

***Social Media in Sport Coaching: Knowledge, Attitude and Use of Information and Communication Technology in Service Delivery among Tertiary Institution Coaches in Southwest, Nigeria***

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**Abstract**

Social media is undoubtedly making significant impact across the globe. Interconnectivity and social links are gaining ground every day. Apart from chatting for entertainment, social media is being used for educational and professional development. It is not clear if coaches in tertiary institutions have started using social media for their service delivery. This study therefore examined their knowledge, attitude and use of information and communication technology in sport coaching. Four research questions guided this study and 250 coaches in tertiary institutions in South West Nigeria participated in the study. It adopted survey design making use of questionnaire as an instrument for data collection with reliability coefficient of 0.79. In addition, focus group discussion was used to elicit responses from the participants. Data collected were subjected to analysis using descriptive and inferential statistics of t-test and ANOVA at 0.05 level of significance. The results of the study showed a diverse response of the coaches regarding the usability of ICT for the coaching athletes ( $t=1.65$ ,  $p>0.05$ ). There was a significant difference between respondents' knowledge and their attitudes to Social Media in sport coaching ( $F_{cal.}=2.468$ ,  $Df=248$ ,  $p>0,05$ ). It was revealed that the coaches in southwest Nigeria had a positive attitude to the use of ICT for coaching (83.1%) in tertiary institutions and majority ((78.2%) use ICT for sport coaching. Coaches to inculcate in athletes moral behavior that will impact on their attitude to social media and sport coaching while institutions, government and sport philanthropists should develop spirit of investment in sport

Keywords: Social media, Coach, Information and communication technology, Southwest Nigeria, Service delivery.

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The entire universe had been transformed to a global village through Information and Communication Technology (ICT). Countries all over the world are at different stages of integrating ICT to everyday practices including learning, teaching and coaching. There is urgent need for developing countries to liberate teacher and coaches from old media and methods of teaching and learning by embracing new method of technology (Ajayi, 2002). Teaching, learning and coaching world over had gone beyond the teacher standing in front of a group of students disseminating information to them without their adequate participation and contributions. With the aid of ICT, teachers and coaches can take their students and athletes beyond the usual classroom setting, ensure their adequate participation in teaching-learning process and create a virtual environment for them to explore and experiment.

Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems. A coaching session will typically take place as a conversation between the coach and the person being coached, and it focuses on helping the coachee discover answers for themselves. After all, people are much more likely to engage with solutions that they have come up with themselves, rather than those that are forced upon them. Most formal and professional coaching is carried out by qualified people who work with clients to improve their effectiveness and performance, and help them achieve their full potential. Coaches can be hired by coaches, or by their organizations. Coaching on this basis works best when everyone clearly understands the reason for hiring a coach, and when they jointly set the expectations for what they want to achieve through coaching (Lachance, 2009).

The most important piece of equipment that lies at the heart of the whole ICT process is the computer. According to Kornfeind, (2011), the computer and the software that it runs is an essential element in the new societal paradigm and it is a key to success for the modern sports administrator. It is the piece of equipment that allows the sports coaches to maximize the return on scarce resources whether this is people, facilities and equipment or finances (Over, & Sharp, 2008). In turn, it is also perhaps the single most important tool to insure the extended reach of sport and recreational programming and with it, the whole idea of inclusion in these activities of the greatest number of participants.

Information and Communication Technology (ICT) plays an increasingly important role in the gradation of the coaching profession. Our empirical research targets this area, specifically, questions about the knowledge, attitude and use of ICT in sport coaching. The empirical research method was to analyze the specific forms and methods of use of information technology (video channels, social networks, electronic databases, websites, computer programs, smart phones, etc.) in formal training of coaches. Coaches do not use ICT in their direct coaching too often during training or a match, while particularly at the top level usually work on a computer with video.

