.11	Disagree
7	The coach tells the students that doing their best is the most important thing.	2.04	0.96	Disagree
8	The coach pays most attention to the best athletes.	2.48	1.07	Disagree
9	The coach says that athletes should help each other improve their skills.	2.93	0.68	Agree
10	The coach punishes athletes for mistakes.	3.22	0.72	Agree
11	The coach tells the athletes that they are all important to the teams Success.	3.15	0.72	Agree
	Cluster Mean	2.39		Disagree

Data presented in Table 1 shows the item by item analysis of the perceptions of health and physical education teachers on coach created motivational climate in secondary schools in Anambra State. The result revealed that items 1, 9, 10 and 11 with mean scores 2.82, 2.93, 3.22 and 3.15 were rated agreed by the respondents. More so, items 2, 3, 4, 5, 6, 7 and 8 with mean scores 1.13, 2.09, 2.26, 2.18, 1.99, 2.04, and 2.48 were rated disagreed by the respondents. The cluster mean of 2.39 means that respondents disagreed on coach created motivational climate in secondary schools in Anambra State. The standard deviation scores ranging from 0.51 – 1.11 show that teachers do not vary too much in their ratings on coach created motivational climate in secondary schools in Anambra State.

Discussion of Findings

This study investigated health and physical educators' perception of how the coach communicates confidence, typically from evaluations of performance from the coach. The results of the current study indicate that this perception of confidence expression is predicted by the climate. Motivational climate as an environmental aspect, is one way that the coach expresses confidence in his athlete. Expressing confidence connected to mastery goals could be a positive attribute of the relationship between coaching and motivational environment. That indicates that coaching based on effort and improvement, has a more positive influence on the athletes.

A mastery climate is associated with a more positive view of the coach and other positive aspects of sports experience (Curran, 2015). These results indicate that another positive aspect of a mastery climate is its potential influence on sports improvement. A coach expressing confidence in his athlete's ability, through mastery oriented statements will lead to higher performance of the athletes. The results indicated that another positive outcome of a mastery climate is it is associated with higher performance in sports. The connection between motivational climate and performance in sports is an under- researched idea. The connection was shown previously in youth recreational athletes (Saville, 2014). This research studied the relationship between the mastery climate and self- efficacy, while applying the tripartite model, on adult competitive athletes. Based on these results, the mastery climate does predict higher performance in sports.

Conclusion

Performance in sports is increased by a mastery climate, by expressing confidence in the athlete's ability as it relates to mastery achievements. In comparison an outcome climate will focus on relative performance, which athletes interpret as a source for past experiences, which are outside of their control. An outcome climate could also potentially be an expression that the coach is perceived as decreased confidence in the athlete's ability, and success is dependent on outcomes, and therefore competitive success is a source of motivation.

Recommendations

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

1. Mastery climate should be implemented by coaches who want to improve performance.
2. Coaches should be aware that nurtuting a mastery climate will not just increase affect but performance as well. Coaches should, therefore, develop a mastery climate when coaching their athletes to potentially increase sports activities.
3. Coaches should set mastery oriented goals, and value mastery achievements to act as a source of motivation for their athletes.
4. Coaches should express confidence in their athletes in way which emphasizes mastery achievements.

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