

UNIVERSITY OF CAPE COAST

FACTORS RESPONSIBLE FOR THE CONSISTENTLY GOOD  
PERFORMANCES OF UNIVERSITY OF CAPE COAST (UCC) CROSS  
COUNTRY TEAMS IN THE UNILEVER INTER-UNIVERSITY CROSS  
COUNTRY COMPETITIONS FROM 2002 – 2008

DANIEL DICKSON BOANYAH

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BY

DANIEL DICKSON BOANYAH

Thesis submitted to the Department of Health, Physical Education and Recreation  
of the Faculty of Education, University of Cape Coast in partial fulfilment of the  
requirements for award of Master of Philosophy Degree in Physical Education

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## DECLARATION

### Candidate's Declaration

*I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.*

Candidate's Signature..... Date.....

Name: Boanyah Daniel Dickson

### Supervisor's Declaration

*We hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.*

Principal Supervisor's Signature..... Date.....

Name: Dr. S. L. Lamptey

Co-Supervisor's Signature..... Date.....

Name: Dr. B. L. Boateng

## **ABSTRACT**

The purpose of this study was to obtain information on factors related to the consistently good performances of the University of Cape Coast (UCCs) cross country teams from 2002 – 2008. The population of the study was made up of students and staff of UCC while the accessible population was sports administrators, coaches, cross country athletes and sportsmen and women in other sporting disciplines. Two hundred and fifty respondents were purposely selected for the study. Sports administrators, coaches, cross country athletes and athletes in other sporting disciplines who were present within the period 2002 – 2008 were used for the study. The questionnaire was used for data collection. Frequencies, percentages and means were used to analyze the data. The results of the study portrayed that, the factors related to the consistently good performances of UCCs cross country teams were motivation (both intrinsic and extrinsic) recruitment and selection, technical attachment to the teams, sponsorship, facilities and equipment, financial support and other administrative policies and leadership employed by various leaders. It was recommended that the university should make more sponsorship packages available and increase allowances and other external rewards for university sportsmen and women.

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## **DEDICATION**

To my dear wife, Gloria Boanyah (Mrs) and Children (Kwame, Portia, Kwasi, Kezieh, Christabel and Samuel Owusu Boanyah).

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Cross country running is a running event in which teams of runners race on open-air courses over natural terrain. The course mainly 4 – 12 kilometers long, include surfaces of grass and earth. Athletes pass through wood lands and open country which include hills and flat lands. It is both an individual and a team sport. Runners are judged on individual basis and a point scoring method for teams. Both men and women of all ages compete in this event.

Cross country running is one of the disciplines under the umbrella sports of athletics in which athletes often compete in long distance track and road events. Although open-air running competitions are pre-historic, the rules and traditions of cross country emerged in England with a game called “hare and hounds” or the paper chase in the early 19<sup>th</sup> century. In this game, a runner or group of runners laid a trail by dropping pieces of paper or other markers while following a random course and a second set of runners then set out in pursuit, trying to follow the paper trail (International Amateur Athletic Federation [IAAF], 2005-2006).

The first formal competition was the Crick Run which was first held at Rugby School in 1837. Other schools including Oxford and Cambridge Universities followed suit. Later in 1876, the English National Cross Country association established competition runs. Two years later it was introduced to the United

States by William C. Vosburgh of New York. In 1887, the National Cross-Country Association was formed and held its first championship event.

Later, City College of New York, Cornell University and University of Pennsylvania took part in the first intercollegiate meet in 1890. The sport became more popular at Cornell, which took the lead in organizing intercollegiate Cross-Country Association in 1898 when England and France met. Later, an annual championship meet involving England, Scotland, Ireland and Wales began in 1903 and became a true international event in 1907, when France sent a team to compete. By 1920s, other European countries had joined.

Cross country became an Olympic event in 1912, 1920 and 1924 but was later dropped because it was not suitable for summer competition. The International Amateur Athletics Federation (IAAF), which governs track and field worldwide took over jurisdiction in 1962 and established rules for both men and women. The first women's world championship meeting was held in 1967. Since 1973 the foremost elite competition has been the International Amateur Athletic Federation (IAAF) World Cross-Country Championship (IAAF, 2005/2006).

### **World Championships**

Europeans dominated the early stages of the International Cross Country Championship. The first of its kind was held at the Hamilton Park Racecourse in Scotland on 28<sup>th</sup> March, 1903. England won the first 14 titles, and 43 out of 59 titles until the IAAF took over the competition in 1973. France was the next successful nation and won 12 championships between 1922 and 1956. Belgium also won titles in 1948, 1957, 1961 and 1963. On individual basis also England dominated with an Englishman winning the individual title 35 times including three wins by Jack Holden (1933 – 1935).

On the women front, the first international cross country championship was organized in 1931. By 1972 it has been organized thirteen times England again won 12 of these early championships losing only in 1968 and 1969 to the United States. Interestingly, Doris Brown won five consecutive individual titles between 1967 and 1971.

The championship was renamed as World Cross Country Championship when IAAF took over in 1973. During the 1975 competition, the men from New Zealand and the women from United States won the gold medals, respectively. That was the first time countries outside Europe won the championship. In 1981, however, an African Nation (Ethiopia) won the men's race for the first time and a decade later their women counterparts from Kenya also made Africa proud by winning the women's race for the first time. Either Ethiopia or Kenya has captured every man's title since 1981 and every women's title since 2001 (I.A.A.F., 2005/2006).

#### **Notable Athletes in the World**

1. Kenenisa Bekele – won both short and long cross country course titles for five consecutive times (2002 – 2006).
2. Gaston Roelants – four times champion at the International cross country championship between 1962 – 1972.
3. John Ngugi – first man to win five World Cross Country title including four on a row in the late 1980s.
4. Paul Tergat – long course champion five years in a row (1995 – 1999) and a bronze in 2000.
5. Carlos Lopes – first man to win World Cross Country title three times.

6. Doris Brown – won the International Cross Country for five consecutive times (1967 – 1971).
7. Grete Waitz – first athlete to win five World Cross Country titles.
8. Derartu Tulu – won world titles three times in six years.
9. Tirunesh Dibaba – won three times at the world long course and once at the short course.
10. Lynn Jennings – won World title three times.
11. Gete Wami – won twice at the World long course and once at the short.
12. Edith Masai – won the World short course three times. (I.A.AF, 2005 /2006).

### **Organization of Inter-University Cross Country in Ghana**

Cross-country as an event to test the endurance of athletes was part of the events competed in during Ghana University Sports Association (GUSA) meets until 1996 when it was separated from the main competition. This was the result of the importance attached to this event by the University authorities and stakeholders. The hosting of this competition therefore was made rotational among the five public universities we have in the country which coincidentally form the membership of GUSA. The event is held annually and it is aimed at selecting athletes to represent GUSA at both national and international levels. It is also aimed at producing long distance runners for the nation.

Unilever Ghana Limited which took over the sponsorship from Tractor and Equipment (CAT) in 1998 has since played their role effectively in the promotion and development of the sport in the Universities and the country at large. This has been made possible by fulfilling their part of the agreement in the form of funds for organization and prizes every year (Nkpeh, 1998).

Since its inception in 1996, the competition has been hosted at least twice by each of the five public universities. The maiden one was hosted by University of Ghana – Legon, in 1996. The University of Science and Technology (UST) now Kwame Nkrumah University of Science and Technology (KNUST) took their turn the following year. This was followed by University of Cape Coast (UCC) in 1998 and then to the University College of Education – Winneba (UCEW), now University of Education – Winneba (UEW) in 1999. In 2000 it was the turn of University of Development Studies (UDS) in Tamale. The hosting followed the same trend with University of Ghana and Kwame Nkrumah University hosting the 2006 and 2007 editions, respectively. (Nkpeh, 1996 – 2001: Buami, 2002 – 2007: Apaak, 2008).

The distance covered by female athletes was 8 kilometres while the males covered 12 kilometres. Since the inception of the competition various individuals from almost all the universities have won the first position in both male and female events before. Almost every university with the exception of UDS has also won gold in terms of team placement.

#### **Competitions held from 1996 – 2008 and UCCs Performance:**

After separating cross-country from other organized GUSA games, the University of Ghana was the first institution that was given the mandate to host. The entire programme was under the sponsorship of Tractor and Equipment (CAT). University of Cape Coast (UCC) was fairly represented. The following people represented the school and came out with an average performance. They were Seth Effah, Charles Nyame, Dery Ankrah, James Oblie, Alex Akomea and John Ofori just to mention but a few. The ladies were Shirley Hoffman, Comfort

Dzivor, Janet Ampong, Christina E. Ameyaw and Naomi Poku. The men and the women placed 3<sup>rd</sup> and 4<sup>th</sup>, respectively (Nkpeh,1996).

The following year – 1997 was the turn of University of Science and Technology (UST) to host. The UCC men in the persons of Seth Effah Ansah, James Oblie, P. Duah Boateng, C. N. Karmissah propelled their team to place second. The ladies on the other hand with the likes of Christiana E. Ameyaw, Comfort Dzivor and Mercy Ankomah placed third (Nkpeh, 1997).

The 1998 edition of the competition was held at the University of Cape Coast. It was the first time Unilever Ghana Limited took over sponsorship from Tractor and Equipment. This time round, the University of Development Studies (UDS) took part. Apart from University of Ghana (UG) and University College of Education – Winneba (UCEW) who presented 9 and 8 athletes respectively, the rest of the universities presented the required 10 athletes each for both divisions.

After a keenly contested competition, the UCC men urged by the home support won the ultimate but the ladies placed third. Almost the same squad of 1998 represented both men and women (Nkpeh, 1998).

In 1999, it was the turn of University College of Education to welcome the rest of the universities to Winneba as host. At the end of another hot contest the men from UCC placed third in the men's division and fourth in the women's division (Nkpeh, 1999).

University of Development studies had the opportunity to host theirs in 2000. All the Universities down South moved up there to compete for laurels. Once again it was a keenly contested event which the men and the women from UCC did their best by placing 2<sup>nd</sup> and 3<sup>rd</sup>, respectively (Nkpeh, 2000). The 2001 edition was hosted, by University of Ghana (UG) for the second time. Once again UCC

was present and performed creditably in both divisions. The men and women both placed third. (Nkpeh, 2001). Kwame Nkrumah University of Science and Technology was the venue for the 2002 edition of the Inter-University Cross Country. Coincidentally, that marked the beginning of UCC teams' consistent good performance in Cross Country. UCC was represented by the likes of Issaka Mohadi, Christopher Yarkwah, Paul Owusu Badu, Modecai Wiredu, Michael Bruce Ennin, Kwadwo Agyeman, Kenneth Kanbilige and colleagues for the men. The females were Emefa Agbo, Fati Larley, Charlotte Adoma Diabour, Rita Ahengua, Beauty Esi-Doh Nani and the rest. The men won the ultimate and the women were first runners up (Buami, 2002).

During the 2003 edition of the competition that was hosted by University of Cape Coast, the host was represented by the same squad in the men's division with few new faces from the women's side. The UCC's team performances were par excellent as they retained the positions they won the previous years.(Buami, 2003). The 2004 and 2005 editions were not different from the former as the UCC men and women led by Paul Owusu Boadu and Audrey Owusu Adjei, respectively, repeated the excellent performance by their predecessors. They were first and second once again (Buami, 2004/2005).

Though the 2006 and 2007 competitions hosted by Legon and KNUST, respectively, saw new faces like Prince Odoom, Francis Cudjoe, Clement Amartey, Betty Wiafe Akenteng, Sarah William, Sally Coffie and colleagues, they maintained the goodwill their leaders had established for the school. The previous positions were maintained, that is, the first and second positions (Buami, 2006/2007).

The 2008 edition hosted by University of Cape Coast was not an exception from the previous ones in terms of UCCs performance. Even with new faces like Matilda Ofori Boateng and Engman Gladys the ladies were able to maintain the second position while Veteran Prince Odoom led the men to win the ultimate (Apaak, 2008). For statistical records of UCCs performances in cross country from 1996-2008 see appendix D.

### **Other Important Features of Cross Country**

#### **Course Design**

Cross country routes are generally laid out on open or woodland area. Due to variation in conditions international standardization of cross country courses is impossible and not necessarily desirable. According to the IAAF (2005-2006), an ideal cross country route has a loop of 1,750 to 2000 metres (1,910 to 2,200 yd). The route should be covered with grass, as much as possible and should include rolling hills with smooth curves and short straights. Courses should promote smooth running on road therefore courses may include golf courses and parks with very limited natural and artificial obstacles.

For easy passage of athletes at least a 5 metres wide course may be provided. Clear markings are made to prevent competitors from making wrong bends as well as spectators interfering with the competition. Marking may include tape or ribbon, on both sides of the route and chalk or paint on the ground. Others also use flag of different colours for different indications. Distance markings are also used, mainly at each kilometre or mile. It is also recommended that the course should have 400 to 1,200 m.(440 to 1300 yd) of straight terrain before the first turn to reduce contacts and congestions at the start.

## **Distances**

As already indicated, the full course for international competitions consist of a loop between 1750 to 2000 metres. Athletes compete three to six loops, depending on the race. Senior men compete on a 12 kilometre course. Senior women and junior men cover a distance of 8 kilometres while junior women compete on a 6 kilometre course.

## **Start**

All competitors start at the same time from a starting arc or line, marked with lanes or boxes for each team or individual. A pistol is fired to indicate the start of the event with official standing 50 metres or more in front of the starting line. If athletes collide or fall within the first 100 metres, officials can halt the race and restart it.

## **Finish**

The course ends at a finish line located at the beginning of a funnel or chute that keeps athletes single file in order of finish and also facilitates accurate scoring. Depending on the timing and scoring system, a small slip is collected from each of the competitors by the finish official to keep record of finishing position. Alternatively, four officials in two pairs may be used. In the first pair, one reads out numbers of finishers and the other records. The other pair does same but this time, athletes finish time is called the as well as other records. Chip timing which is a modern method is also in use but quite expensive.

## **Scoring**

Scoring is done by adding the top four or five individual finishing places on each team depending on the competition rules. Points are awarded to the individual runners of eligible teams based on the position in which they cross the

finish line. The first place gets 1 point, second place 2 points, third place 3 points and so on. The team with the low score wins. Individual athletes and athletes from incomplete teams are exempted from scoring. There is a tie break in cross country where the team whose last scoring member finishes nearer to first place. The other tie is resolved in favour of the team whose next non-scoring member finishes first.

### **Statement of the Problem**

Cross country running formed an integral part of the Ghana University Sports Association's organized sports festival until 1996 when it was separated from the main event. Different times and dates are agreed on and all public universities take part in this event.

Since the inception of this competition, interesting results have been produced by the various universities of which no one particular university could boast of dominating the event for even three consecutive years in both male and female division (Nkpeh, Buami, & Apaak, 1996 – 2008). Starting from 2002 to 2008, the University of Cape Coast Cross Country teams for both men and women have been able to win the gold medal, and the silver medals, respectively, in the Unilever Ghana Limited sponsored cross country organized for public universities every year. It is therefore prudent to consider and critically examine the variables responsible for such a consistently good performances. I would want to investigate the measures that have been put in place promoting such consistency.

### **Purpose of the Study**

The purpose of the study was to investigate the variables responsible for the consistently good performances of the University of Cape Coast's cross country teams.

## **Research Question**

Research questions that guided the study were as follows:

1. Will there be any association between motivations, whether extrinsic or intrinsic and the consistently good performances of UCC's cross country teams?
2. Will there be any association between recruitment and selection of competitors and the consistently good performances of UCC's cross country teams?
3. Will there be any association between technical attachment to the teams and the consistently good performances of UCC's cross country teams?
4. Will there be any association between sponsorship of the UCC teams and the consistently good performances of UCC's cross country teams?
5. Will there be any association between equipment and facilities and the consistently good performances of UCC's cross country teams?
6. Will there be any association between financial support from the University authorities and the consistently good performances of UCC's cross country teams?
7. Will there be any association between good leadership and the consistently good performances of UCC's cross country teams?

## **Major Hypothesis**

There will be no significant association between the variables selected for the study and the consistently good performances of the University of Cape Coast cross country teams.

### **Sub-Hypotheses**

1. There will be no significant association between motivation or extrinsic and intrinsic forces and the consistently good performances of UCC's cross country teams.
2. There will be no significant association between recruitment and selection and the consistently good performances of UCC's cross country teams.
3. There will be no significant association between technical attachment to the teams and the consistently good performances of UCC's cross country teams.
4. There will be no significant association between sponsorship and the consistently good performances of UCC's cross country teams.
5. There will be no significant association between equipment and facilities and the consistently good performances of UCC's cross country teams.
6. There will be no significant association between financial support from the university authorities and the consistently good performances of UCC's cross country teams.
7. There will be no significant association between leadership and the consistently good performances of UCC's cross country teams.

### **Significance of the Study**

The research when complete would add to academic knowledge. The study would serve as a source of reference to students and professionals in physical education and sports who would like to make similar researches in this area of study. It would also serve as a source of information to the University of Cape Coast authorities and other policy makers in sports. This would help to come out with policies that would help promote and develop sports in UCC and other

institutions. The study would help coaches both within and outside the university to adopt strategies and methods that would help develop cross country and other long distance events in their institutions and the country at large. Finally, the findings from this study, would serve as a source of motivation to young and upcoming athletes in the region and even outside to take cross country running as a life time sport in order to feed the universities and the country with talents.

### **Delimitation of the Study**

Due to the time frame of 2002 – 2008 and the needs of the study, the study was delimited to the University of Cape Coast. It was further delimited to sports administrators, coaches and athletes (both past and present and cross country athletes). It was also delimited to the variables selected for the study. The data were analysed using means.

### **Limitations of the study**

Because the research covered a period of about seven years and most respondents had completed their courses of study and were living outside campus and town, not all past competitors could be reached to express their views. This challenge placed a limitation on the study. The close-ended nature of the questions provided some sort of constraints to the respondents who could not express divergent views. Those constraints, therefore, placed a limitation on the generalization of the study. Finally, because data were collected with structured questionnaire, the challenge of bias usually associated with almost all researches with the use of questionnaire could not be completely ruled out.

These challenges are likely to affect the generalization of the findings of this study.