Buckley & Anderson (2006) begins with the assumption that all game participation represents an opportunity for learning. People can learn many complicated behaviours, attitudes, expectations, beliefs and perceptual schemata through observation and

participation in social media. Game play situations are called learning encounters and the learning that takes place is influenced by the interaction of person (e.g., attitudes, goals, emotions, traits) and situation variables. These learning encounters influence both the subsequent internal state of the player (their arousal, emotions and cognitions) and also their appraisal of the environment and thus subsequent decisions and behavior. Enough research has been carried out that several reviews of the literature on violent video games and behavior have been conducted (Anderson & Bushman, 2001; Dill & Dill, 1998; Griffiths, 1999; Sherry, 2001) and found that learning through video and computer games has a lot of advantages which could be exploited by coaches to improve performance of their athletes.

Various ICT facilities are used in teaching learning-process. Some facilities that had been identified by Bryers (2004), Bandele (2006) and Ajayi (2007) include radio, television, optical fibres, computer, digital multimedia, satellite equipment, internet, overhead projector, slides, fax among others. It is essential to understand that ICT is divided into three major groups of information technology, communication technology and networking technology. The third group belongs to the social media which is the main concern of this paper and it appears that coaches have insufficient knowledge and right attitude to the effective use of social media for coaching in Nigerian higher institutions.

The use of ICT offers wide array of choices and innovative ways that is mostly absent in the traditional classroom settings (Bahurudin, et. al., 2001). The new Information and Communication Technology is having revolutionary impact on educational methodology and coaching globally among which are using performance analysis software and hardware, using ICT to record and analyse performance, using ICT to track participation, involvement and improvement in physical activity as well as access to select and interpret information (Ololube, 2006). To this end, Nigerian coaches cannot afford to lag behind to adapt to the new era of technology for the effectiveness of their profession. Bandele (2006) indicates that computer application in the classroom can take various forms such as Computer Aided Instruction (CAI), Computer Assisted Learning (CAL) and Computer Managed Learning (CML), simulations, tutorials, drill and practice and demonstrations. It must be emphasized that effective use of any of the methods will greatly depend on the knowledge and attitude of the coach.

The importance of ICT in coaching is numerous. Apart from the fact that ICT enhances unrestricted access to coaches to information and development in various sports, it provides coaches with efficient and effective tools to take care of individual athletes' individual differences (Olorundare, 2006). It also makes learning interesting, easier and creates fun.

In education much research is done about the attitude and behaviour of teachers with regard to the use of ICT in education (Kral, 2004; Ingenluyff, et al, 2005; Weistra, 2005) but not about the knowledge that coaches have about coaching with ICT. Nowadays knowledge is an important asset in organizations, especially in those organizations that are in an important change process such as higher institutions. By many authors (Hislop 2005, Davenport 2000, Sulanski 2003), the current society is described as a knowledge

society where there is a growing need for knowledge workers and knowledge-intensive organizations. Knowledge to Davenport (2002) “is a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and incorporating new experiences and information. It originates and is applied in the minds of knower. In organizations, it often becomes embedded not only in documents or repositories but also in organizational routines, processes, practices and norms. According to Brown (2005) the key to survival in changing times is learning to learn and to share knowledge. Fullan (2001) states the irony in life: “Schools are in the business of teaching, yet they are terrible at learning from each other”.

Attitude is “a learned evaluative response, directed at specific objects, which is relatively enduring and influences behaviour in a generally motivating way” (Lippa 1990). Davis, Bagozzi and Warshaw cited in Weistra (2005) describe attitude as an individual’s positive or negative feelings about performing the target behaviour. Today, coaches have to adopt new skills to learn how to implement ICT in coaching According to Fullan (2001) people can react enthusiastic, disappointed or even hostile to change and experience two kinds of problems when they don’t feel happy; the social-psychological fear of change, and the lack of technical know-how or skills to make the change work. Fullan argues that changing the context in coaching will also change behaviour of the coaches and the willingness to learn new skills. For this reason, questions are asked with regard to the attitude of coaches and their involvement in this change process. The use of ICT by coaches depends on how they judge the importance of functions of ICT in their chosen career. Schoonenboom et al, (2004), in a survey among teachers in higher education in the Netherlands, showed that teachers find administrative and organizational functions important. Teachers in 2003 attached little value to communication and course information, to the functions of collaborative group work, to the offering of material and assignments by means of ICT and the use of a discussion board.