## **Definition of Terms**

1. Academic Learning Time - It refers to the time a performer utilizes in performing an activity continuously without standing idle.
2. Intramural - Recreational activities which are carried out within an institution such as inter-hall games.
3. Extramural - Recreational activities which are carried out outside an institution, such as Inter-universities or inter-colleges games.
4. Ghana University Sports Association (GUSA) - an association responsible for the organization of all public university sports and games.
5. Motor skills - Ability to use the body in motion to accomplish an objective effectively and efficiently.
6. Association for the Advancement of Applied Sports Psychology (AAASP)  
An association responsible for the promotion of sports through mental and emotional reasoning and situated in United States of America.
7. Technique - A method of doing something using a special skill that will promote better performance.
8. Tactic - An application of a strategy method or plan to achieve an objective. For example, application of a 4 – 4 – 2 system to win a soccer match.
9. (IAAF) - International Amateur Athletics Federation an organization responsible for organizing world athletics events.
10. Athletes - Sports men and women who take part not only in athletics or track and field but other games as well.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The purpose of the study was to find out the factors responsible for the consistently good performances of the UCC Cross Country Team in the Unilever Inter-University Cross Country from 2002-2008. This chapter presents review of related literature on consistently good performances in cross-country and its relationship with the selected determinants. The review was carried out under the following headings:

1. Motivation and Athletic Performance
2. Recruitment and Selection and Athletic Performance
3. Coaches Contribution and Athletic Performance
4. Sponsorship and Athletic Performance
5. Equipment and Facilities and Athletic Performance
6. Financial Support and other Administrative Policies and Athletic Performance
7. Leadership and Athletic Performance

#### **Motivation**

Wesson, Wiggins-James, Thompson and Hartigan (2005) explain that, motivation is a special cause of behavior that energizes, directs and sustains a person's behavior. It was historically linked with the concept of homeostasis, that is, maintaining the body's physiological balance.

Motivation is also seen by Karageorghis (1999) as an internal energy force that determines all aspects of human behavior. It therefore reflects on how one feels, thinks and interacts with others at a given point in time.

Motives relate to the direction that a behavior will take on the goal which is set and Maslow provides a hierarchy of basic human needs to lament on why people involve themselves in physical activities including Sports (Wesson et al, 2005).

Wesson et al. (2005) again reiterate that when one's needs are satisfied it leads to that feeling of self confidence, self reliance, adequacy capability of usefulness and making of good contribution towards objective achievement. So the underlying concept of motivation is 'needs' which act as a driving force within an individual by which attempts are made to fulfil the needs. According to Vallarand (2001) motivation is necessary for developing and performing athletic skills. It is what drives the athlete to successfully acquire a skill through arduous practice to achieve higher levels of performance in any type of sports.

Boachie-Mensah (2006) further explains that, needs are forces or drives that promote behavior and that it is what motivates people to behave in a specific way. This notion suggests that motivation plays an important role in determining one's full potential as Karageorghis (1999) cemented this claim that, high motivation is generally accepted as a relevant prerequisite of getting athletes including cross country athletes to perform to their full potential. From the argument put up so far, motivation is seen as an ergogenic that makes one to stretch to elastic limit or decide to do something anyhow for a certain outcome.

Wesson et al. (2005) in analyzing the meaning of motivation, therefore, talked about four main aspects:

1. Internal Mechanism – motivation is linked to and affected by a person's inner drive.
2. External mechanism-motivation is linked to and affected by external factors that we can experience within our learning or performing situations.
3. Arouse behavior – motivation is linked to a person's state of arousal that energises and drives our behavior. The strength of the energized state will determine the degree of intensity of effort used to achieve the good related behavior.
4. Direct behavior, motivates in its various forms affect our goals or selection of activities as well as our maintenance of behavior in activities.

From the above analysis motivation is linked with certain internal and external factors as well as a person's level of arousal and the goals one sets to achieve which are prime to sports achievement. There is the belief that, performers or athletes, including cross-country runners will perform well or badly based on wish, drive or desire, Athletes also perform with the expectation that the outcomes will be positive (Armstrong, 2003). Wesson et al. (2005) went on to opine that, athletes performance can be influenced based on certain factors. There is what we term intra or personal factors and situational or external factors. He considered the intra or personal factors as needs, interest, goals, individual differences, personality, maturational levels, physiological, psychological, gender and previous experiences. Examples of situational or external factors are rewards, structures, teacher or coach style, availability and quality of facilities or resources, percentage won or lost, type of activity or sport, sociocultural factors and significant others such as parents teachers and peers.

Karageorghis (1999) contributing to how these factors affect performance of athlete in any type of sport said that, both the intra or personal factors and the situational or external factor play different roles in influencing performance. But he cautioned that to develop optimum motivation, either intrinsic or extrinsic a teacher or coach must not only analyse and respond individually to each of the aspects listed above but also how the factors interact together. He emphasized that very rarely can blame for poor motivation be placed on any one factor alone.

Adeyanju and Alla (2006) in support remarked that knowing one's needs and interest in a particular sport and setting achievable goals help a lot in sport performance. They further acknowledged maturational levels, physiological and psychological status of the athlete as well as previous experience as factors promoting good level of performance, especially among university and other tertiary students.

Motivation is also seen in two categories by Armstrong (2003) and Burton, Lydon, D'Alessandro & Koestner (2006) as intrinsic and the extrinsic motivation. He explains intrinsic motivation as being linked to cognitive theories. Intrinsic motivation is used to explain how athletes or performers strive inwardly to develop competence or excellence in performance. To explain further, a person who is said to be intrinsically motivated will want to take part in a sporting event not because of any reward but will take part for the love of the sport.

Wesson et al. (2005) focused on intrinsic motivation and came out with the following factors that promote it:

1. Positive mental attitude (Confidence positive thinking).
2. Being relaxed, controlling anxiety and enjoying optimum arousal.
3. Focusing on appropriate specific aspects of the current performance.

4. Physical readiness (training and preparation at the highest level).
5. Optimum environmental and situational conditions (good atmosphere).
6. A shared sense of purpose (team games) and good interaction.
7. Balanced emotional state (feeling good and in control of one's body).

The above mentioned factors, according to Wesson et al. (2005) have significant role in developing intrinsic motivation because without positive mental attitude relaxed body focus on current performance, physical readiness, good environment and situational conditions, shared sense of purpose and balance of emotional state one, cannot perform well in any type of sports, especially cross country.

Palletier, Fortier, Vallarand and Briere (2001) also further postulate that, intrinsic motivation consists of three aspects, namely;

1. knowing, learning and understanding,
2. accomplishing and being task oriented, and
3. experiencing stimulation and sensation, with the emphasis on stirring individuals to think for themselves and approach old problems in new ways. Thus, these aspects of intrinsic motivation contribute strongly to one's performance in any type of sports.

Palletier et al. (2001) again said that not only do intrinsic motivation and identified regulations important for allowing athletes to experience satisfying participation in sport but these self determined full of motivation also lead to higher levels of achievement. Charbonneau, Barling and Kelloway (2001) again opined that, though generally motivation has been found to be a weak predictor of performance, there is some evidence linking intrinsic motivation to some aspects of performance, such as effort and persistence in all school activities including sports as well as academic performance in high school.

Additional evidence supporting a link between intrinsic motivation and performance comes from literature on goal orientation. Indeed increased performance in martial arts and other sports has been linked to a mastery orientation, which consists of improving skills and gaining understanding (Akinsanmi, 1991).

According to a study recently by Green and Hardman (2005) intrinsically motivated athletes develop task-oriented or positive coping strategies. Adversely, extrinsically motivated athletes tend to avoid dealing with issues and are far less likely to perform well and achieve their set goals during competition.

Studies have shown that the amount of motivation need for performance cannot be underestimated at every given point. Santrock (2000) and Dweck (2002) stressed that, the amount of motivation needed for best results varies from individual to individual. That is, the level of motivation one may need to perform to achieve an objective may be higher or lower than another. Nonetheless, each athlete has a tolerant level beyond which performance may decline. In support Vallarand (2001) said motivation is highly dependable on the individual because of differences in behavior. Hence what will motivate one person to perform may not necessarily motivate the other.

Again, success and failure have relationship with motivation and the level of aspiration. These levels give information in relation to a person's level of competence or incompetence. This therefore explains to some extent that, the more successful one becomes, the higher the goal he sets, and the more one is motivated to achieve them, conversely, the more one fails, the more likely the goal set will be lower with a corresponding loss of interest (Bandura, 1997; Wesson et al., 2005).

Deci and Ryan (2002) and Wesson et al. (2005), stated that, athletes wish to take part in a sport and performance level can be seen in three different way or dimensions. They are:

1. The wish or desire or drive to participate in the sport.
2. The putting up of goal directed behavior and showing responsibility for goal set.
3. The drive to achieve or will to win.

An athlete showing character in this regard is likely to whip up his motivational level and likely to succeed. Nonetheless, there are some factors that can affect intrinsic motivation. These are; injury, fatigue or tiredness crowd hostility, uncontrollable events, worrying, distraction, lack of challenge, non-optimal arousal, limited cohesion, negative self talk, poor officials, poor preparation and poor performance (Shunk, 1996 ; Santrock, 2000).

Sports performers sometimes experience a situation where timing of movements and actions appear perfect. They seem unable to do wrong. Everything they try works to perfection. It is seen as one of those perfect days. Athletes are said to be experiencing the ultimate intrinsic experience. Wesson et al. (2005) and Dweck (2002) describe it as flow experience. In his research he identified the common characteristics of it as:

1. Feeling that the performer has the necessary skills to meet the challenge.
2. Complete absorption in the activity.
3. Clear goals.
4. Action and awareness are merged.
5. Total concentration on task.
6. Apparent loss of consciousness.

7. An almost subconscious feeling of self control.
8. No extrinsic motivation that is, goals, reward and so on.
9. Time transformation.
10. Effortless movement.

By focusing on aspects of their preparation which can help develop the above factors, elite performers can increase the probability that the flow experience can occur, nevertheless, psychological preparation is just as important as physiological performance (Guay, Vallarand & Blanchard, 2000).

According to Coakley (2001) outcome goal orientation as an aspect of intrinsic motivation could be seen as one of the parameters for good athletic performance. In his assertion he pointed out that most athletes, no matter the category, are motivated by previous success they chalked especially if they feel their performance was the result of hard work. Performers who are motivated by winning and beating the opposition enjoy the feelings they get from competing and comparing themselves with others, significantly when there is rivalry between the opposing team and them. Their ego is boosted as they see their success as the result of their own ability and develop high expectations of future success. Harackienez, (1998) and Vallarand (2001) also remarked that there is self satisfaction on the part of athletes if they feel that their success was as a result of the confidence they have in themselves and the zeal to work hard and achieve results. Self motivation rises to its peak and athletes go to next competition with a great zeal and high self esteem which are relevant egos for achieving success.

Weinberg and Gould (1995) also explained that individuals who participate in sport and physical activity for intrinsic reasons are those who strive inwardly to be competent and self determining in their quest to master the task at hand. They

enjoy competition, like the action and excitement focus on having fun and learn skills to the best of their ability. Again, they participate for the love of the sport and also play or run for pride. Athletes of this nature tend to give off their best thereby enhancing performance. Wesson et al. (2005) and Guay et al. (2000) asserted that rewards can play an expedite role in learning while achievement ensures good performance which attracts and persuades a person to perform. People normally work their hearts out in performing activities when they are sure of great rewards. They are moved by those rewards and will do everything possible to get to their set target (Boachie-Mensah, 2006).

In most tertiary institutions, including the university, it has been observed that authorities apply the use of external motivation to encourage students to go out there and perform well for their institution. Wesson et al. (2005) and Guay et al. (2000) reiterated that extrinsic rewards are used extensively in sporting situations. Most major sports have achievement performance incentives linked to some form of tangible reward system. Most athletes have, however, shown that it is not always that extrinsic motivation may actually increase an achievement motivation (Harackiewicz, 1998 & Wesson et al., 2005).

It is undoubtedly clear that, the world of sports uses extrinsic rewards extensively to attract athletes to specific sport and also urge them to perform well. Most leagues have post season banquets in which such awards as medals, trophies, ribbons, money and jackets are given to participants. Advocates of extrinsic rewards argue that rewards will increase motivation, enhance learning and increase desire to continue participation. The systematic use of rewards can certainly produce some desired results through changes in behavior in sport, physical education and exercise setting. (Vallarand & Losier, 1999)

Wesson et al. (2005) also affirmed that, rewards can expedite learning and good performance to achieve good results. Given rewards such as cash prizes, medals, shirts, trophies and even certificates are serious morale booster for people to engage in one sport or the other and perform extremely well. People usually tend to be more motivated in activities or relationships that offer greatest perceived rewards or the finest penalties, that is, they observe priorities (Buachie-Mensah, 2006). Wesson et al. again mention that, extrinsic rewards are used extremely in most sporting situations. These rewards serve as achievement performance incentive which pushes athletes to greater height to stretch a little bit for laurels.

According to Daft and Marcic (2004), extrinsic motivation which is most obviously seen in terms of tangible or materialistic rewards and intangible or non-materialistic reward have effect on performance either positively or negatively. Nonetheless, the right use of these results always produce positive results while wrong application normally leads to unaccomplishment of set goals.

Considering the effect of using both intrinsic and extrinsic motivation concurrently, Wesson et al. (2005) said though most major sports have achievement performance incentives linked to some form of tangible reward system research has shown that there are times when extrinsic motivation may actually decrease achievement motivation, that is, intrinsic motivation. Weinberg and Gould (1995) and Simons, Dewitte and Lens (2003) in support of this said that, intuitively it seems that combining extrinsic and intrinsic motivation would produce more motivation. But when people see themselves as the cause of their behavior they consider themselves intrinsically motivated. Conversely, when people perceive the cause of their behavior external to themselves, they consider

themselves extrinsically motivated and the less they will be intrinsically motivated. There is therefore the need to see balance in the two to achieve optimum performance of athletes in any sport.

In using, especially, the extrinsic rewards and reinforcement to enhance performance a teacher or coach needs to be aware of how often they are used, that is, frequency.

The coach or teacher must consider the following:

1. Should reward or reinforcement be used at every good or successful attempt (ratio)?
2. How quickly after every event should reward or reinforcement be used (interval).
3. The value or quality of the reward is also important (magnitude). These when critically considered in rewarding will help enhance performance (Conroy, 2006).

Though both extrinsic motivation and intrinsic motivation are known to be influencing performance, Simons et al. (2003) and Wesson et al. (2005) were of the view that, intrinsic motivation is highly satisfying because it gives the performers a sense of personal control over the situation in which they are performing while extrinsic motivation propels one to perform in order to acquire material or non-material gains, absence of which may affect participation and performance.

### **Recruitment and Selection**

Belcourt, Sharman, Bolander and Snell (1998) defined recruitment as the process of locating and encouraging potential applicants to apply for existing or anticipated job offering in other words, it is the action of laying hands unqualified

applicants and assess them for a special duty. Selection on the other hand is the process of choosing individuals who have relevant qualification to fill existing or projected job openings. They further explained as picking the right people to fill vacant positions in an institution or organization.

In recent times recruitment and selection have gained root in school sports ranging from the Basic through second cycle and the tertiary institutions where coaches and administrator poach good athletes and sportsmen and women and recruit them into their school to promote good results at competitions. So Armstrong (2003) cautioned that the biggest danger to be avoided at the recruitment and selection stage is that of overstating the competencies and qualification required. He further stated that it is natural to go for the best but setting an unrealistically high level for candidates increases the problem of attracting them and these results in dissatisfaction when they find their talents are not being used. Armstrong again posited that, recruit and selection here proven to be one of the areas that have made sports competitions very competitive and interesting at all level of education, especially second cycle schools. This is because there are always talents at display and spectators have a lot to cheer about which also serve as incentive to the performance to give off their best.

In support, Belcout et al. (1998) were of the view that people patronize most sports competitions recently because they were sure of self satisfactions. Watching sporting competitions help reduce stress and boredom in individuals and in their place excitement and relaxation are gained. It is therefore imperative to look for talents in the form of recruitment and selection so that all competitions at all levels will be interesting so that aspect of the objectives of organizing sports competition will be achieved. Wesson et al. (2005) concluded that, sport have

several benefits such as socializing and making friends providing job opportunities for people as well as making people popular, the enjoyment aspect must be given special attention, hence the search for talents.

According to Daft and Marcic (2004) the main selection methods are interview, assessment centres and test. When this is done by experts in a well planned manner to get the right people to fill vacancies, there is the likelihood that, the objective would be achieved at the end of the exercise. He therefore suggested a selection board for the exercise. In the area of improving the effectiveness of recruitment and selection, Armstrong (2003) again postulated that a human resource management approach can be adopted to recruit. This involves taking much more care in matching people to the requirements of the institution or sector as a whole and to the particular needs of the sport. He named these requirements as commitment and ability to work effectively as a member of a team.

Relating recruitment and selection to athletic performance, Belcourt et al. (1998) was of the opinion that people are made up of hereditary trait. What a person can do may be influenced by what he inherited from parents. Armstrong (2003) also asserted that the ability for one to perform creditably in a sporting does not depend on what the coach teaches at the training grounds but also some inborn qualities the said athlete possess. He further went on to say that without good hereditary trait which is normally transferred to athletes through their parent it will be difficult for athletes to perform well.

Wesson et al. (2005) in their assertion said that there are psychological, socio-cultural, nutritional, personal resource factors that can shape athletes to perform and produce good result but one must not lose site of the fact that no matter how

these are made available to the athlete there is one important factor without which all other factors will fail to produce desired result and that is, inborn qualities. In support, Daft and Marcic (2004) again opine that, there are two basic factors that influence learning, hereditary factors and environmental factors. In comparing the achievement of students, it is always necessary to know where they both hail from and their family background. Students who turn to hail from a family with goal track record in academics with sound teacher environment tend to perform well than a student from a home with poor academic background but good teaching environment. Amuchie (2003) in his contribution said that, talent is key to performance in every set up including sports. Talented athletes tend to adapt to training fast and produce good results as compared to non-talented athletes. For instance, someone who is born a marathoner needs just little directives from his coach to produce good results because cardio-respiratorily, he is well endowed naturally. This explains why most sports administrators, coaches, teachers in secondary schools and most tertiary institutions recruit athletes into their schools to make the work of the coach easier and also promote good performance at competitions.

Experience, they say, is the best teacher. Athletes who are already experienced in their field of sports tend to show charisma at competition amidst officiating and crowd intimidation. An experienced athlete would hardly be nervous for anxiety level to rise after seeing a large crowd but an inexperienced athlete might feel jittery for fear and anxiety to take control of his skills (Amuchie, 2003).

## **Coaches Contributions and Athletic Performance**

Coaches in most institutions perform functions such as psychological preparation of athletes, recommendation of the right type of meal, taking athletes through well planned training programme as well as organizing competitions in order to improve performance. The technical attachment of coaches from the department of Health, Physical Education and Recreation (HPER) to the cross country teams of UCC, therefore, cannot be under-estimated.

A coach can improve performance of his athletes if he is able to develop the innate ability and what has been gained by the athlete through learning and training. In assessing a consistency level of an athlete the skill as well as endurance level cannot be left out (Salokun, 2006).

According to Weinberg and Gould (1995), skill acquisition is influenced by the strength of correct athletic responses, ability to transfer these from practice to competition conditions and the ability to either eliminate or at least control incorrect responses. Hence for one to develop his skills level there is the need for good responses to training, maintain what he has learnt and use them during competition. Ability to do this improves the skills level in athletes.

Azuka (2006) also asserts that, there are physical, technical and tactical components to sports performance. For example, athletes need to develop better technique, explosive strength and follow a nutrition plan that will allow them to improve their performance in their respective sports. However, there is a mental and emotional side of competition as well and that is where the psychological assistance provided by the coach is relevant.

The Association for the Advancement of Applied Sports Psychology [AAASP] (2003) submitted that the major obstacle to improve sports performance are not

physical but rather mental and emotional obstacles and include lapses in concentration performance anxiety, poor motivation, loss of confidence, negative mental attitude and choking under pressure. The body further asserted that, the key to high achievement and the cutting edge in sports training is personal development. Athletes must therefore learn success skills such as emotional control, positive mental attitude, leadership and risk taking focus and concentration, combining them effectively with cardiovascular endurance, muscular endurance, flexibility speed, balance, coordination and the like.

Anshel (1994) in support with the Association for the Advancement of Applied Sports Psychology [AASP] (2003) said that it is very relevant to know the psychological state of your athletes as a coach before they run in a competition. The coach should verify whether there is a problem and what the problem is. That is, it bestows on the coach to have an accurate big picture of what is going on. He further mentioned that, questions such as, is the athlete nervous? Are there coaching or parental issues and pressures? Does the athlete have lapses in concentration and decision making and if yes, when do they occur? Is nutrition an issue? Are there emotional problems or lack of emotional control? What are the team dynamics? What level of self-confidence does the athlete exhibit and so on should be asked by the coach?

Although each sport has its own demands, psychological skills used for all sports in mental toughness training are similar. Some examples are concentration, muscular relaxation, breath control, visualization, mental rehearsal, goal setting and positive self talk. In explaining the above examples Anshel (1994) again said that if muscles are tight, one breaths differently when he is calm and in control as opposed to when he is in fear, lack improvement in technical skills, refuses to

relax and thinks about what to do during competition, performance is likely to be affected.

Okonkwo Oby (2004) also postulated that, sports are full of activities that bring people together in a meaningful way. It offers opportunity to be in a group where the individual finds greater satisfaction for comradeship sharing and having common ideas. A group is characterized by individuals who have mutual relationship, responsibilities, similar goals and depend on one another for the satisfaction of one or more of their needs. He further claimed that, the medium of sports provides meaningful forum of symbolic interaction between groups and among groups with each individual playing various roles.

Since good relationship among team members and coaches bring about enhancing performance it is good to encourage athletes to build good rapport for themselves. Kenow and William (1999) suggested the following measures to be taken by the coach or technical handler in order to achieve maximum results.

1. The coach must be in touch with his team and know the principles of individual differences and be able to apply them when necessary. If an athlete has a problem that affects his performance quality, the coach should respond to it immediately.
2. The coach must encourage athletes to seek the support of their peers especially where the interaction among athletes is required for success.
3. He should monitor for the relationship pattern of athletes so as to control the unhealthy ones.
4. He must apply consistent rules to all members of the team to ensure discipline without favouritism.

5. The coach should leave athletes to select team representative and encourage cooperation among the team members.
6. The coach must discourage cliques that benefit only few athletes and alienates the majority of them.
7. Finally, the coach must initiate a system of conflict resolution to serve the team interest. Refusal to motivate as well as encouraging himself, performance is negatively affected in a way.

Aniola (2003) again posited that coaches must be perceived by athletes as honest and caring. This characteristic help and support athletes in practice and competition as athletes will work successfully with someone they like. Mercer and Mercer (1998) also postulated that one of the most common challenges facing athletes, including cross country runners is self-confidence. When one's self-confidence is low, sports performance is directly affected, however when self-confidence is high, sports performance is optimal. This means that, the lower one's self-confidence, the greater his low-self esteem and fighting spirit, hence poor performance. For team sport such as cross country, volley ball, football, handball and the rest, the awareness of group dynamics and athletes' understanding of their role in the team are very crucial to team performance. It is the duty of the coach to ensure that team motivation is positively affected to enhance performance.

Salokun (2006) is of the view that, in most cases, the sports psychologist, who is coincidentally the technical handler or the coach in many areas, must work closely with every individual athlete to ensure that the athlete takes active steps to fulfil his obligation. Getting closer to the athletes as a coach help build a very strong relationship and also make athlete to have confidence in the coach.

Mostly, sweet and encouraging words and signs from the coach to his athletes at both training and competition grounds help raise their morale to go extra mile to win competitions. Mercer and Mercer (1998) again stated that, the provision of a positive and supportive learning environment is one of the critical instructional varieties related to learning. Simple and good remarks such as “well done”, “that is great”, good boy or girl and gestures like a “smile”, “thumbs up” and “high fives” are motivating arsenals for good performance

Apart from the psychological aspect of coaching the technical and the tactical aspects are also critical to performance enhancement, Newton and Handerson, (1998) opined that, cross country races will not be run at the same speed as track races, and so the runner who is lacking in pace may be able to compensate by his style and run closer to his maximum than the track runner who cannot adjust to special needs of cross country. Cross country running requires a different stride length, a different leg action and a different foot plant from road and track running. These they said, cannot be picked up instantly, but will only become instinctive if the runner adopts specific cross country training provided by technical personnel.

It is interesting to note that, different weather conditions and turf require different strategies and methods for running. If one is running on a softer and often slippery turfs, or roads, the stride length must naturally be shorter. Also, if an athlete uses road running action with the heel striking the ground well in front of the body, he is likely to skid. Similarly, if his back leg is too far back, he will lose something in the push off. A shorter stride requires greater leg speed made difficult by the fact that there is less elastic return (Igbanugo, 2001).

Ajiduah (1998) postulated that, in road and track running energy is stored by compression of ligaments and tendons in the ankle and knee joints. When an athlete is running on soft surfaces, much of the energy is lost in compressing the ground underneath, so less is stored in the joints. Also there is less action at the knee and ankles and use of more effort in straightening them. The athlete hence make more deliberate effort to pick the thigh up which in turn imposes a greater stress on the abdominal muscles, that have to hold the torso rigid. This is knowledge needed to be sold to the athlete by the coach. Again, Newton & Handerson (1998) said that where as the efficient road or track runner can glide along relying on bounce and balance to make the work easier, the cross country runner has to muscle his way along. As the ground beneath his feet is uneven, the runner has to make constant adjustment in balance using more muscles. Even the angle of the foot will be different. Also, when running on hard surfaces the straight line from the heel to toe should be pointing in the direction one is running. On soft surfaces however, it is necessary for the athlete to point the toes slightly outwards, so that he slips less. This is less economical than running in a straight line but the wetter and softer the surface, the more it is necessary.

Igbanugo (2003) in his contribution to specific and systematic training to enhance any type of sports performance suggested that, any training undertaken should be relevant and appropriate to the sport for which an individual is training. For example, a cross country runner should not train on grass only. They further explained that the specificity rule does not govern just muscle fibre type and actions used but also the energy systems which are predominantly stressed. The energy systems used in training should replicate that predominantly used in the event.

For improvement adaptation to occur, the training should be at intensity where the athlete feels some kind of stress and discomfort. This signifies overload. The increase in intensity of training should be gradually administered and care must be taken in order not to promote injuries to the athlete (Owolabi, 2000 ; Wesson et al., 2005). Gensemer (1995) revealed that in preparation for any athletic competition the coach must ensure that training is progressive. He advised that when training ceases or intensity decreases for an extended period of time there is likelihood in deterioration in performance. For instance, it has been established that seven weeks of inactivity has been shown to have physiological effects such as significant decrease in oxygen uptake which reflects a fall in the efficiency of the cardiorespiratory system.

Smoll and Smith (2002) and Azuka (2006) are of the view that individual differences should be taken care of in every training programme for the technical handler to get the best results. The benefits of training are optimized when programmes are set to meet the needs and abilities of an individual. What may help one athlete to improve may not be successful on other. The coach must therefore be sympathetic to the needs of the individual athlete and adjust training programmes accordingly (Wesson et al., 2005). Flieshman (2005) and Dick (1992) collaborated this view and said it is essential that training programme is planned sufficiently well to include a variation in training intensities and to include regular rest days. He further stressed that variety is a spice of life. So to prevent boredom, staleness and injury through training, it is necessary to ensure that the training programme employs a range of training methods and loads so as not to impose too much psychological or physiological stress on the performer.

Wesson et al. (2005) still or well planned training programme to enhance any sport performance looked at the role warm-ups and cool downs play in preparing the athlete for action and proper rest. They said that before an athlete embarks on any exercise, training or competition, it is imperative to perform a warm up as it is fundamental to safe practice. It is of much interest to note that, warm up prepares the body for exercise prevents injury and muscle soreness. Cool down according to them also have similar benefit such as that of the warm up such as keeping metabolic activity high capillaries dilates remove and oxidize any lactic acid that remains hence dizziness if exercise is stopped abruptly. A cool down may also result in limiting effect of Delayed Onset of Muscle Soreness (DOMS) which is characterized by tender and painful muscle often experienced in the days following heavy and unaccustomed exercise (Wessen et al., 2005).

Finally on training programme, Bucher (2002) opined that, every coach must consider Academic Learning time as a useful tool to total improvement of skill and performance. With his rich experience to map up strategies and methods the athletes can become victors without much stress.

It is imperative to note that a tactically disciplined trainer or technical vender can map good strategies to win a competitive event. A study conducted by Lumpkin (1998) revealed that, front runners stand much more chance of success in cross-country because the breaks in continuity allow more chance of getting away. The athlete, therefore, has to be committed to a fast pace in the early stages of the race. The interference effect is considerable when the number of competitors is large. For instance, if three runners are going for a gap, which will only take two, one of them has to slip back. This means that one person just behind will be pushed back a metre and this effect goes on down the field, so that

100m can be lost in a kilometer. Newton and Handerson (1998) again stated that, success in cross country demands a courageous approach which is recommended as a way of developing distance running talent. All team mates must endeavour to be courageous and move as a block at advantageous position if their target is to win the ultimate.

Lumpkin, (1998) again observed that, a good coach is a good teacher as well. A person who is willing to listen, keenly observe and express himself effectively for the athlete to reach his maximum is worthy to be regarded. A good coach must use his rich experience to map up strategies and methods that athletes can use to become victors without too much stress.

In agreeing to earlier assertions Flieshman (2005) again opined that a training programme that sources strength development and endurance is good. He further stressed that, it is more important to improve balance, posture and stability of the trunk in long distance runners than it is to improve leg or arm strength. To generate high levels of acceleration and speed requires a trunk that can transfer the force. Again, distance athletes such as cross-country runners should aim to develop the ability to relax when running at race pace. The focus should be on running quickly over the ground and with minimal effect from the upper body. Fingers should be relaxed and elbow held close to the body and swinging behind the plane of the body. This may require improved shoulder flexibility. The shoulder girdle should be loose and allowed to bounce rather than being held down in a fixed position. Bar-Or (2006) still on posture asserted that the athlete should not try to lean forward – a very slight lean forward is good. Arms should be held relaxed and the main focus of effort should be a downward and backward stroke.

Athletes should try as much as possible not to move very far forward from the body as this causes athletes to over stride late in the race.

It is evidently clear to a coach that food and nutrition play a vital role in the daily lives of person - sedentary worker, mobile workers as well as sports performers. In sport performance, peak performance goes with good nutrition, to be precise, balanced diet. Wesson et al. (2005) postulated that whatever the sport or activity it has now become widely recognized that nutrition is of greater importance. A well balanced diet is essential for optimum performance both during training and competition. According to them, athletes place greater demands on their bodies when competing at the highest level and to enable the body to function at its peak during the daily training regimes, an adequate diet is needed. Not only should the athletes diet be assigned to provide energy required during exercise or training but it should also provide the necessary nutrition for growth and repair and also those needed to keep the human machine functioning at its optimal level. Bar-Or (2006) in support of this stated that it is worthless to train an athlete employing all the good techniques and strategy and ignore the nutritional aspect that propels the athlete to perform. Once athletes expand energy at the highest level, during training and competition, good diet which involves all the food groups in their right proportion is recommendable for the athlete.

In view of this, Wesson et al. (2005) and Gensemer (1995) said that, a technical handler of any sport including running events must ensure that the athletes diet should essentially include all the seven groups of nutrients, namely; carbohydrate, protein, fats, vitamins minerals, water and dieting fibre, these they said are prerequisite for good health and performance Wardlaw (2003) agreed to this and asserted that, most poor performances during competitive sport events

could be attributed to poor diet. Most athletes go to track and road unfit not due to over training or under training but limited nature of nutrients required for the job to be executed which sometimes brings about preventable injuries and sickness. At certain times long distance runners such as cross country collapse on the way which most of them have been traced to low energy levels of the competitors.

Wardlaw, Insel and Seyler (1994) were of the view that, coaches must ensure that athletes eat a proportionate amount of carbohydrate before and after competitions. Energy is needed for working and this used energy must be replaced after a hard work. Refusal to do this brings about deterioration of the general body system especially the muscular skeletal and the cardio-respiratory systems. General body weakness is also possible.

Coaches and athletes should be aware that what an athlete eats before, during and after exercise will have direct effect on how the athlete performs, either in training or in competition. Wardlaw (2003) also confirmed that carbohydrates are an important source of fuel for muscles. Bringing out the difference he said, simple sugar choice available in all cells from blood stream is the most useful form of glucose needed for athletic performance. Breakdown of glucose stored in a specific muscle also help meet the carbohydrate demand of athletes muscles. He further emphasized that aerobic glucose break down makes a major energy contribution to activities that last for 2 minutes to 3 hours or more. Anderson (1997) established that carbohydrate feeding of about 30 to 60 grams per hour during strenuous endurance exercise that last for 30 minutes or more such as distance running and cycling can help in maintaining adequate blood glucose resulting in delay of fatigue by 30 to 60 minutes.

Wesson et al. (2005) and Wardlaw (2003) again revealed that coaches and trainers must be conscious of the quality of meals their athletes consume before an endurance event. It is recommended that the meal should emphasize carbohydrate. In the case of distance runners, such as cross country, a light meal supplying up to 1000 kcal should be eaten 2-4 hours to top up muscle and liver glycogen stores to prevent hunger during event and provide extra fluid (Blair & Morrow, 1997). Laying emphasis on this, Wesson et al. (2005) and Wardlaw (2003) suggested that good food choices for a pre-event enhances performance.

Coaches must also show concern about what athletes eat after a prolonged exercise within the day. It is advisable for athletes after prolonged exercise to eat carbohydrate rich foods providing about 1-1.5 grams of carbohydrate per kilogram body weight within 2 hours after training and sooner the better (Bland, 1996). Butterfield (1996) also said that, distance athletes who are training hard can consume a simple sugar candy, sugared soft drink, fruit or fruit juice or a sport type carbohydrate supplement right after training as they attempt to reload their muscles with glycogen. Some rich protein source is also good but proper carbohydrate dishes are greatly recommended afterwards

Williams (1999) and Wesson et al. (2005) also contributing to the quantity of carbohydrate required by a marathoner or cross country runner confirmed that athletes should take as much as 6-10 grams per kilogram body weight. In other words, athletes should consider eating close to 500 to 600 grams of carbohydrate daily and even more if necessary in order to prevent chronic fatigue and load the muscles and liver with glycogen. Wardlaw (2003) also opined that, when performing multiple training bouts it is imperative to eat more carbohydrate foods in a day. Example of such training is a heavy training on successive days as in

cross country running. As a general rule, athletes should obtain at least 60% of their total body energy needs from carbohydrate especially, if exercise duration is expected to exceed 2 hours and total calorie intake is about 300 kcal per day or less.

Anderson (1997) and Wardlaw (2003) postulated that fatty acids are equally important source of energy for sports performance. Thus, the rate at which muscles ultimately use fatty acids partly depends on their concentration in the blood stream. Lamenting on the use of fat to the athlete they submitted that fat as a general muscle fuel is ultimately not very useful fuel for intense brief exercise but it becomes a progressively more important energy source as duration increases especially when exercise remains at a low or moderate rate for more than 20 minutes. Wesson et al. (2005) and Steen (1996) in support said that as intensity increases, such as in a 3-hour marathon run at a competitive pace, muscles use about a 50 – 50 ratio of fat to carbohydrate hence fat as a nutrient is relatively important in a distance athletes diet but timing is a crucial component in this regard. A diet containing up to 30% of calories from fat is recommended for athletes but rich source of monounsaturated fat such as canola oil should be emphasized while saturated fat and trans fat intake should be limited.

According to Bland (1996) and Steen (1996), protein is a minor fuel source primarily for endurance exercise. Although amino acids derived from proteins are used to fuel muscles, their contribution is relatively small. It is estimated that protein contributes only 5% of the body's general energy needs as well as typical energy needs of exercising muscles. Wardlaw (2003) stressed that protein intake recommended for athletes' ranges from 1.2 to 1.4 grams per kilogram of body weight. For endurance athletes such as cross country they should aim at a higher

value of 1.4 grams per kilo gram body weight as protein supplies a greater percentage of energy used up to 15% in these sports than in other athletic endeavours.

A technically trained coach must not lose sight of the relevance of vitamins and minerals and dietary fibre as food supplements and their contribution to the overall performance of athletes in any field of sports. Blair and Morrow (1997) and Willaims (1999) are of the view that athletes who usually have high food energy intake tend to consume plenty of vitamins and minerals. Wardlaw (2003) ascertains that athletes need for vitamins E and C may be somewhat greater because of the antioxidant protection these nutrients produce, the effect is quite important in the face of high oxygen use by the muscles. But still the use of mega doses of vitamins E and C requires more study and is not currently an accepted part of the dietary guidance for athletes.

Water is not discussed by certain researchers as a major food nutrient but is one of the most essential commodities not only for daily normal living but also in sports, water carries 2/3 of the general body weight. American Dietetic Association (1997) opined that, the water need for an average adult is 1 milliliter per kcal expended or about 8 cups per day. They explained that athletes even need more water intake to maintain the body's ability to regulate internal temperature and aid to keep cool. Because most energy released during metabolism appears immediately as heat, heat production in contracting muscles can rise 15 to 20 times above that of the resting muscle. Trainers must, therefore, encourage more water intake during training and competitions for quick dissipation of heat to avoid heat exhaustion, heat cramp and deadly heat stroke which do not only affect sports performance but can also lead to death.