This study therefore investigated Social Media in Sport Coaching: Knowledge, Attitude and Use of Information and Communication Technology in Service Delivery among Tertiary Institution Coaches in Southwest, Nigeria.

The three research questions that guided the study are:

1. Is there any significant difference in the respondents’ attitude towards ICT coaching on the basis of gender and experience?
2. What is the level of knowledge, attitude and use of ICT among Tertiary Institutions Coaches in Southwest Nigeria?
3. Is there any significant difference in the perception of males and females coaches on the use of Social Media in coaching for service delivery?

The study adopted a descriptive research design of the survey type. The population consisted of all the coaches in the Federal Universities in Southwest Nigeria and a sample of two hundred and fifty coaches were drawn from ten universities using stratified and simple random sampling techniques. A self-designed questionnaire with correlation

coefficient of 0.72 was used to collect data for the study. Frequency counts, percentages and t-test statistics were used to analyze data collected at 0.05 level of significance.

Table 1 revealed that from the 250 respondents used in the study, 75 (30%) are females and 175 (70%) are males.

**Table 1: Description of Respondents across Gender in percentages**

	Frequency	Percent Valid	Percent Cum	Percent
Valid				
Female	75	30.0		30.0
Male	175	70.0		70.0
Total	250	100.0	100.0	

**Table 2: Description of Respondents coaching experiences in percentages**

Range	Frequency	Percent valid	Mean	S.D.
<b>Below 2 yrs</b>	15	6.0		
<b>2 – 6 yrs</b>	18	7.2		
<b>7 – 11 yrs</b>	122	48.8		
<b>12 – 16 yrs</b>	85	34.0		
<b>16 - 20yrs</b>	20	8.0	<b>12.34</b>	<b>3.51</b>

From table 2, respondent across coaching experience was presented. The table showed that majority 207 (82.8%) of the respondents had been in the coaching job for between 7-16 years. The implication is that Social Media in sport coaching is not new to majority of the coaches

**Table 3: Respondents Knowledge, Attitude and Use of to Social Media by Coaches for sport coaching in percentages**

S/N	Statements	Most like me	More like me	Just like me	Not like me
1	I know what ICT is all about	46.1	33.7	12.4	7.9
2	Integrating ICT to improve sport coaching is too difficult for me	13.5	20.2	19.1	47.2
3	Using ICT to improve sport coaching is creating more problems for me as a coach	11.2	16.9	13.5	58.4
4	I use ICT tools during training for sport coaching	36.6	41.6	16.0	5.6
5	It is a very difficult task for me using ICT tools for sport coaching	47.2	29.3	20.2	3.4
6	Using ICT tools for my coaching makes the my work easier	52.8	38.2	6.7	2.2
7.	ICT will assist athletes performed better	47.2	40.4	11.2	1.1
8	It is good to use ICT tools for coaching athletes	48.3	39.3	9.0	3.4
9	I did not like using ICT tools for coaching	19.1	9.0	12.4	59.6
10	My athletes perform better if trained with ICT tools	41.6	34.8	18.0	5.6
11	Using ICT tools in sport saves time	58.4	24.7	12.4	4.5
12	Use of ICT should not be incorporated in sport	11.2	28.1	28.1	32.6
13	I felt my university should provide ICT tools for coaches and athletes use	34.8	31.5	16.9	16.9
14	I don't believe using ICT tools will produce world class athletes	12.4	16.9	6.7	64.0

From table 3, the result showed that tertiary institutions coaches in Southwest Nigeria were highly knowledgeable in ICT (79.8%). Moreover, it was revealed that the coaches in southwest Nigeria had a positive attitude to the use of ICT for coaching (83.1%) in tertiary institutions and majority ((78.2%) use ICT for sport coaching. The table also revealed that Majority 210 (84%) of the participants agreed that social media could be used for coaching and improve performance in sport.