Adding to this assertion, Williams (1999) stated that, increased body temperature associated with dehydration is most evident when the amount of water loss exceeds 3% of body weight. This dehydration leads to decline in endurance, strength and overall performance of any athlete in any field of sports. For instance, cross country runners and marathoners have been shown to lose 6% to 10% of body weight during a race. Wardlaw (2003) again confirmed that, as environmental temperature rises about 95°F (35°C), virtually all body heat is lost through the evaporation of sweat from the skin. Sweat rate during prolonged exercise ranges from 3 to 8 cups (750 to 2000 millilitres) per hour. However, as humidity rises, especially up to and above 75% evaporation slows and sweating becomes inefficient. This results in a rapid fatigue, increase in heart rate and difficulty with prolonged exertion. Indeed, the combination of high heat and humidity can be dangerous for athletes as extreme cold.

In fact, thirst is not reliable indicators of athletes need to replace fluid during exercise. An athlete who drinks only when thirsty is likely to take 48 hours to replace fluid loss. Research has indicated that after several days of training an athlete relying on thirst as an indicator can build up a large fluid deficit to impair performance (The American Dietetic Association, 1997).

In general terms, athletes have coaches that guide and prepare them in their sport. Coaches are like teachers who train athletes. The coaches belief in their ability or their efficacy. Coaching is as an essential part of an athlete's ability to perform in sports. The coach's perception of himself can lead to the success of the team. This seen in scenarios, before the game where the coach's speech in preparation for half time, and time outs has an effect on the player performance.

The coach can therefore affect the self-efficiency and performance of the athlete (Feltz, 1999).

### **Sponsorship**

In the sporting world virtually everything is for sale, and companies are buying big. The idea of sponsoring a sporting activity is more popular than ever before. These days there is not much a company cannot stick its name on for the right price – events, buildings, cars, ice and grass and turf, even people. Ever heard of Tiger Woods? Nike is betting on it. And the bet is several millions of dollars, \$100 million over 5 years to be exact (Hickey, 2000).

Ikhioya (2001) viewed sponsorship as an aid or assistance given to another person or organization to achieve an objective or goal while at the same time projecting or promoting the product of sponsor. He also pointed out that sponsorship could be cash or kind (Product) or combination of the two. Sponsorship is therefore seen as an assistance given for good returns.

Pope (1998) was more specific about exactly what can be sponsored and about the various types of objectives sponsorship can achieve in his definition. He explained sponsorship as the provision of resources (e.g. money, people, equipment) by an organization (the sponsor) directly to an individual, activity or body (the sponsee) to enable the latter to pursue some activity in return for benefits contemplated in terms of the sponsor's promotion strategy, and which can be expressed in terms of corporate, marketing or media objectives. In his definition, Pope was emphatic that both parties benefit from a sponsorship. The idea of creating mutually beneficial relationships has become a major theme in sports marketing thought. Authorities in the industry continuously stress the importance of creating a "win win" situation for sponsor and sponsee.

Eledu, Ike and Dike (2006) in their submission on sponsorship of athletes and corporation, suggested five reasons why firms sponsor sports competitions. They are:

1. Publicity
2. Building the corporate image.
3. Public relations and contact with local community
4. Entertainment and
5. Trade relations

Eludu et al. (2006) in explaining these reasons further said that, though the primary motive of sponsors is increase in sales and profit maximization the corporate image building and the entertainment aspects could bring more athletes on board to take part in one sport or the other consciously or unconsciously with the view of winning a prize or an award. Wesson et al. (2005) also opined that sponsorship which is now an integral part of sports funding, through the medium of television, radio and even the internet has drawn so many athletes closer to sponsored competition. Through this medium business sponsors of sports create the images they want, allow identification with sports stars and introduce the masses to outstanding performances of athletes. It is very true that, organizations and individuals that seek sponsorship offers the sponsor, in turn, access to a market of its own. For instance, those who sponsor the Olympic Games, the payoff is access to the billions of people who watch the event. Yet the sponsee who receives the money or product for preparation and eventually competition is motivated in a way and will try to give off his best during competition for recognition and rewards (Gwinner & Eaton, 1999).

Douvis and Douvis (2000) postulated that, sponsorship to individual athletes in the form of kits has attracted many more others into the field of sports. The mere fact that one appears in the kits of a renowned sports company give him a different level of self esteem and will always want to prepare well for competitions in order to continue to enjoy that benefit. Cromwell and Maignan (1998) also asserted that, wearing a jersey, vest, track shoes or any other equipment provided by a sponsor is a great motivation. The motivation level rises when athletes see themselves being captured by numerous cameras and seen on television and videos.

In a study conducted by Mahony and Pitts (1998), it was revealed that some sponsors may wish to be associated with sport for a worthy cause such as special events organized by communities and institutions such as universities and charitable organization. Though they do this as a social responsibility the ultimate aim is to get as many people as possible to get involved in the exercise and also unearth talents, especially in the case of universities where athletes are groomed to take part in competitive sports outside their institutions. In affirming this, Cheng and Stotlar (1999) said, sports organization has a variety of objectives such as attracting athletes to take part in an event with the primary aim of generating income for their firms but at the end of the day most athletes also use it as a good platform to showcase their talents thereby giving off their best. McCarville and Coperland (1994) were of the view that on a worldwide basis, sports organizations and corporations have entered into partnerships wherein each agrees to assign the other in forwarding their own objective. For sports organizers it is an effort to obtain funds from sponsors to operate their sports event and programme with the aim of attracting good participation and brilliant performance from

competitors. For corporations and companies, it is a chance to get their products in the minds of consumers.

Obi (2000) posited that school sports form the bedrock of any meaningful sports development agenda in any country. Corporate bodies must therefore show more concern and divert some of their resources in sponsoring some individual athletes and institutions to help promote sports and also attract more athletes to the field to perform. Edeme (1995) confirmed that corporate bodies remain a driving force in the advancement of sports by offering athletes, players, officials, organizers and spectators the opportunity to savour their goodwill. Omezi (2002) agreed that organizations use a sporting event as a platform for marketing programmes in exchange of privileges but the trickle effect is the attraction of people into the sports sector. According to Gardiner and Shurman (1996), even though most sponsors of schools sports have not been able to sponsor a competition completely or built any sports facility other donation by individual philanthropist and corporations in the areas of trophies medals and cash prize for best athletes and the like has gone a long way to entice athlete to put up good shows at competitions.

Although most sportsmen and women are attracted by sponsorship packages to take part in one sport or the other, they also feel reluctant to establish relationship in the name of sponsorship due to lack of trust. It can be argued that, a clearer understanding of athletes' perception and expectation can lead to more committed relationship between the two parties involved in the deal (Farrelly & Questor, 2003). It is suggested that if both the sponsor and the sponsored priority are market oriented and communicates this information between them, they will build trust in their relationship. (Farrelly & Quester, 2003) and Emiola (2000), asserted

that communicating honestly with the aim to develop an image they both seek is a crucial factor in sponsor relationships and this communication is what can instigate trust and commitment between the two parties. Building trust and commitment will then encourage the intention to renew an agreement or contract (Frank, 1997).

Obi (2002) posited that there has been a steady improvement in all facets of sports as a result of deliberate attention given to sports by stakeholders and other philanthropists who have sports at heart. According to him the parameters for measuring such development include construction and steady increase in the number of facilities, appreciable improvement in the provision of equipment and supplies, steady growth in the number of participants in sporting activities, steady increase in the frequency and consistency of competition and continued improvement in the performance of athletes in championship. The credit of which he said must go to sponsors.

Ekenam (1999) and Ebewele (2001) are of the view that, sports programmes, no matter how laudable they may be on paper need funds to be translated into reality. They continued by saying that, lack of needed funds impact negatively on sports development and athletes performance. With the present economic conditions of most African countries, sports cannot continue to rely on government if it is to meet its objectives. Therefore, one major avenue for alleviating the negative effects of lack of needed funds is through sponsorship a drive which is a motivation factor to performers.

The pursuance of any form of sports development through sponsorship was described by Frank (1997) as financial or material support for activities existing

interdependently of the sponsor's primary concern, yet the sponsor reasonably hopes to gain commercial benefits.

In another development, reports on both Tractor and Equipment Company Ltd. and Unilever Company Ltd. sponsored cross country from 1998 to date indicated that attractive awards for good performance to individual athletes and money to the institutions for organization have served as a catalyst for the organization and active participation of university athletes. In the year 2002, Unilever made the following presentation in the form of sponsorship

1. Individual prizes made up of a package of Unilever products to the best five athletes in each category.
2. Cash prizes totaling Ten Million Three Hundred Thousand Cedis (¢10,300.00), presently Thousand Three Hundred Ghana Cedis (¢1,300.00)
3. Trophies for the 2 best teams (men and women division).

This practice has continued up to date (Buami, 2002).

### **Equipment and Facilities**

According to UNESCO (1997) and International Charter of Physical Education and Sport Article 5, adequate facilities and equipment are essential to physical education and sports. Adequate and sufficient facilities and equipment must be provided and installed to meet the needs of intensive and safe participation in both in-school and out-of-school programmes concerning physical education and sport.

It is incumbent on governments, public authorities, schools and appropriate private agencies, at all levels to join forces and plan together so as to provide and make optimum use of installations, facilities and equipment for physical education and sport. It is essential that plans for rural and urban development include

provision for long term needs in the matter of installations, facilities and equipment for physical education and sport, taking into account the opportunities offered by the natural environment. It is a fact that facility is one of the factors that influence development of physical education and sports programmes. Also sufficient equipment is very essential for effective and active teaching and learning as far as Practical Physical Education is concerned. Facilities and equipment enhance not only the choice of activities but also variability in activities to be performed. A number of studies in recent years have identified that the accessibility of recreational facilities and physical activity equipment is an important predictor of physical activity in youth (Scott et al., 2007). Providing game equipment during recess periods was found to be effective in increasing children's physical activity levels and contribute to reaching the daily activity levels recommended for good health. Physical activity equipment encourages children to particularly play and become involved in physical activity.

Kingsley and Lamptey (2004) stated that one of the most important considerations in the development and promotion of comprehensive Physical Education and sports programmes in schools is the availability of facilities, equipment and supplies. Although facilities, equipment and supplies are different in meaning, all are “physical things”, which are needed to make it possible or easy to do something, example teaching Physical Education. According to Adegbamigbe (2009) facilities are factors crucial to effective and efficient programming and delivery in physical education. In addition, creative and cooperative facility management is requisite in this time of scarce financial input and resources.

Equipment and facilities are needed in every sporting arena as they are relevant in both skill learning and sports competition. They play a vital role in

providing the basis for assessment and evaluation. Equipment can be explained as a tool, machine or anything that one needs for a particular job or activity. It is what the athlete uses or organizers provide without which a competition can be well organized or athletes can prepare well for competitions. For example, a cross country runner needs running shoes to be able to run.

Facility can also be explained as a special place prepared for people to perform an activity. It may be a room, a park or a yard. Examples are athletic ovals, playing pitches and courts, facilities also provide a good ground for training and competition. In other words, facilities facilitate learning and provide a good platform for good performance. Physical education equipment refers to relatively permanent materials or apparatus, which usually last from 5-20 years, even with repeated use. Examples; landing foam and nets for volleyball, football, basketball and netball supplies, unlike the above items are expendable. They last for 1-2 years with repeated use. Examples are balls, boots, running shoes, hoops, jerseys, beanbags and javelins.

Awosika (1996) therefore opined that, the availability of facilities and equipment provide opportunities for athletes and learners to practice the skill they have already learnt which help them to improve upon performance at any point in time. He further stressed that equipment and facilities rather depend upon the number of participants, sex, skill level of the group, geographic location and available community facility. In their submission, Green and Hardman (2005) also submitted that facilities should not be predicted upon sporting programmes but programme and facilities should provide for a wide diversity of activities that take into consideration the important trend in the field of sports.

For an individual athlete to participate meaningfully in sports there is the need for the provision of standard facilities and equipment. Salami (1999) opined that availability of adequate and standard facilities and equipment is of vital importance to optimum performance in sport. He further stressed that providing the right equipment for a particular sports and making sure that the required facility is provided for training even serve as a morale booster for athlete. When athletes are well dressed and appear decent they are highly motivated and their arousal level also increases. Abubakar (2000) in support, also declared that an institution with an excellent and all round facilities and equipment is likely to produce good athletes who can perform well on any good platform. They went ahead to say that apart from the excellent nature of the facility and equipment, they should be appropriate and very suitable for the sports one is partaking in. This they said brings about development of high skill level as well as provision of easy platform to compete and exhibit good skill during competitions.

Torkildson (2000) expressing his views on facilities and equipment also stated that, the presence and absence of facilities and equipment, their accessibility, quality and quantity, pricing, structure and policy could have substantial influence on recreational participation. Butler (1996) similarly affirmed that, equipment and facilities have an important place in recreational centres because they contribute to physical development, stimulate creative activity and also provide opportunities for other activities to take place. Onifade (1995) in his submission also observed that for the success of any physical education and sports programme, there is the need to possess a qualitative and quantitative equipment and facilities. When facilities and equipment are there in their numbers, the pressure on a specific equipment or facility reduces. It also provides a wide range of opportunity for

people to train or study opening up the horizon in the sports sector. Asabia (2002) also asserted that, for an athlete to improve upon performance there is the need for continuous practice of the skill. Unavailability of sports equipment and facilities make teachings and learning difficult as students have to wait for their turns in using equipment or the other affecting the academic learning time of the students. Butler (1996) also submitted that facilities give students or athletes the opportunity to practice skill and learning during training session, therefore their availability throughout the year is highly recommendable.

Focusing on the type of equipment and facilities to be used by athletes to enhance performance, Jensen (1992) stressed that, equipment and facility use at training should match that of competition because equipment might limit performance by failing to perform its appropriate function during competition. Athletes who do not use the appropriate safety equipment may limit their own performance through injury. He therefore cautions that in purchasing clothing and protective equipment proper fit and safety consideration must receive adequate attention. With certain items such as footwear and the performance implements, their quality and condition can influence performance results. Davis, Kimmet, Morakinyo and Oworu (2006) also posited that equipment might limit performance by failing to perform its appropriate function during competition. The athlete who did not use appropriate safety equipment might limit their own performance through injury. Domfe (2002) in adding his view also asserted that poor facilities limit performance and also cause injury to athletes who use them.

According to the NSW Department of Sports and Recycling (2000) facilities and equipment that are of high quality and can withstand harsh weather conditions do not only enhance sports performance but also help save money and prevent

injury on the part of the athlete. In a research finding a well designed physical facility does not only attract people but also encourages them to use it. Conditions under which facilities are managed and the atmosphere can either encourage or discourage people to involve themselves actively in sports.

Asabia (2002) asserted that images fall as distance grows between users home and the facilities, and rises with those who live nearby the facility. Thus, the more closer a facility is to the athlete, the more attractive it appears to him. Place of residence has great effect on the type of opportunity that is readily available. Proximity to services and facilities can influence young people's participation in any form of physical activity and the more he participates the more efficient he becomes (Burrow & Bammal, 1992).

Though cross country running involves very little specialized equipment and facilities, it is necessary to use the right equipment for good performance. It is recommended that the race be run in shorts and vest, usually in club or school colours. Under very cold condition it is advisable for athletes to wear long-sleeved shirts light enough to retain warmth without losing mobility. The footwear must be light racing shoes with a rubber sole with approximately six metal spikes screwed into forefoot part of the sole when competition is taking place on a slippery, grassy or muddy turf. In most cases, runners may choose to wear racing flats, rubber-soled shoes without spikes, if the course involves considerable portions of paved surfaces or dirt road (IAAF, 2008/ 2009). In support of this Newton and Handerson (1998) emphasized that cross country training should be done with a very light simple shoes. Simple, lighter and more flexible shoes called racing flats from the runners shop are much better than joggers for training in. They further stressed that some coaches worldwide have reported an increase

in frequency of injuries in athletes with ultra supportive “high tech” shoes. This has been suggested to be because those shoes have the potential to gradually allow feet to become less functional.

### **Financial Support and other Administrative Policies**

In every institution or organization, without a sound financial base and good administrative policies it would be difficult to run such organization or institution for goods to be achieved. Financial support is seen as a back born of every successful programme starting from the preparatory phase to the finishing phase. Other policies such as allowances, per diem and scholarship also seem to motivate students in a way (Asabia, 2002).

Financial support is defined as a monetary assistance given to an individual or institution to help in the organization of certain activities and to facilitate smooth completion of a given task. Administration consists of a body of knowledge about making and implementing of decision by those who have responsibility for a total organization or for an important division programme or function within it (Domfe, 2002).

According to Asabia (2002) prompt financial assistance or funding by the administrative body of any institution or body provides a sound footing for organization of sporting programmes. It may also facilitate preparation towards competition. Planning also becomes easy for leaders such as coaches, committee chairman and other stakeholders in support of the assertion, Abdul (1998) also confirmed that availability of funding has a great influence in facilitating an effective organization of physical education and sporting programmes. Provision of fund in adequacy and on time for both intramural and extramural sporting activities will go a long way to promote sports development and participation. At

every stage of planning sporting activity, it is the responsibility of administration to ensure that funds are available. Lack of funds to carry out specific functions at a given time may hinder smooth flow of work. Coaches and other leaders alike should impress upon stakeholders to make the necessary arrangement in soliciting funds on time to carry out their sporting programmes (Igbanugo, 1992).

Muzaazi (1984) as cited by Domfe (2002), opined that the survival of all our organizations like schools and collages is dependent largely on the quality of administration exhibited by the organization. The services available and administrative commitment by authorities largely influences results to be achieved, the direction to be pursued and the priorities within the organization. Ekenam (1995) and Obi (2000) admitted that sports is becoming more complex and multi-dimensional with all the intricacies of planning and execution. Sport programmes no matter how laudable they may be on paper need funds to translate them into reality. Studies have shown that, lack of needed funds impact negatively on sports promotion and development. Ebewe (2001) posited that, planning on paper is one thing and implementing is another. It is evidently clear that in preparing towards any competition of sports festival, athletes are to be provided with the appropriate diet, allowances and per diem paid on time as well as proper arrangement of transport. With the requisite funding all these can be provided. This, according to him, motivates athletes to step up their performance.

Other studies conducted indicate that it is not always that funds are needed before sporting activities can be carried out successfully (Fadoju, 2000). In every institution and more importantly sporting circles it is rather proper planning and execution of the plans that matters most. The leader's ability to organize well in terms of human and material resources is highly recommendable in achieving

teams' objective or goals (Igbanugo, 1992). Conversely, Obi (2000) is of the view that human and material resource provision is mainly based on money and its availability.

Apart from funding to promote participation and development of sports, other administrative policies such as mutual relationship with athletes and coaches by authorities as well as scholarships and policy on grading system for athletes are paramount. The role educational administrators' play in the development of sound educational sports programmes cannot be under estimated. Agyeman-Boateng and Frimpong (2000) asserted that, the educational administrator is charged with the responsibility for the promotion of good relationship among organizational members. That is to say that, relationship between an administrator and a subordinate, such as coach, team captain, and team members is mutually satisfying. Peace, harmony and high staff morale are seen to be essential for the improvement of teaching and learning.

Participation and good performance in sports can be promoted when there is mutual relationship between all stakeholders as earlier mentioned. In some institutions coaches are given limited room to operate and always have to act according to instructions by the powers that be. Wuest and Bucher (1999) affirmed that, the functions of the administrator is indispensable in every institution or organization including running of sports, decision taking on human resource, monetary and material resources. This function of the administrator makes him an authority over all activities and as a result his attitude or behavior can promote or destroy sports programmes in the university. In support of this Adegbola (2000) said that even though physical education is compulsory at almost every level of early and intermediate education, the extent of delivery is

related to the heads attitude. Currently, in some schools, physical education and sports are not given the requisite recognition and some heads even coerce professionally trained physical education teachers to teach other related subjects. An inquiry made by the Senate Committee into Women in Sports and Recreation in Australia (2005) confirmed a move to improve sports and recreation opportunities for women and girls instituted three scholarship schemes. In Ghana, the University of Cape Coast has instituted scholarships in the form of non-payments of residential user fee for a stipulated time for outstanding athletes within a particular year and the allocation of rooms in the traditional halls of residence in appreciation of the sacrifices they make in the form of forfeiting classes and at times missing of quizzes to attract more athletes to perform sport and help raise the image of the university.

Nawe (2001) investigating on the policy where cut off point was to allow more female into university education said that females were allowed to enter university immediately after National Service for 'A' level students. Similar studies have proven that there is special cut off point for sportsmen and women as well. To improve sports participation and the ultimate aim of good performance, the Vice-Chancellor of the University of Cape Coast had instituted a policy which has positive impact on Sportsmen and women on campus. Sports students now enjoy an addition of 0.5 as a top-up on their grades.

Deliberating on good administrative policies as a means of promotion of sports participation and performance, Coakley (2001) opined that if academic support services for student-athletes were to be provided by faculty members, things would have been better for the institution. As a policy to promote sports participation and development, some universities in Ghana have selected one

afternoon for sports so that students could involve themselves in sports and also recreate. The University of Cape Coast, for instance has chosen Tuesday afternoon, the University of Education, Winneba had theirs on Wednesdays while the Kwame Nkrumah University of Science and Technology had also chosen Wednesday afternoons. Coakley (2001) again stated that, although coaches may schedule their training session and game to suit course work, students may still miss games meet and training due to time of study, test taking and presentation of papers. Acheampong (1997) collaborated this and said that, some lecturers even advice students not to partake in sports because they are in the university to do academic work, hence they do it at their own risk. Others even see it as time wasting. This negative attitude does not motivate athletes to avail themselves for sports in the universities. However, in certain quarters athletes are favoured. Coakley (2001) confirmed this by citing renowned colleges in America where faculty members who are not sports ‘friendly’ are pressured to give special consideration to student athletes.

To maintain one’s enviable position in any type of sports, Fadoju (2000) and Adegbola (2000) in confirmation to this assertion stated that, even in teaching physical education the teacher needs good rapport with the head in order to deliver not to talk of the sports coach who does not only teach but also organizes.

### **Leadership**

Good leadership is the key that opens the door of success in every institution or organization or every human endeavour. As the adage goes, “if you fail to plan you plan to fail”. Good planning goes with good leadership and results achievement depends on leadership.

The study of leadership and leaders has been based on the assumption that the leadership of a group, for example, team captain, coach, teacher or president or chairman is a critical element that affects the overall performance of a group. Thus leadership is seen as any behavior that moves a group closer to attaining its goals (Hughes, Ginnett & Curphy, 2002).

A leader is someone who is responsible for or in control of a group, organization, association or a team. He is seen as controlling and initiating moves in order to achieve set goals (Wesson et al., 2005).

Leadership is a behavioural process of influencing individuals and groups towards set goals. This view particularly is all or most people's ideas of what constitutes the role of leadership in all areas of society, including sports. According to Wesson et al. (2005) and Hughes et al. (2002), a good leader must possess certain qualities that can promote an accelerated rate of achieving team objectives. The following are some of the qualities.

1. He must be good at making decisions and should have good interpersonal qualities such as high level of communication skills.
2. He should be someone who can motivate by giving appropriate feedback and is generally tactful and diplomatic.
3. He must know what the goals and objectives of the group are. That is he should be someone with vision and be able to organize and structure situation in order to achieve targets.
4. He must be self confident, show initiative in organizing and directing the group, giving good instruction and advice.
5. In order to achieve targets a leader should be seen as part of the group.

6. He should have all the qualities, skills and beliefs of the group but to a greater degree.

This tends to serve as a model for the group in some way. It is important however that a leader does not appear too remote or excessively advanced compared to the group, as its other members may think that they can never achieve. Daft and Marcic (2004) also submitted that, leadership particularly in a every sporting environment is a high dynamic process. For good results to be achieved, therefore, there are many variable factors to consider when deciding on which style to adopt. For example, sender, motives, previous experience, level of learning, individual and group as well as the standards being set.

There are several leadership styles, approaches and theories but research has shown that almost every style or approach may either have a positive or negative impact on performance in sports. Very often the roles of leaders become entwined with those of managers. Martins (1987) as cited by Wesson et al. (2005) warn that these two roles, while very often carried out by the same person are actively different. They viewed leaders in a sporting situation as having a significant impact on both the sport performer's actual performance and their psychological well being. A manager on the other hand is seen as one who keeps things running smoothly being generally concerned with planning, organizing, budgeting, staffing and the like.

Wesson et al. (2005) posited that there were three dimensions to effective leadership as a tool for optimum performance of any athlete. These were seen as

1. Trait
2. Situational
3. Interactive

They opined that, effective leadership was believed to be a result of specific innate personal characteristic. They cited Cartyle's theory of great man which fostered a belief that great leaders, more often than not, were born not made. These great men were thought to have universal or common traits. They also suggested that certain personality and physical attributes such as height weight, physical attractiveness, self confidence intelligence and sensitivity might be associated with leader's success.

Though this might be true to some extent and supported by Penman, Hastad and Cords (1974) as quoted by Wesson et al. (2005), they also identified a positive correlation between successful coaches and behavior tending towards an authoritarian style of leadership. However, a person possessing these particular skills or abilities is not necessarily guaranteed to be a good leader and hence achieve positive results in any type of sports.

The situational approach or again explained by Wesson et al. (2005) recognized that leaders and group members are involved in a variety of roles according to the demands of the situation, particularly if large numbers were involved. Developing out of this view the interactive approach proposed that the effectiveness of leadership is a result of both situational and individual traits. Thus what the team's goal or task is will highly influence the selection of the right type of leader – someone who can fulfil the specific demands of the situation.

Agyeman-Boateng and Frimpong (2000) are of the view that, certain leaders focus are setting goals and getting the task done thereby meeting the objectives by concentrating on performance and productivity while others focus on developing and maintaining good interpersonal relationship, with permissive and considerate approach. It is established that effective use of these leadership styles at any level

of learning can help improve athletic performance of any kind. Wesson et al. (2005) made a collaborative assertion by saying that effective use of leadership of any kind is dependent on favourable situations under which the leader is working. There are highly favourable situations such as good or positive and warm relationship with athletics, clear discipline structures, coach highly respected by athletes, coach exercising power and authority, good level of motivation to athletes and clear and unambiguous task.

Avery (2005) in contributing to the topic also agrees with other researchers that there are several leadership styles used in sporting and other circles by those in authority to achieve their goals. But he emphasized on three types that are commonly used by most leaders, namely, autocratic, democratic and laissez-faire. Commenting on the autocratic leaders, he described them a leader with authoritative behavior based on strong rule structures.

In relating this type of leadership to sports performance Avery (2005) emphasized that, autocratic type of leader is more likely to be effective in team sports with greater number of performers. He continued by saying that in team sports such as football, handball, hockey, soccer, cross country and so on, there is the need to at certain times to take a unilateral decision as a coach in order to get things done fast to best time. Bowling (2000) agreed to this claim and remarked that a coach, trainer or captain adopting an autocratic style will try to remain aloof from his team members. He organizes and plans exclusively without considering any member's view, motive or interest. Although they rely heavily on their personal authority and generally make decisions concerning training, tactics and goals they are likely to succeed due to the task oriented nature of their leadership in contrast.

Daft and Marcic (2004) are of the view that autocratic leaders are bound to fail in higher institutions where athletes show maturity in reasoning behavior and skill. They explained that, the manipulation of every individual athlete depends greatly on the maturity level of such an individual. When people feel they should have been contacted and their view sought on certain decision but was not done, they portray a lukewarm attitude towards whatever they are doing.

Wesson et al. (2005) again stated that the autocratic leadership works more effectively when dealing with minnow in certain sport situations where coaches show high level of understanding of content or subject matter, athletes tend to respect that coach and thereby do not hesitate to take instructions from the coach. Although this may work at the lower levels he was quick to say that even young players or athletes below mid-teen tend to prefer a relationship oriented approach to teaching with low level of task- oriented behavior. Positive feedback alongside lots of tactical and technical inputs is also required.

Boachie-Mensah (2006) and Wesson et al. (2005) in describing autocratic leaders come out with these qualities:

1. Leader centered.
2. Task oriented associated with performance of specific tasks or elements of play or meeting specific goals.
3. Personal authority of leader stressed.
4. More likely to be affective in team sports with greater number of performers.
5. Effective when decision had to be made quickly.
6. Better with clear or impersonal goals.
7. Better in most favourable and least favourable situations.

In explaining the factors above and how they affect sports performance pointed out that, a leadership in this dispensation that is too much leader centered with winning at all cost attitude and exercising too much personal authority is likely to fail in duty because when athletes are part of the decision making commitment level is high hence good performance. They again slated that when athletics feel that their basic needs are not met they tend to show lackadaisical attitude towards work.

The democratic leader is seen as someone who only makes decisions after consulting the group. They are usually more informal, relevant and active within the group than the autocratic leader. In addition they show keen concern in the various people within the group. They are ever prepared to assist explain and give appropriate feedback and encouragement. Avery (2005) and Wesson et al. (2005).

The democratic leader according to Wesson et al. (2005) will exhibit these qualities.

1. He is performer centered.
2. Uses cooperative approach to allow performer input into decision making.
3. Leader set in the context of whole team effort
4. He is more likely to be successful in individual sports or individual coaching situations.
5. He performs better in moderately favourable conditions.
6. He is also better when decisions don't have to be made quickly

Daft and Marcic (2004) opined that democratic leaders by and large are successful coaches as compared to autocratic and Laissez faire. When athletes are involved in taking part in the planning of training programmes, others concerning their welfare as well as the general upkeep of the team, they develop an ever

ready attitude to perform and excel. In support of this, Wesson et al. (2005) also came out with the fact that, almost all athletes at any level or stage prefer coaches, trainers or leaders who are very open and do not hide important issues under the carpet. Students at the university level know their left from their right therefore, in situations where the leader tends to show closeness to issues or hides important things from them he brings about mistrust and dishonesty. It is imperatively clear that only committed athletes would like to perform but may not show any positive behavior.

Patrickson and Erickson (1990) said that, the cooperative nature that allows performers input in decision making is one of the best models to achieving good result. If one is part of the decision making it is difficult for the person to portray a negative attitude that will affect the whole group. He further stressed that, though this type of leadership is more favourable with individual athletes using it for a team in a very tactical manner it will serve as a tool to optimum performance in any type of sports. Students in tertiary institutions will always want their voices to be heard. They really value their contributions in decision making and will always go in for a coach or leader who will have ears for their cry. Wesson et al. (2005) also postulated that, a coach adopting a very democratic style will allow the performer to take part in a decision as far as it relates to training tactics and goal setting. They will also tend to join in with training where appropriate. Research has shown that, athletes even tend to remember tactics and instruction given by their coaches or trainer when during discussion they were allowed to ask question and make personal contributions. It has also been established that athletes within the teams are also found of democratic leaders. They see them as caring open, sympathetic and positive in dealing with situations.

A study conducted by Daft and Marcic (2004) revealed that, most students of tertiary institutions especially females would not like to associate themselves in any form of sports at that level. So many reasons assigned to this, one of which is the attitude of the coach. Students at this level will need a leader or coach who has the skill to coerce and convince athletes or students to come out and exhibit their talents. Most of them would like to be pampered and fathered. Therefore a coach who is humble and can stoop so low and also understand the plight and challenges of this group of persons is preferable to the one who is very strict and uncaring. He therefore concluded that a democratic leader is preferable to matter the size of the team. Care must be taken in order not to be too democratic else he may lose control over the team.

Boachie-Mensah (2006) suggested that democracy is the most reliable way of resolving issues. Every body's right must be respected at every point in time no matter the person's size, age or weight. Conflict is very common among sportsmen and women especially within team games or sports. As conflict lowers one's zeal and determination to perform conflict resolution should be of great concern to the leader. This will promote harmony among team mates and push performer to give off his best.

Clover (1990) in support of the early assertions made by other researchers agreed that the inclusion of performers in decision making and planning with regards to training programmes and performance goals is a prerequisite to desired results. He continued that by becoming involved the performers will feel a shared responsibility for any success or achievement or failure thus increasing their intrinsic level of motivation as they feel they are in control and their competence level respected.

The Laissez-faire style of leadership as stated by Wesson et al. (2005) is that type of leadership where leaders are seen to leave the group to get on by themselves and generally plays a passive role. Such leaders do not interfere, either by directing or coordinating. Being generally unsure of the task they tend not to make or give any positive or negative evaluation. They make no decision. It is the group that determines what work to be done and the pace of it. They only act as consultant.

Even though it has some few advantages such as freedom to operate, freedom to reason for yourself and working at own pace, Clover (1990) argued that it is not the best type of leadership to be exhibited at any level of sports performance because the demerits attached to this leadership style outweighs the merits. He further reiterated that every sport performance is full of uncertainties. Athletes performing at any level without proper supervision are prone to injuries. Some athletes have ended their career due to rather preventable injuries.

Asabia (2002) also remarked that, even under good supervision athletes get themselves injured while good supervisors who are mainly coaches, trainers and captains. The presence of the leader goes a long way to ensure that wrong skills or training or exercises are not carried out during training sessions. In collaboration with this, Bowling (2000) said that, it is very dangerous to entertain the Laissez-faire type of leadership in secondary and even tertiary institution the reason being that the athlete is not handled only on the field. Off the field the athlete or sports man or woman, need guidance so far as social, moral, intellectual, physical and even spiritual issues are concerned. So far as sports performance is concerned, athletes must be given guidance as to how to behave in society, what to do to their body or order to maintain from and even how to combine their studies with sports

inability to provide these services can lead to the doom of a rather enterprising athlete.

A research conducted by Lewin et al. as cited by Wesson et al. (2005) on pattern of aggression and cooperation among students suggested that, students working under an autocratic leader tended to be aggressive with each other working independently and in competition with each other. They also work hard when leader was present and were more generally submissive to leader. They again came out that students with the democratic leader were more consistent in their approach to work. Although less work was completed it was a good quality. They related better to one another. They were generally more interested, cheerful and cooperative altogether more amenable and continue to work when left alone. But students of the laissez-faire led group were also generally aggressive towards each other, being restless and easily get discouraged. They also produced little work.

The study further indicated that, leadership style is more important than personality, that is, that democratic leaders are apparently more effective. Further research and critic by Smith and Peterson (1988) as quoted by Wesson et al. (2005) on effectiveness of leadership style stated that effectiveness of leadership style depends on what the targets or set criteria are. If measured in terms of productivity, their autocratic leader would have been effective because his students do the best work. But the implication is that, performers used to autocratic leadership coaching or teaching may not take responsibility for themselves or work if no leader is present. If on the other hand leadership style was judged for developing good group mood, cooperative behavior and steady work then democratic leadership was the best. The fact that the third group hardly

did any work at all indicates however that, leadership of some sort is important. Laissez-fair is not generally recommended in sports.

### **Summary**

The purpose of the literature review was to find out what other people research have been on factors relating to the consistent brilliant performance of the UCCs cross country teams from 2002 – 2008 notably motivation, recruitment and selection, technical attachments to the teams, sponsorship, equipment and facilities, financial support and other administrative policies and leadership. From most researchers it was established that motivation, either intrinsic or extrinsic, has some influence on any type of sport including cross country. Whether extrinsic motivation could affect the intrinsic motivation in a way the bottom line is that they both encourage the athlete to give off his best most times. It could also be deduced from the discussion that recruitment and selection is of importance to sport administrators and coaches as people who are well endowed with talents and have vast level of experience easily turn to cope with training strategies and therefore, perform well during competitions. Also, coaches who were seemed to have a considerable amount of knowledge in sport psychology, technique, tactic and sports nutrition could prepare the athletes well to excel at competitions. Thus, knowing the needs and aspirations of your athletes, using of good methods and strategies in preparing your athletes and recommending the right diets to be taken at both training and competition levels promote outstanding performance.

Sponsorship, either from corporate bodies or individual philanthropist was found to be one of the motivating factors to athletes at every level of performance. Sponsorship in the form of awards and rewards, kids and media were seen to have

influence on individuals involving themselves in one sport or the other and trying to excel.

On equipment and facilities, it was revealed that performance of athletes could be greatly affected if they are not provided with the right equipment and facilities to train with and also use them at competition. It was established that injuries could also occur. For optimum performance therefore, equipment and facilities must be adequate and of high standard and quiet accessible to the athlete. It was also established that without adequate financial base and its supply on time to the appropriate quarters of sports, organization of intramural sports and preparation towards competitions become difficult and its trickle effect is non-performance of athletes. Again with other good administrative policies, athletes sacrifice their time and energy to prepare for competitions and go ahead to perform creditably.

Finally, good leadership was also seen to play a role in good performance of athletes. The type of leadership portrayed by the leader goes a long way to affect performance level. For instance, in some cases autocratic leader with good charisma may achieve results while a democratic leader also stand the chance of achieving results at every level. A leader who is passive may not achieve any results but a leader who combines autocratic and democratic leadership effectively is bounce to achieve optimum results.