Table 4 revealed the relationship between knowledge and attitude of respondents towards ICT in sport coaching.

**Table 4: One way ANOVA Analysis showing Respondents' Knowledge and Attitudes in Sport coaching for service delivery**

	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>Between Groups</b>	1136.194	21	47.341	2.468	.000
<b>Within Groups</b>	4449.938	229	19.181		
<b>Total</b>	5586.132	250			

- Significant at 0.05

The ANOVA table shows that there is a significant difference between respondents' knowledge and their attitudes to sport coaching using Social Media with p- value (0.000) less than 0.05 significant level and also  $F_{cal.}$  (2.468) greater than  $F_{tab.}$ . The study revealed that coaches have different perspectives about ICT in sport coaching for service delivery. This may be as a result of differences in experiences and gender. The result is similar to the views of Jegede as quoted by Awosiyani (2010) that ICT exposure among students across the country will increase proficiency in service delivery.

**Table 5: Perception of Male and Female Coaches Towards use of Social Media for Sport Coaching Service Delivery**

<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>	<b>DF</b>	<b>t-cal</b>	<b>t-crit</b>	<b>P</b>
<b>Male</b>	175	29.07	4.27	248	1.65	1.96	0.221
<b>Female</b>	75	28.07		4.95			

- Significant at 0.05

Table 5 revealed the t-test analysis of the perception of male and female coaches towards the use of social media for sport coaching service delivery in Southwest Nigeria. The result on table 5 shows that calculated t-value of 1.65 is less than the t – critical value of 1.960 at 0.05 levels; of significance thereby revealing a non-significant difference in the perception of males and females coaches on the use of ICT in coaching for service delivery. Based on this finding, the result revealed that the perception of both males and females coaches is the same with respect to use of Social media in coaching.

The findings revealed and implied that both gender supports the use of ICT in order to coach effectively. This finding supports that of Ayo, Akinyemi, Adebisi and Ekong (2007) who proposed a model for e-examination in Nigeria. The findings revealed that the system has the potentials to eliminate some of the problems that are associated with the traditional methods of sport coaching whereby the coaches has to be physically present.

In summary, the study investigated Social Media in Sport Coaching: Knowledge, Attitude and Use of Information and Communication Technology for Service Delivery Among tertiary Institutions in Southwest Nigeria. The result of the study revealed that there is no significant difference between the perception of the male and female coaches concerning the use of ICT for service delivery in sport coaching. This shows that both male and female agreed that the use of ICT in sport coaching will enhance service delivery in coaching among tertiary institutions in southwest Nigeria. Moreover, it was shown from the result that there is a significant relationship between coaches' high knowledge of and attitude to the use of ICT in sport coaching.

This result showed that there will be marked improvement in sport coaching if social media is used. The study revealed that coaches have different perspectives about ICT in sport coaching for service delivery. In view of the result from this study, the preparation for tomorrow's challenges should not exclude the sport sector as improvement in this sector will bring the country to limelight among the comity of states. It is important for coaches to inculcate in athletes moral behavior that will impact on their attitude to social media and sport coaching. Our Sport men and women should be encouraged to avail themselves with the opportunity the use of social media will offer to improve them while all our institutions should develop the spirit of investment in sport in our institutions. This will facilitate the use of information and communication technology in the region. The present gap in terms of computer literacy and perception about social media should be filled by inculcating positive attitude towards technological innovation across the states of the Federation and Africa at large while funds be made available to institutions to improve the current facilities and develop new infrastructures.

In the light of this study, the opinions of coaches on the use of social media and electronic devices in sport coaching do not differ from one another across the sub-region. There is positive disposition towards the innovation. The government and other sport philanthropists across the nation should adopt this noble means of coaching of sport men and women by funding sport as it is been practiced in more technologically developed countries.

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