## **CHAPTER THREE**

### **METHODOLOGY**

The purpose of the study was to find out whether there was a significant relationship between the variables selected for the study and the consistent good performance of the University of Cape Coast (UCC) Cross Country Teams. This chapter deals with the research procedure and explains the methods of investigation of the problem of the study. The chapter, therefore, dealt with the following procedures and methods:

1. Research Design
2. Population
3. Sample and Sampling Technique
4. Instrumentation
5. Validity and Reliability of the instrument
6. Pre-testing of instrument
7. Data collection
8. Data analysis

#### **Research Design**

The study was to find out the opinions of respondents, made up of sports administrators, coaches, cross country athletes (present and past) and sportsmen and women in other sporting disciplines (present and past) of University of Cape Coast (UCC) on some major variables believed to be responsible for the institution's cross country teams' good performance. For easy contact to past

students, especially, addresses and telephone numbers of respondents were retrieved from the sports coaches' office and friends as well as course mates of athletes and students leaders. The face book technology was also utilized. The descriptive survey design was therefore used for the study. This design according to Ary, Jacobs and Razavich, (2002) has the advantage of wide scope as well as great deal of information that can be obtained from moderately large sample from a particular population. It also creates a good platform for accurate picture of events where inferences could be made about perceptions, characteristics and attitudes on basis of data gathered at a particular point in time.

### **Population**

The target population was 1,826 made up of 122 sports administrators 10 coaches 140 cross country runners and 1,554 other athletes. The accessible population was made up 49 sports administrators, 10 coaches from the Health, Physical Education and Recreation (HPER) Department 90 cross country runners and 104 other athletes (present and past) totaling 250.

### **Sample and Sampling Technique**

A sample of 250 respondents was selected for the study made up of four sports and recreation committee chairmen and secretaries, three sports coaches from the sports coaches' office, four SRC sports presidents and 35 team captains. Others included 10 coaches or trainers, 90 cross country athletes made up of men and women and 104 athletes from other sporting disciplines ( past and present athletes).

The multistage sampling technique was used which included purposive and quota sampling techniques. The purposive sampling technique was employed because it is these people who are directly involved with the cross country event

and it is their views that are being sought after. The purposive sampling method was used to select sports committee chairmen and secretaries, chief sports coaches and their assistants. Quota sampling was also used so as to allocate specific numbers for the various disciplines so as to give equal representation. The above techniques were employed because the research responses were provided by experts or people who were knowledgeable in the various sports fields in general and cross country in particular.

### **Instrumentation**

A self-structured questionnaire with assistance from the principal supervisor and co-supervisor was used for data collection. The questionnaire was selected because the population sample could read, comprehend and write. They could therefore provide accurate information needed for the study. The questionnaire contained 43 items of close-ended type. Respondents were asked to choose responses applicable to statements given by ticking in the appropriate space. The questionnaire was divided into two sections. Section A contained personal data of the respondents which helped in knowing the identity of the respondents. Section B contained items based on a four point Likert scale. The responses of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were used. For coding purposes the points 1, 2, 3 and 4 were used to represent Strongly Agree, Agree and Strongly Disagree in that order. The methods of questioning restricted the respondents to their responses providing avenues for them to take decisions at all cost. The information given made analysis quite easier. The items in the questionnaire were solely based on the factors of the study indicated in sub-research hypotheses.

## **Validity and Reliability of the Instrument**

Some questionnaire were given to some students and lecturers of the Department of Health, Physical Education and Recreation of the University of Cape Coast (UCC) to find out how valid the variables under investigation were as well as their understanding of the statements. Again, the expert views of the supervisors were sought in restructuring some of the statements.

The questionnaire for the study must also be reliable. The items were objectively scored using the Cronbach's Coefficient Alfa Reliability Test. The reliability quotient obtained was 0.92.

## **Pre-Testing of the Instrument**

The questionnaire was pre-tested on some respondents from the Cape Coast Polytechnic (C'Poly) in Cape Coast. The institution was selected because it has identical characteristics with the population chosen for the study. The pre-testing was done to determine the reliability and validity of the test questionnaire. The items were subjected to analysis to determine how well the inventory would satisfy its functions.

The population of 50 involved track and field athletes, excluding long distance runners, volley ball players, sports coaches, trainers and some sports administrators, each respondent was served with a copy of the questionnaire by me. The questionnaires were collected after one week, by which time most of them had finished answering them. The responses were vetted, scored on the five (5) point Likert Scale and subjected to reliability test using SPSS windows version 16.0. The reliability quotient was 0.90. The purpose was to determine whether the questionnaire was reliable and the statements were internally

consistent and homogeneous.

### **Data Collection Procedure**

Due to the nature of the study and how scattered respondents were the services of eight research assistants were sought to assist me in data collection. They were people with experience in research work and were given specific areas to manage after contacts had been made with respondents and their various locations known.

Questionnaire numbering 250 were administered to the respondents through the research assistants and myself. The questionnaire contained reliable instructions as to how responses should be made to the statements. A cover letter signed by the Head, Department of Health Physical Education and Recreation seeking permission and cooperation of the respondents was attached. A statement assuring respondents of confidentiality and anonymity of results was included in the questionnaire. The questionnaire were given to the respondents made up of sports administrators, coaches, cross country athletes and other sportsmen and women by hand, and face book technology (E-mails) and retrieved by the same means.

In all 230 or 92% of the questionnaire were retrieved from respondents with 40 from sports administrators, 9 from sports coaches or trainers, 84 from cross country athletes (present and old) and 97 from athletes from other sporting disciplines.

### **Analysis of Data**

The data for the study were tallied under the various items and analysed statistically according to the format required by SPSS windows version 16.0. Each questionnaire was vetted and numbered serially according to the sequence in which they were received. The responses were quantified and coded on broad data

summary sheet to facilitate easy loading into the computer. The value labels assigned to the categories on the Likert scale were as follows:

Positive:		Negative:
1.	Strongly Agree-	4
2.	Agree	3
3.	Disagree	2
4.	Strongly Disagree	1

The frequencies of the results were subjected to percentages. The average for all the responses under each research question was found. These average responses were categorized to represent the opinions of that person in relation to each research question. The categories were formulated as follows per coding;

1. Mean values less or equals to 1 falls under strongly agree,
2. Mean values less or equals to 2 falls under agree,
3. Mean values less or equals to 4 falls under disagree,
4. Mean values less or equals to 5 falls under strongly disagree,

A frequency of this categorization reflects opinions by percentage of the responses.

## CHAPTER FOUR

### RESULTS AND DISCUSSION

The purpose of the study was to find out the factors for the consistently good performances of UCCs cross country teams in the inter-university cross country competitions. This chapter dealt with analyses of data and discussion of the results.

#### **Research Question 1: Did motivation contribute to the good performances of the teams?**

Table 1 (page 79) show the mean values regarding motivation (intrinsic and extrinsic) and its effects on the consistently good performances of UCCs cross country teams. Considering the first item on the table 1, 110 respondents representing 47.8 % strongly agreed, 119 respondents representing 51.8 % agreed, and 1 representing 0.4 % disagreed. On item 2, 74 respondents representing 33% strongly agreed, 126 respondents representing 54.8% agreed, 22 respondents representing 9.6 % disagreed and 6 respondents representing 2.6 % strongly disagreed,. On item 3, 63 respondents representing 27.4% strongly agreed, 155 respondents representing 67.4% agreed and 12 respondents representing 5.2 % disagreed. On item 4, 62 respondents representing 27 % strongly agreed, 145 respondents representing 63% agreed and 23 respondents representing 10% disagreed. On item 5, 57 respondents representing 24.8% strongly agreed, 55 respondents representing 23.9 % agreed, 99 respondents representing 43% disagreed, and 19 respondents representing 8.3% strongly

**Table 1: Motivation and Cross Country Performance**

Items	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean
The good performance of the cross country teams was influenced by intrinsic motivation positive mental attitudes and inner drives	110(47.8)	119 (51.8)	1 (0.4)	-	1.54
Extrinsic motivation such as cash prizes, certificates, medals, trophies and positive reinforcement and feedback from coaches influenced the good performance of the cross country teams.	74 (33)	126 (54.8)	22 (9.6)	6 (2.6)	1.34
The good performance of the cross country teams could be attributed to the chain of successes chalked.	63 (27.4)	155 (67.4)	12 (5.2)	-	1.96
Motivation or extrinsic and intrinsic forces caused cross country athletes to give off their best at competitions.	62 (27)	145 (63)	23 (10)	-	1.40
Intrinsic motivation is greater than extrinsic motivation in university sports.	57 (24.8)	55 (23.9)	99 (43)	19 (8.3)	1.93
Motivation in general is low in other sporting disciplines	55 (23.9)	99 (43)	65 (28.3)	11 (4.8)	1.60

Mean values less than or equals to 1 falls under strongly agree, mean values less than or equals to 2 falls under agree, mean values less than or equals to 4 falls under disagree, mean values less than or equals to 5 falls under strongly disagree.

disagreed. On item 6, 55 respondents representing 23.9 % strongly agreed to the statement, 99 respondents representing 43% agreed to the statement, 65 respondents representing 28.3% disagreed to the statement, and 11 respondents representing 4.8% strongly disagreed to the statement.

Taking the responses under the various categories into consideration, greater number of respondents either strongly agreed or agreed to positively statement on research question 1 while lesser number of respondents either disagreed or strongly disagreed to positive statement on the same research question. All the mean value of fall under the scale of less or equals to 2 which represent agree. Therefore majority agreed that motivation is a factor that contributed to the good performance of the teams. Hence, for encouraging participation by University students in sport such as cross country, there is the need to whip up students' interest by increasing the level of motivation, both intrinsic and extrinsic. Results from table 1 indicated that an overwhelming majority of respondents strongly agreed or agreed that motivation in the form of external or internal forces has the potential of contributing to the consistently good performance of UCCs cross country teams for that period of time Motivation, either intrinsic or extrinsic causes athletes to behave in a certain way. Motivation causes people to make informed choices according to their needs. When these needs are satisfied it leads to feeling of self confidence, adequacy and capability of being useful and make positive contribution towards achieving goals. Motivation is very relevant in all sports participation and its usefulness cannot be overlooked especially in University sports where participation is not compulsory and students are to make a lot of sacrifices such as leaving the lecture halls for training and competition for

weeks, missing of quizzes and presentations as well as going through tedious training sessions.

Along this line the results was in agreement with the assertion made by Vallarand, (2001) that motivation is necessary for developing and performing athletic skills. It is what drives the individual to successfully acquire skill through arduous practice to achieve higher levels of performance in any type of sports. In support, Wesson et al, (2005) reported that the underlying concept of motivation is 'needs' which act as a driving force within an individual by which attempt are made to fulfill the needs. There are two forms or types of motivation intrinsic and extrinsic and finding out from respondents as to how they individuality affected the performances of the cross country teams, responses were positive for both.

Therefore, in addressing intrinsic motivation as affecting sports performance, Pelletier et al, (2001) are of the view that not only are intrinsic motivation and identified regulations important for allowing athletes to experience satisfying participation in sports, but this self determination, full of motivation also leads to higher levels of achievement. Also, addressing extrinsic motivation as a means of enhancing performance, Wesson et al said that extrinsic rewards are used extensively in sporting situation and that most major sports have achievement performance incentives linked to some form of tangible reward system. They further affirm that, reward can expedite learning and good performance to achieve good results. Given reward such as cash prizes, medals, shirts, trophies and certificates are serious morale boosters for people to engage in one sport or the other and perform extremely well. So whether extrinsic motivation is greater than intrinsic or vice versa both are seen as playing significant roles in bringing students on board to perform for their institutions and win laurels for themselves

and their institution though in the Universities the extrinsic motivation is a shade ahead of the intrinsic forces.

**Research Question 2: Did the recruitment and selection contribute to the good performances of the teams?**

Table 2 (page 83) provides the mean values regarding recruitment and selection as a factor responsible for the good performance of UCCs cross country teams. Considering the first item on the table 2, 150 respondents representing 50 % strongly agreed, 112 respondents representing 48.7 % agreed, 1 representing 0.4 % disagreed and 2 representing 0.9%. On item 2, 113 respondents representing 49.1% strongly agreed, 107 respondents representing 46.7% agreed, 7 respondents representing 3.0 % disagreed and 3 respondents representing 1.3 % strongly disagreed. On item 3, 36 respondents representing 15.7% strongly agreed, 94 respondents representing 40.9% agreed, 64 respondents representing 27.8 % disagreed and 36 representing 15.7 %. On item 4, 42 respondents representing 18.1 % strongly agreed, 108 respondents representing 47% agreed, 73 respondents representing 31.7% disagreed and 7 representing 3%. On item 5, 53 respondents representing 23 % strongly agreed, 144 respondents representing 62.6 % agreed, 30 respondents representing 13% disagreed, and 3 respondents representing 1.3% strongly disagreed. Taking the responses under the various categories into consideration, greater number of respondents either strongly agreed or agreed positively to statement on research question 2 while lesser number of respondents either disagreed or strongly disagreed to positive statement on the same research question. All the mean values fall under the scale of less or equals to 2 which represent agree. Therefore majority agreed that recruitment and selection were factors that contributed to the good performance of the teams.

**Table 2: Recruitment and Selection UCC's Cross Country Teams**

Items	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean
Some athletes came to U.C.C. as a result of recruitment and selection through experts recommendation.	115 (50)	112 (48.7)	1 (0.4)	2 (0.9)	1.53
The selection was based on certain special traits or qualities exhibited during justifiers or performance at the various levels of education before university.	113 (49.1)	107 (46.7)	7 (3.0)	3 (1.3)	1.63
Most athletes were not selected based on the level of experience and maturity.	36 (15.7)	94 (40.9)	64 (27.8)	36 (15.7)	1.73
Recruitment and selection was more pronounced in cross-country than any other sport.	42 (18.1)	108 (47)	73 (31.7)	7 (3)	1.87
Recruitment and selection in general had contributed to the continuous good performance of the cross country team.	53 (23)	144 (62.6)	30 (13)	3 (1.3)	1.80

Mean values less than or equals to 1 falls under strongly agree, mean values less than or equals to 2 falls under agree, mean, mean values less than or equals to 4 falls under disagree, mean values less than or equals to to 5 falls under strongly disagree.

In recent times sports competitions at every level of education have become very competitive because most institutions have realized the importance of sports as a means of selling their institutions to the public. In an attempt to get good athletes to strengthen their teams, recruitment and selection have become one of the major ways through which schools including tertiary institutions such as polytechnic and the universities admit good athletes and players to their institutions. Some institutions have special coaches and agents who move through the length and breadth of their vicinity and outside to scout for these athletes and players to beef up their teams in order to perform creditably at all organized competitions.

Another reason why recruitment and selection have gained root in the current educational system is due to the fact that, University games have become very competitive at national and international levels. On a suggestive statement that recruitment and selection in general had contributed to the continuously good performance of the cross country teams majority of the respondents responded to strongly agreed and agreed. The findings confirmed studies by Armstrong, (2003) who revealed that, the ability for one to perform creditably in a sporting activity does not depend on what the coach teaches at the training grounds only but also some inborn qualities the said athlete possesses. He further went on to say that without good hereditary traits which is normally transferred to athletes through their parents it will be difficult for athletes to perform well. In corroborating, Wesson et al, (2005) assert that, there are psychological, socio cultural, nutritional, and personal resource factors that can shape athletes to perform and produce good results but one must not lose site of the fact that no matter how these are made available to the athlete there is one important factor without which

all other factors will fail to produce desired results and, that is, inborn qualities. Amuchie, (2003) observed that, talent is key to performance in every set up including sports. He was of the view that talented athletes tend to adapt to training fast and produce good results as compared to non talented athletes. For instance, someone who is a born marathoner needs just little directives from his coach to produce good results because he is naturally endowed with strong heart and lungs that can withstand long endurance work. Hence, the point stands that recruitment and selection can lead to consistency in good performance in any sport including cross country. Responses from respondents indicate clearly that quite a greater number either agreed or strongly agreed that some athletes came to UCC as a result of recruitment and selection which was carried out by experts from the Health, Physical Education and Recreation Department as well as sports coaches' office. This confirms what Daft, (2004) reported that recruitment and selection should be done by experts in a well planned manner to get the right people to fill vacancies to be able to achieve objective at the end of the exercise. He, therefore, suggested a selected board for the exercise.

**Research Question 3: Did the coaches' effort to the teams contribute to the good performances of the teams?**

Table 3 (page 86) shows the mean values regarding technical attachment to the teams and its effect in the consistently good performances of UCCs cross country teams. Considering the first item on the table 3, 97 respondents representing 42.2 % strongly agreed, 117 respondents representing 50.9 % agreed, 9 representing 3.9 % disagreed and 7 representing 3.0 %. On item 2, 29 respondents representing 12.6 % strongly agreed, 16 respondents representing 7.0 % agreed, 92 respondents representing 40.0 % disagreed and 93 respondents representing

**Table 3: Coaching and Performance of UCC Cross Country Teams**

Item	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean
Promotion of good rapport among members by coaches affects level of performance.	97 (42.2)	17 (50.9)	9 (3.9)	7 (3.0)	1.74
Coaches did not encourage athletes or players to build high level of self-confidence before competitions.	29 (12.6)	16 (7.0)	92 (40.0)	93 (40.4)	2.94
Attention given by the Coaches to every individual athletes contributed to the good performance of the teams.	51 (22.1)	99 (43)	50 (21.7)	30 (13)	1.63
Cross country runners were psychologically and physiologically prepared before competitions.	49 (21.3)	143(62.2)	29 (12.6)	9 (3.9)	1.88
Coaches use a systematic and progressive training programme to prepare athletes or players for competition.	66 (28.7)	133(57.8)	27 (11.7)	4 (1.7)	1.75
Coaches teach the right strategies to be used in competitions.	99 (43.0)	126(54.8)	2 (0.9)	3 (1.3)	1.83
Most athletes got injured before the competition.	47 (20.5)	97 (42.2)	68 (29.6)	18 (7.8)	1.70
Good nutrition and required fluid replacement by athletes have no influence on sports performance.	25 (10.8)	33 (14.3)	114(49.6)	58 (25.2)	1.78

Mean values less than or equals to 1 falls under strongly agree, mean values less than or equals to 2 falls under agree, mean, mean values less than or equals to 4 falls under disagree, mean values less than or equals to 5 falls under strongly disagree.

40.4 % strongly disagreed. On item 3, 51 respondents representing 22.1% strongly agreed, 99 respondents representing 43.0 % agreed, 50 respondents representing 21.7 % disagreed and 30 representing 13.0 %. On item 4, 49 respondents representing 21.3 % strongly agreed, 143 respondents representing 62.2% agreed, 29 respondents representing 12.6 % disagreed and 9 representing 3.9 %. On item 5, 66 respondents representing 28.7 % strongly agreed, 133 respondents representing 57.8 % agreed, 27 respondents representing 11.7 % disagreed, and 4 respondents representing 1.7 % strongly disagreed. On item 6, 99 respondents representing 43.0 % strongly agreed to the statement, 126 respondents representing 54.8% agreed to the statement, 2 respondents representing 0.9 % disagreed to the statement, and 3 respondents representing 1.3% strongly disagreed to the statement. On the item 7, 47 respondents representing 20.5 % strongly agreed, 97 respondents representing 42.2 % agreed, 68 representing 29.6 % disagreed and 18 representing 7.8 %. On item 8, 25 respondents representing 10.8 % strongly agreed, 33 respondents representing 14.3 % agreed, 114 respondents representing 49.6 % disagreed and 58 respondents representing 25.2 % strongly disagreed. Taking the responses under the various categories into consideration, greater number of respondents either strongly agreed or agreed positively to statement on research question 3 while lesser number of respondents either disagreed or strongly disagreed to positive statement on the same research question. All the mean values fall under the scale of less or equals to 2 which represent agree. Therefore majority agreed that coaches attached to teams were factors that contributed to the good performance of the teams.

Many athletes including professionals see coaches as idols when it comes to shaping them for competitions. Others see them as their compatriots of whom their absence usually causes a slur on their performance. Athletes in the universities are no exemption when it comes to the importance of a good coach attached to their teams to provide psychological and physical support to them. In a suggestive statement as to whether cross country runners were psychologically and physically prepared before competition, the response was overwhelmingly positive as most respondents strongly agreed and agreed to the statement. In a corroborative statement to this by Amuchie, (2003) and Weinberg and Gould, (2003) state that a coach can improve athletes' performance if he is able to develop the innate ability and what has been gained by the athlete through learning as skill acquisition is influenced by strength of correct athletic responses, ability to transfer these from practice to competition conditions and the ability to either eliminate or at least control incorrect responses. Hence for one to develop his skill level there is the need for good responses to training, maintain what he has learnt and use them during training. Azuka, (2006) in his contribution to this also stressed that there are physical, technical and technical components to sports performance as athletes need to develop better technique, explosive strength and follow a nutrition plan that will allow them to improve their performances in their respective sports.

However, there is a mental and emotional side of the competition as well and that is where the psychological assistance provided by the coach is relevant. On suggestion that coaches use systematic and progressive training programmes to prepare athletes for competitions respondents once again strongly agreed and agreed. Training to develop skills forms the technical aspect of coaching and as

such training programmes need to be well planned to suit athletes' strength and skill level in order to achieve results. In line with this Wesson et al (2005), are of the view that any training undertaken should be relevant and appropriate to the sport for which the individual is training. For, example a cross country runner should not train on grass only. They further explained that the specificity rule does not govern just muscles fibre type and actions used but also the energy systems which are predominantly used in the event. Gensemer, (1998), in support said that in preparation for any athletic competition the coach must ensure that training is progressive. He advised that when training ceases or intensity decreases for an extended period of time there is the likelihood in deterioration in performance. It has been established that seven weeks of inactivity has been shown to have physiological effects such as significant decrease in oxygen uptake which reflects a fall in efficiency of the cardio respiration system. Newton and Henderson, (1998) highlighted on this by saying that, cross country races will not be run at the same speed as track races and so the runner who is lacking in pace may be able to compensate by his style and run closer to maximum than the track runner who cannot adjust to special needs of cross country. Cross country running according to them requires a different stride length, a different leg action and a

It has been established that skill, endurance and strength levels of athletes cannot be maintained if food and nutrition is left out. Wesson et al, (2005) backed this by saying that whatever the sport or activity, it has now become widely recognized that nutrition is of great importance. A well balanced diet is essential for optimum performance both during training and competition. According to them, athletes place greater demands on their bodies when competing at the highest level and to enable the body to function at its peak during daily training

regimes, an adequate diet is needed. Not only should athletes diet be assigned to provide energy required during exercise or training but it should also provide the necessary nutrition for growth and repair and also those needed to keep the human machine functioning at its optimal level. Bar-or, (2006) in support, claims that, it is worthless to train an athlete employing all the good techniques and strategies and ignore the nutritional aspect that propels the athlete to perform. Once athletes expend energy at the highest level during training and completion, good diet which involves all the food groups in their right proportion is recommendable for the athlete. It is therefore imperative for a coach to have knowledge about nutrition in order to advice athletes on what to eat and at what time.

**Research Question 4: Did sponsorship of the teams contribute to the good performances of the teams?**

Table 4 (page 91) provides the mean values regarding sponsorship as a factor responsible for consistently good performances of UCCs cross country teams. Considering the first item on the table 4, 61 respondents representing 26.5 % strongly agreed, 89 respondents representing 38.7 % agreed, 48 representing 20.9 % disagreed and 32 representing 13.9 %. On item 2, 94 respondents representing 40.9 % strongly agreed, 114 respondents representing 49.6 % agreed and 22 respondents representing 9.6 % disagreed On item 3, 55 respondents representing 23.9 % strongly agreed, 148 respondents representing 64.3 % agreed, 25 respondents representing 10.9 % disagreed and 2 representing 0.9 %. On item 4, 32 respondents representing 13.9 % strongly agreed, 109 respondents representing 47.4% agreed, 64 respondents representing 27.8 % disagreed and 25 representing 10.9 %. On item 5, 48 respondents representing 20.9 % strongly agreed, 124 respondents representing 53.9 % agreed, 37 respondents representing 16.1 % disagreed, and 21 respondents representing 9.1 % strongly disagreed. Taking the

**Table 4: Sponsorship and Performances of UCC's Cross Country Teams?**

Items	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq.(%)	Mean
The corporate sponsorship in the form of cash and other rewards urge athletes or players to give off their best.	61 (26.5)	89 (38.7)	48 (20.9)	32(13.9)	1.65
Sponsorship in the form of sports kits (jerseys, T-Shirts, lacoste or shoes) by sponsors attracted athletes or players.	94 (40.9)	114(49.6)	22 (9.6)	-	1.78
Promoting athletes and players through the mass media as a sponsorship package encouraged athletes to perform.	55 (23.9)	148(64.3)	25 (10.9)	2 (0.9)	1.90
Donations to the university teams from individual philanthropist had no influence on the teams' performance.	32 (13.9)	109(47.4)	64 (27.8)	25(10.9)	1.80
The special sponsorship received by cross country athletes affected their performance positively.	48 (20.9)	124(53.9)	37 (16.1)	21 (9.1)	1.76

Mean values less than or equals to 1 falls under strongly agree, mean values less than or equals to 2 falls under agree, mean values less than or equals to 4 falls under disagree, mean values less than or equals to to 5 falls under strongly disagree.

responses under the various categories into consideration, greater number of respondents either strongly agreed or agreed positively to statement on research question 4 while lesser number of respondents either disagreed or strongly disagreed to positive statement on the same research question. All the mean values fall under the scale of less or equals to 2 which represent agree. Therefore majority agreed that sponsorship to teams was a factor that contributed to the good performance of the teams.

In recent past, firms or companies scarcely recognize the need to sponsor sporting activities and individual athletes but recently, sponsorship has gained root in almost all sporting areas ranging from games through track and field to cross country. People who are known in sporting circles as managers pick individual athletes and players, feed them, clothe them and provide other basic necessities of life. Other companies also take to the sponsorship of institution sports such as inter-hall, inter-department, inter faculty or inter-house sports competitions. Some also sponsor inter-schools, inter-colleges; inter polytechnics and inter-university sports competitions nationally and internationally. In Ghana, for instance, University cross country competitions have gained the necessary popularity and is being sponsored. Sponsorship in the form of cash prizes and other rewards is now common in university sports and has brought many athletes on board to perform.

Majority of the respondents agreed to the statement that the special sponsorship received by the cross country athletes influenced their performance positively. In view of this, Wesson et al, (2005) state that sponsorship which is now an integral part of sports funding, through the medium of television, radio

and even the internet has drawn many athletes closer to sponsored completions. Through this medium, business sponsors of sports create the images they want, allowed identification with sports stars and introduce the masses to outstanding performance of athletes.

Douvis and Douvis, (2000) toeing the same line, reiterated that sponsorship to individual athletes in the form of kits has attracted many more others to the field of sports. The mere fact that one appears in the kit of a renowned sports company gives him a different level of self esteem and will always want to prepare well for competitions in order to continue enjoying that benefit. The cash and other prizes given to athletes and players at the end of competitions as sponsorship packages are a source of motivation to university students as Buami, (2002) pointed out that, Unilever Ghana Limited in the year 2002 alone gave out individual prizes made up of a package of Unilever products to the outstanding athletes in each category and also gave out cash prizes totalling ten million three hundred thousand cedis (10,300,000), currently a thousand three hundred Ghana cedis (1,300.00) as an incentive package. This and others such as free souvenirs or kits and media popularity, no doubt, encourage athletes to prepare well for competitions and go out there to give off their best to enjoy the lion's share of these packages.

**Research Question 5: Did equipment and facilities contribute to the good performances of the teams?**

Table 5 (page 94) provides the mean values regarding equipment and facilities as influencing the consistently good performances of UCCs cross country teams. Considering the first item on the table 5, 63 respondents representing 27.4 % strongly agreed, 131 respondents representing 57.0 % agreed, 18 representing 7.8 % disagreed and 18 representing 7.8 %. On item 2, 80 respondents representing

**Table 5: Equipment and facilities for UCC Cross Country Teams**

Items	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean
The availability of right and suitable equipment and facilities contributed to teams' performance.	63 (27.4)	131 (57.0)	18 (7.8)	18 (7.8)	1.91
The equipment and facilities used for training matched with that of competition.	80 (34.8)	139 (60.4)	11 (4.8)	-	1.81
Equipment and facilities used were of high quality and could stand all weather conditions.	50 (21.7)	133 (57.8)	42 (18.3)	5 (2.2)	1.84
Closeness to facilities had no hand in athletes' performance.	30 (13.1)	103 (44.8)	70 (30.4)	27 (11.7)	1.87
There is an appropriate supply and use of equipment during competitions.	49 (21.3)	134 (58.3)	32 (13.9)	15 (6.5)	1.77

Mean values less than or equals to 1 falls under strongly agree, mean values less than or equals to 2 falls under agree, mean values less than or equals to 4 falls under disagree, mean values less than or equals to to 5 falls under strongly disagree.

34.8 % strongly agreed, 139 respondents representing 60.4 % agreed and 11 respondents representing 4.8% disagreed. On item 3, 50 respondents representing 21.7 % strongly agreed, 133 respondents representing 57.8 % agreed, 42 respondents representing 18.3 % disagreed and 5 representing 2.2 %. On item 4, 30 respondents representing 13.1 % strongly agreed, 103 respondents representing 44.8% agreed, 70 respondents representing 30.4 % disagreed and 27 representing 11.7 %. On item 5, 49 respondents representing 21.3 % strongly agreed, 134 respondents representing 58.3 % agreed, 32 respondents representing 13.9 % disagreed and 15 respondents representing 6.5 % strongly disagreed. Taking the responses under the various categories into consideration, greater number of respondents either strongly agreed or agreed positively to statement on research question 5 while lesser number of respondents either disagreed or strongly disagreed to positive statement on the same research question. All the mean values fall under the scale of less or equals to 2 which represent agree. Therefore majority agreed that equipment and facilities to teams were factors that contributed to the good performance of the teams.

Equipment which is seen as a tool machine or anything that one needs for a particular job or activity and a facility which is explained as a special place prepared for people to perform an activity, are two most important elements in sports without which sports organization and participation will be meaningless.

Athletes need equipment such as footwear, jerseys, balls, protective tools, vest and the like to perform any sporting activity and excel. They also need facilities such athletic ovals, playing pitches and courts, cross country routes, gymnasium and the rest before they can train for competitions. These equipment and facilities should not be just available but should be of quality to stand any hardship and

also be accessible to athletes so that they can make good use of them any time they want. Using inferior equipment and facilities do not only waste money but also hamper athletes performance and making athletes prone to injuries. Results from table 5 reveal that availability of the right equipment and facilities and how accessible they are could help improve athletes' performance in cross country. In line with this, Awosika, (1996) opines that the availability of facilities and equipment provide opportunities for athletes and learners to practice skills they have already learnt which help them to improve upon performance at any point in time. He further stresses that equipment and facilities rather depend upon the number of participants, sex, skill level of the group, geographic location and available community facilities. Abubakar, (2000) also declares that an institution with excellent and all round facilities and equipment is likely to produce good athletes who can perform well on any good platform. He went ahead to say that apart from the excellent nature of the facilities and equipment, they should be appropriate and very suitable for the sport one is partaking in. This, he said, brings about development of high skill level as well as provision of easy platform to compete and exhibit good skills during competitions. Jensen, (1992) in agreement also said that equipment and facility used at training should match that of competition because equipment might limit performance by failing to perform its appropriate function during competition. Athletes who do not use the appropriate safety equipment may limit their own performance through injury. He further stresses that with certain items such as footwear and performance implements, their quality and condition can influence performance results.

**Research Question 6: Did financial support and other administrative policies contribute to the good performances of the teams?**

Table 6 (page 98) shows mean values regarding financial support and other administrative policies resulting in consistently good performances of UCCs cross country teams. Considering the first item on the table 6, 58 respondents representing 25.2 % strongly agreed, 135 respondents representing 58.7 % agreed, 33 representing 14.3 % disagreed and 4 representing 1.7 %. On item 2, 10 respondents representing 3.4% strongly agreed, 64 respondents representing 27.8 % agreed, 105 respondents representing 45.7% disagreed and 51 respondents representing 21.1% strongly disagreed. On item 3, 86 respondents representing 37.3 % strongly agreed, 101 respondents representing 43.9 % agreed, 37 respondents representing 16.1 % disagreed and 6 representing 2.6 %. On item 4, 101 respondents representing 43.9 % strongly agreed, 119 respondents representing 51.7% agreed, 7 respondents representing 3.0 % disagreed and 3 representing 1.3 %. On item 5, 56 respondents representing 24.3 % strongly agreed, 110 respondents representing 47.8 % agreed, 44 respondents representing 19.1 % disagreed and 20 respondents representing 8.7 % strongly disagreed. On item 6, 112 respondents representing 48.7 % strongly agreed to the statement, 93 respondents representing 40.4% agreed to the statement, 19 respondents representing 8.3 % disagreed to the statement, and 5 respondents representing 2.2 % strongly disagreed to the statement. Taking the responses under the various categories into consideration, greater number of respondents either strongly agreed or agreed positively to statement on research question 6 while lesser number of respondents either disagreed or strongly disagreed to positive statement on the same research question. All the mean values fall under the scale of less or

**Table 6: Financial Support and Other Administrative Policies**

Items	SA Freq. (%)	A Freq. (%)	D Freq.(%)	SD Freq.(%)	Mean
Adequate funds were released on time for intra-mural sports competition and preparation towards external ones and good administrative policies contributed to good performance.	58 (25.2)	135 (58.7)	33(14.3)	4 (1.7)	1.81
Camping and competition allowances were too small for athletes and player to give off their best.	51 (22.1)	105 (45.7)	64(27.8)	10 (4.3)	1.50
Funds were released for proper care such as medical during training and competitions.	86 (37.3)	101 (43.9)	37(16.1)	6 (2.6)	1.71
Interpersonal relationship that existed between the administrators and other stakeholders such as coaches and athletes were cordial.	101(43.9)	119 (51.7)	7 (3.0)	3 (1.3)	1.69
The dedication of one afternoon to sports by the university authorities contributed in a way to encourage participation in internal competitions hence good performance in external ones.	56 (24.3)	110 (47.8)	44(19.1)	20 (8.7)	1.88
Policies such as none payment of residential user fee by some outstanding athletes boosted their moral to give off their best.	112(48.7)	93 (40.4)	19 (8.3)	5 (2.2)	1.90

Mean values less than or equals to 1 falls under strongly agree, mean values less than or equals to 2 falls under agree, mean values less than or equals to 4 falls under disagree, mean values less than or equals to to 5 falls under strongly disagree.

equals to 2 which represent agree. Therefore majority agreed that financial support and other administrative policies in place contributed to the good performance of the teams.

Due to the expensive nature of organizing both intramural and extramural sports competitions and the money involved in managing the affairs of student athletes right from day one of training to the last day and then through competition periods as well as students awkward behaviour towards University sports in Ghana, there is the need for authorities in tertiary institutions to have a strong financial base and good administrative policies to push the sports agenda of the institution forward.

No sports training or completion can go on successfully without adequate funds to provide for the needed materials. Most athletes are now taking part in university sports due to the fat allowances, winning bonuses and the per diems they receive from the authorities during and after competitions. Others also compete for their universities because certain good policies have been put in place to enhance their performances on the field and at the same time enjoy certain benefits from the authorities which hitherto they were not enjoying. On the statement as to whether authorities provide strong fancied base for sports management and adopt good administrative policies to encourage athletes to perform, majority of the respondents agreed to it.

This corroborates with Abdul (1998) that availability of funding has a great influence in facilitating an effective organization of physical education and sporting programmes. Provision of funds in adequacy and on time for both intramural and extramural sporting activities will go a long way to promote sports participation and development.

He emphasized that, at the planning stage of every sporting activity, it is the responsibility of administration to ensure that funds are available. Lack of funds to carry out specific functions at a given time may hinder smooth flow of work. Backing this view, Asabia, (2002) highlighted that prompt financial assistance or funding by the administrative body of any institution or body provides a sound footing for organization of sporting programmes. It may also facilitate preparation towards competitions as well as making planning easy for leaders such as coaches, committee chairman and other stakeholders.

On good administrative policies it was realised that relationship between authorities and subordinates is cordial, likewise policies on students welfare. This is in agreement with, Akintunde, (2001) who asserts that educational administrators are charged with the responsibility of promoting good relationship among organizational members.

Thus when relationship between administrators and subordinates such as coach, team captain and team members are mutually satisfying, peace, harmony and high staff morale are seen to be essential for the improvement of teaching and learning. Also, the institution of a scholarship in the form of non-payment of residential user fee for outstanding athletes for a stipulated period of time within a particular year is in line with the Senate Committee into Women in Sports and Recreation in Australia, (2005) who confirmed that as a result of a move to improve sports and recreation opportunities for women and girls it had instituted three scholarship schemes.

**Research Question 7: Did good leadership contribute to the good performances of the teams?**

Table 7 (page 101) deals with mean values regarding good leadership as having effect on the consistently good performances of UCCs cross country teams.

**Table 7: Leadership and Performances of UCC teams**

Items	SA Freq. (%)	A Freq. (%)	D Freq. (%)	SD Freq. (%)	Mean
Most leaders demonstrated an authoritative behavior by being leader centered, task oriented, very instructive and deciding without consultation.	48 (20.7)	87 (37.8)	74 (32.2)	21 (9.1)	1.89
Most leaders demonstrated a democratic behavior through openness, transparency, tolerance, shared responsibility and concern for team members.	62 (26.9)	126 (54.8)	20 (8.7)	22 (9.6)	1.78
Least leaders demonstrated a laissez-faire leadership attitude by acting as consultants and constantly remained passive.	45 (19.6)	103 (44.8)	46 (20.0)	36 (15.7)	1.85
Most leaders combined democratic and autocratic styles of leadership to achieve teams' objectives.	49 (21.3)	92 (40.0)	47 (20.4)	42 (18.3)	1.86

Mean values less than or equals to 1 falls under strongly agree, mean values less than or equals to 2 falls under agree, mean values less than or equals to 4 falls under disagree, mean values less than or equals to to 5 falls under strongly disagree.

Considering the first item on the table 7, 48 respondents representing 20.7 % strongly agreed, 87 respondents representing 37.8 % agreed, 74 representing 32.2 % disagreed and 21 representing 9.1 %. On item 2, 62 respondents representing 26.9 % strongly agreed, 126 respondents representing 54.8 % agreed, 20 respondents representing 8.7 % disagreed and 22 respondents representing 9.6%. On item 3, 45 respondents representing 19.6 % strongly agreed, 103 respondents representing 44.8 % agreed, 46 respondents representing 20.0 % disagreed and 36 representing 15.7 %. On item 4, 49 respondents representing 21.3 % strongly agreed, 92 respondents representing 40.0 % agreed, 47 respondents representing 20.4 % disagreed and 42 representing 18.3 %. Taking the responses under the various categories on the various leadership styles that are mainly used in university sports administration into consideration, majority of the respondents agreed to the fact that democratic leadership style was popular and therefore employed in dealing with athletes. Autocratic leadership style according to the responses was averagely used by leaders in dealing with issues concerning athletes whereas laissez-faire was seldom used by leaders. All the mean values fall under the scale of less or equals to 2 which represent agree. Therefore majority agreed that democratic leadership style is more applicable and suitable in dealing with issues concerning athletes and therefore contributed to the consistently good performances of the teams even though autocratic and the combination of democratic and autocratic leadership styles cannot be ruled out completely.

Leadership of any kind has an influence on sports performance. The performance may be either positive or negative depending on how that type of leadership is used at preparation stage of the athlete and at competitions. Studies

have revealed that leadership of a group such as team captain, coach, teacher, president or chairman is a critical element that affects the overall performance of a group. Leadership is regarded as any behavior that moves a group closer to attaining its goals. Institutions which have problems with good leaders to lead their athletes are bound to fail because every team needs directives which should be provided by a sound and reasonable leader. In a suggestive statement as to whether most leaders demonstrated a democratic behavior through openness, transparency, tolerance, shared responsibility and concern for team members, the respondents once again strongly agreed and agreed to it. This means that democratic type of leadership stands tall when it comes to the use of leadership styles leaders employ in dealing with their athletes in UCC. This meant that in line with Wesson et al, (2005) a good leader must possess certain qualities such as good decision-making and interpersonal qualities motivating by giving appropriate feedback, being tactful and diplomatic, visionaries with idea about goals and objectives and should be confident and show initiative in organizing and directing the group. They went ahead to claim that a democratic leader will exhibit qualities such as performer centered, use of cooperative approach to allow performers input into decision making and contributes in teams effort Daft and Marcic, (2004) were of the view that democratic leaders by and large are successful coaches as compared to autocratic and laissez faire because when athletes are involved in decision making they develop an ever ready attitude to perform and excel.

As to whether most leaders demonstrated an authoritative behavior by being leader centred, task-oriented, very instructive and deciding without consultation, there was almost fifty – fifty response to agreement and disagreement. Whatever

the case may be autocratic leadership style may also have some advantages and may be useful under certain circumstances. In relating this type of leadership to sports performance, Avery, (2005) emphasized that autocratic type of leadership is more likely to be effective in team sports with greater number of performers. In agreement to the usefulness of autocratic leadership, Wesson et al, (2005) remark that, although autocratic leaders rely heavily on their personal authority and generally make decisions concerning training tactics and goals, they are likely to succeed due to the task-oriented nature of their leadership but in contrast.

The statement as to whether few leaders demonstrated a laissez-faire leadership attitude by acting as consultants and constantly remained passive, responses were mainly positive. In fact, any team with a coach who only acts as a consultant and remains passive in most stages of preparation and training is likely to fail in achieving the team's goal. In line with this, Hartigan, (2005) argues that laissez faire is not the best type of leadership to be exhibited at any level of sports performance as sports is full of uncertainties, so poor supervision may lead to rise in injuries on athletes. Bowling, (2000) therefore says that, it is very dangerous to entertain the laissez-fair type of leadership in secondary and tertiary institutions, the reason being that the athlete is not handled only on the field of play.

The effective combination of autocratic and democratic type of leadership may work effectively in university sports. Quizzing whether most leaders combined democratic and autocratic styles of leadership to achieve a team's objectives, most of the respondents agreed. This finding is in line with the views of Agyeman-Boateng & Frimpong, (2000) that certain leaders focus on setting goals and getting tasks done thereby meeting the objectives by concentrating on performance and productivity whilst others focus on developing and maintaining

good interpersonal relationship with permissive and considerate approach. It is established that effective use of these leadership styles at any level of learning can help improve athletic performance of any kind.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

The purpose of the study was to investigate the factors responsible for consistently good performance of UCCs cross country competition.

#### **Summary**

Cross country is regarded as one of the most essential sport in the general university sports. It is for this reason that the stakeholders in University Sports separated it from the main GUSA games and sought sponsorship sought for its exclusive organization. The main focus of the study was to access the factors responsible for the consistently good performance of the UCCs cross country teams from 2002 – 2008 in the inter-university cross country competition. The study was based on seven research questions. Related literature was reviewed in Chapter 2 under the sub headings below:

1. Motivation.
2. Recruitment and selection.
3. Technical attachment to the teams.
4. Sponsorship.
5. Facilities and equipment.
6. Financial support and other administrative policies.
7. Leadership.

The study was a descriptive study therefore the descriptive survey design was used. The study used questionnaire as an instrument for data collection and was

designed with the help of the supervisors. It was the pilot-tested at the Cape Coast Polytechnic (C'Poly), using 60 respondents made up of 6 administrators, 4 coaches, 30 athletes(track and field) and 20 volley ball players. This was done to revise the wording and some items of the questionnaire before the final instrument was used in the main study.

The multi-stage sampling techniques were employed to select 250 respondents made up of sports administrators, coaches, cross country athletes (present and past) and other sportsmen and women (present and past) in other sporting disciplines of the University of Cape Coast (UCC).

Out of the two hundred and fifty (250) questionnaire sent out to respondents two-hundred and thirty (230) questionnaire forming 92.0% were retrieved. The responses were coded and analyzed, using the SPSS windows 16.0. The frequencies of the results were subjected to percentages. Means were used in reporting the results.

The results were then presented in tables with the findings as follows:

1. Motivation (intrinsic and extrinsic) played a significant role in the consistently good performances of UCCs cross country teams from 2002 – 2008 in the inter-university cross country competitions.
2. Recruitment and selection played a significant role in the consistently good performances of UCCs cross country teams from 2002 – 2008 in the interuniversity cross country competitions.
3. Technical attachment to the teams played a significant role in the consistently good performances of UCCs cross country teams from 2002 – 2008 in the inter-university cross country competitions.

4. Sponsorship from corporate bodies and individuals played a significant role in the consistently good performances of UCCs cross country teams from 2002 – 2008 in the interuniversity cross country competitions.
5. Facilities and equipment played a significant role in consistently good performances of UCCs cross country teams from 2002 – 2008 in the inter-university cross country competitions.
6. Financial support and other administrative policies played a significant role in the consistently good performances of UCCs cross country teams in the interuniversity cross country competitions.
7. Good leadership played a significant role in the consistently good performances of UCCs cross country teams in the inter-university cross country competitions.

### **Conclusion**

Based on the findings it concluded that motivation, recruitment and selection, technical attachment to the teams, sponsorship, facilities and equipment, financial support and other administrative policies and leadership were responsible for the consistently good performances of UCCs cross country teams from 2002 – 2008 in the inter-university cross country competitions.

### **Recommendations**

Based on the conclusions of the study the following recommendations were made:

1. University authorities should continue with the giving of attractive prizes to entice students to give off their best at competitions.
2. University authorities must create room for picking people with special sports talents. If possible, the entry grades should be modified to pave way for

some below average students who are endowed with sports talents to showcase them at the tertiary level.

3. It is also recommended that experts in the field education should be continually used to help universities in achieving laurel in cross country races. Also, services of physical education lecturers and teachers could also be sought to help in this direction.

4. Stakeholders and University Authorities should continue to sponsor athletes. Athletes should be supported financially to partake athletic meets even outside the country.

5. Authorities must make sure that equipment and facilities are always available, accessible and in good condition.

6. School authorities should continue to ensure that the necessary steps are taken to make funds available and released on time for use by athletes.

7. Authorities must continue with the good leadership styles that they have exhibited.

### **Recommendation for Further Studies**

The following topics are recommended for further research.

- (a) Comparative studies of the performance of UCCs cross country teams and those of UDS in the inter-university cross country competitions.
- (b) Factors responsible for consistently poor performances of the University of Development Studies (UDS) cross country teams from 2000 to date.
- (c) Reasons why the UCCs cross country teams continue to show consistency in good performance at competitions whilst this is lacking in other sporting disciplines.

(d) It is recommended that to carry out such a research that will cover the duration of more than five years, it is necessary to make contacts with respondents as early as possible. If possible contacts must be made far in advance before the commencement of the research so that every respondent that matter in the study will be captured to make the study a complete one.

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- .

**APPENDIX A**

LETTER OF CONSENT

UNIVERSITY OF CAPE COAST

FACULTY OF EDUCATION

DEPT. of HPER

5/4/11

Dear respondent

LETTER OF CONSENT

Questionnaire title:

Factors responsible for the consistently good performances of the University of Cape Coast (UCC) Cross Country Teams in the Unilever Inter-University Cross Country Competition from 2002- 2008.

Kindly read through the items of this questionnaire which is based on the above title, and please react to the various items appropriately.

Be assured that your reaction will be treated on confidential basis and the responses used for academic exercises only.

Your reaction to all the items will be much appreciated.

Thank you

( Boanyah Daniel Dickson)

**Appendix B**  
**QUESTIONNAIRE FOR COACHES**

**SECTION A**

**PERSONAL DATA**

Please respond to the items on the questions by ticking [  $\sqrt{\quad}$  ] in the box provided where applicable.

1. Gender:      Male            [   ]                      Female            [   ]
  
2. Age:    20 – 30 years            [   ]  
              31 – 40 years            [   ]  
              41 – 50 years            [   ]  
              Above 50 years            [   ]
  
3. Academic Qualification:  
              GCE ‘0’ Level / SSCE            [   ]  
              G.C.E. ‘A’ Level            [   ]  
              Certificate ‘A’            [   ]  
              Diplomat            [   ]  
              Bachelor            [   ]  
              Masters            [   ]  
              Doctorate            [   ]
  
4. Number of years spent in UCC:  
              1 – 10 years            [   ]  
              11 – 20 years            [   ]  
              21 – 30 years            [   ]  
              Above 30 years            [   ]

5. Years of Coaching experience:

1 – 10 years [ ]

11 – 20 years [ ]

21 – 30 years [ ]

Above 30 years [ ]

6. Sport of Coach:

Cross Country [ ]

Soccer [ ]

Badminton [ ]

Track and Field [ ]

Volley ball [ ]

Basketball [ ]

Handball [ ]

Tennis [ ]

Table Tennis [ ]

Hockey [ ]

## QUESTIONNAIRE FOR CROSS-COUNTRY ATHLETES

Factors responsible for the good performance of UCCs cross-country teams in the Inter-University Cross-Country Competitions from 2002 – 2008

### SECTION A

#### PERSONAL DATA

Please respond to the following questions by ticking [  ] in box provided where applicable.

1. Gender :                      Male [  ]                      Female [  ]

2. Age: 15 – 20 years                      [  ]

    a. 21 – 25 years                      [  ]

        26 – 30 years                      [  ]

        31 – 35 years                      [  ]

        Above 35 years                      [  ]

3. Level : 100                      [  ]

        200                      [  ]

        300                      [  ]

        400                      [  ]

        Above 400                      [  ]

        Completed                      [  ]

4. Faculty.....

5. Number of years spent in UCC:

    1 year                      [  ]

    2 years                      [  ]

    3 years                      [  ]

4 years [ ]

Above 4 years [ ]

6. Number of years competed for UCC:

1 year [ ]

2 years [ ]

3 years [ ]

4 years [ ]

Above 4 years [ ]



3 years [ ]

4 years [ ]

Above 4 years [ ]

6. Number of years competed for U.C.C.

1 year [ ]

2 years [ ]

3 years [ ]

4 years [ ]

Above 4 years [ ]

7. Sporting discipline(s)

Track and Field [ ]

Table Tennis [ ]

Handball [ ]

Tennis [ ]

Hockey [ ]

Badminton [ ]

Soccer [ ]

Basketball [ ]

Volley ball [ ]

**QUESTIONNAIRE FOR SPORTS ADMINISTRATORS**

Factors responsible for the consistent good performance of UCCs cross country teams in the Inter-University Cross Country Competitions from 2002 – 2008.

SECTION A

## PERSONAL DATA

Please respond to the items on the questions by ticking [  ] in the box provided where applicable.

1. Gender:        Male [  ]                      Female        [  ]
  
2. Age:: 20 – 30 years [  ]  
          31 – 40 years        [  ]  
          41 – 50 years        [  ]  
          Above 50 years        [  ]
  
3. Academic Qualification  
          Diplomate                [  ]  
          Bachelor                [  ]  
          Masters                 [  ]  
          Doctorate               [  ]
  
4. Number of years spend/spent in UCC.  
          1 – 10 years            [  ]  
          11 – 20 years         [  ]  
          21 – 30 years         [  ]  
          Above 30 years        [  ]
  
5. Office held:  
          Team captain            [  ]  
          S.R.C. Sport Chairman [  ]  
          Chief Sports Coach     [  ]  
          Sport Committee Chairman [  ]
  
6. Number of years spend/spent in Office.

1 – 4 years [ ]

5 – 8 years [ ]

9 – 12 years [ ]

Above 12 years [ ]

## SECTION B

The following statements relate to the good performance of U.C.Cs Cross Country teams from 2002 – 2008. For each statement select your choice by ticking [ √ ] Strongly agree (SA) Agree (A) Undecided (U) Disagree (D) and Strongly Disagree (SD)

No	Motivation	SA	A	U	D	SD
1	The good performance of the cross country teams was influenced by intrinsic motivation positive mental attitudes and inner drives.					
2	Extrinsic motivation such as cash prizes, certificates, medals, trophies and positive reinforcement and feedback from coaches influenced the good performance of the cross country teams.					
3	The good performance of the cross country teams could be attributed to the chain of successes chalked.					
4	Motivation or extrinsic and intrinsic forces caused cross country athletes to give off their best at competitions.					
5	Intrinsic motivation is greater than extrinsic motivation in university sports.					
6	Motivation in general is low in other sporting disciplines.					

No	Recruitment and Selection	SA	A	U	D	SD
7	Some athletes came to U.C.C. as a result of recruitment and selection through experts recommendation..					
8	The selection was based on certain special traits or qualities exhibited during justifiers or performance at the various levels of education before university.					
9	Most athletes were not selected based on the level of experience and maturity.					
10	Recruitment and selection was more pronounced in cross-country than any other sport.					
11	Recruitment and selection in general had contributed to the continuous good performance of the cross country team.					
No	Technical Attachment to the Teams	SA	A	U	D	SD
12	Promotion of good rapport among members by coaches affects level of performance.					
13	Coaches did not encourage athletes or players to build high level of self-confidence before competitions.					
14	Attention given by the Coaches to every individual athletes contributed to the good performance of the teams.					
15	Cross country runners were psychologically and physiologically prepared before competitions					
16	Coaches use a systematic and progressive training programme to prepare athletes or players for competition.					
17	Coaches teach the right strategies to be used in					

18	competitions. Most athletes got injured before the competition.					
19	Good nutrition and required fluid replacement by athletes have no influence on sports performance					
<b>No</b>	<b>Sponsorship</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
20	The corporate sponsorship in the form of cash and other rewards urge athletes or players to give off their best.					
21	Sponsorship in the form of sports kits (jerseys, T-Shirts, lacoste or shoes) by sponsors attracted athletes or players.					
22	Promoting athletes and players through the mass media as a sponsorship package encouraged athletes to perform.					
23	Donations to the university teams from individual philanthropist had no influence on the teams' performance.					
24	The special sponsorship received by cross country athletes affected their performance positively than their colleagues in other sports with less or no sponsorship.					
<b>No</b>	<b>Equipment and Facilities</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
25	The availability of right and suitable equipment and facilities contributed to teams' performance.					
26	The equipment and facilities used for training matched with that of competition.					
27	Equipment and facilities used were of high quality and could stand all weather conditions.					
28	Closeness to facilities had no hand in athletes'					

	performance.					
29	There is an appropriate supply and use of equipment during competitions.					
<b>No</b>	<b>Financial Support and other Administrative Policies</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
30	Adequate funds were released on time for intra-mural sports competition and preparation towards external ones and good administrative policies contributed to good performance.					
31	Camping and competition allowances were too small for athletes and player to give off their best.					
32	Funds were released for proper care such as medical during training and competitions. .					
33	Interpersonal relationship that existed between the administrators and other stakeholders such as coaches and athletes were cordial.					
34	The dedication of one afternoon to sports by the university authorities contributed in a way to encourage participation in internal competitions hence good performance in external ones.					
35	Policies such as none payment of residential user fee by some outstanding athletes boosted their moral to give off their best..					
<b>No</b>	<b>Leadership</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
36	Most leaders demonstrated an authoritative behavior by					

	being leader centered, task oriented, very instructive and deciding without consultation.					
37	Most leaders demonstrated a democratic behavior through openness, transparency, tolerance, shared responsibility and concern for team members.					
38	Least leaders demonstrated a laissez-faire leadership attitude by acting as consultants and constantly remained passive.					
39	Most leaders combined democratic and autocratic styles of leadership to achieve teams' objectives.					