

Soccer athlete resilience: the impact of controlling coaching style, humor, and perfectionism

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ABSTRACT

Many athletes face difficulties recovering after low performance, injuries or other setbacks. Despite this, the predictor of resilience is not really obvious. The study's cross-sectional design examined the impact of humor, controllable coaching style, and perfectionism on athletes' resilience. There were 98 male soccer players who were purposely selected from students that competed in the Vice Chancellor Cup in 2022. Among the 98 individuals, 58.17% belonged to the 18–25 age group. There were four instruments in use: The shorter almost perfect scale, the brief resilience scale, and the controlling coaching style scale. The findings showed that humor ($t=2.774$; $P < 0.05$) had a positive impact on resilience whereas a controlling coaching style had an adverse effect ($t=-2.399$; $P < 0.05$). It is concluded that coaching style and personality factors jointly interact to predict resilience ($F= 3.643$ $P < 0.5$). The results suggest that when developing interventions geared at promoting resilience, coaching style and humor should be taken into consideration.

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1. INTRODUCTION

Millions of people worldwide play and watch soccer, commonly referred to as football. Soccer players may experience intense physical, mental, and emotional strain. Particularly during competitive games and high-stakes events. While there are undoubtedly numerous advantages to playing soccer, athletes may also experience negative occurrences, daily difficulties, and increased psychological stresses. Though they don't always succeed, athletes strive to win. They sometimes settle a draw, and other times they settle a loss. Up to 40% of games may be lost by the top teams in professional sports (Galli & Gonzalez, 2014). Even for the few athletes who have just minor performance setbacks, additional challenges including injuries and strained coach-student relationships persist. As a result, resilience has become an increasingly important quality for soccer players to develop. According to Goodman et al. (2020), resilience is the collection of personal competencies that allow one to effectively manage, adapt, and navigate adversity. Resilience basically refers to an athlete's ability to recover effectively from adversity, tragedy, threats, and outside stressors, such as personal, organizational, and competitive pressures. Low resilience has been associated with detrimental effects, including the induction of somatic and cognitive anxiety, anti-social sports behavior, burnout, and athletes' withdrawal in terms of performance. (Hu et al, 2023). Young athletes may suffer unfavorable developmental outcomes, such as bad coach relationships, negative peer influences, and so on, if they do not learn positive coping mechanisms in the face of adversity in the sports environment. Scientists are working to figure out why certain people can perform well under duress and overcome obstacles in life—more especially, obstacles related to their sports endeavors. coaching style employed by coaches plays a significant role in shaping the resilience of soccer athletes. Soccer players require the chance to make errors, grow from setbacks, and accept responsibility for their actions. A controlling coaching style may stifle these essential learning experiences, leading to decreased resilience in athletes. When coaches exert too much control over their players' actions and decisions, it can hinder the development of resilience. A controlling coaching style is characterized by excessive micromanagement, strict rules, and a lack of autonomy given to players.

Moreover, dominating coaches frequently use authoritarian, forceful, and threatening techniques to force their beliefs on athletes while downplaying or denying the opinions and feelings of the athletes (Hodge and Lonsdale, 2011). As a result, Bartholomaeus (2010) came to the conclusion that coaches that act domineeringly and disrespectfully toward players can actually make an athlete perform less well. and instill a fear of failure in them. Consequently, a dominating coaching approach may be linked to resilience. Humor may be crucial in aiding athletes in building resilience. According to Fritz et al. (2017), humor encompasses any stimuli or interaction perceived as funny, enjoyable, or lighthearted. The ability to find humor in difficult situations can serve as a coping mechanism for athletes facing adversity as humor can help athletes maintain perspective, stay positive during tough times, and build camaraderie with teammates. Soccer athletes who are able to laugh at themselves, find joy in the game despite setbacks, and maintain a

sense of humor under pressure are better equipped to bounce back from defeats, injuries, or other challenges they may encounter throughout their careers. Accordingly, humor may reduce emotions of fear, anxiety, sadness, rage, and/or (Sánchez et al., 2017). Furthermore, humor has the potential to positively impact interpersonal interactions by promoting positive outcomes and lowering negative emotions (Jinping Zhao et al., 2019). As a result, coaches incorporate humor into their training sessions or one of the factors that may predict soccer players' resilience is perfectionism. Perfectionism is a multifaceted personality trait that is defined as possessing extremely high, frequently unreal standards and expectations and working tirelessly to meet them (Flett & Hewitt, 2002). Additionally, perfectionists have a great need to be approved by others. inclination to judge oneself too harshly based on how well one believes criteria have been met (Flett & Hewitt, 2002) On one hand, setting high standards and striving for excellence can drive athletes to improve their skills and performance. On the other hand, when perfectionism becomes excessive or unrealistic, it may result in unfavorable effects including anxiety and failure-related worry. The fear of making mistakes or falling short of perfection can undermine confidence and mental toughness on the field. Success' likelihood is low in perfectionism as standards are disproportionately high. Assessments can increase evaluations of discrepancy between capability and performance following failure leading to self-criticism (Pannhausen et al., 2020). Perfectionist worries were revealed to be a predictor of burnout among university soccer athletes (Hill, 2003). As a result of perfectionism could crucially affect the resilience of individuals.

1.1 Statement of the Problem

Resilience is widely acknowledged as a crucial component of athletes' performance, but little research has been done on the subject in the Nigerian setting. Few studies examined how Nigerian elite athletes' resilience to stress affects their ability to recover. (Jaiyoba et al., 2023) and the moderating function of resilience in workplace mobbing and referees' perceived stress in south-west Nigeria (Ojo-oba & Olapegba, 2022), the combined prediction of controlling coaching style, humor and perfectionism, on resilience has not been examined in any of the evaluated research. Consequently, in order to bridge the gap in Nigerian research activities, these issues need to be further investigated. This study aims to fill this gap by investigating the resilience levels of soccer athletes in Nigeria and identifying the factors that contribute to their resilience.

The study posed the following research questions.:

- What is the interactive effect of both perfectionism, humor and controlling leadership style on resilience
- What is the difference between defenders, midfielders and attackers on resilience

For the aim of the investigation, the following hypothesis were developed and put to the test:

- There will be significant joint prediction of both perfectionism, humor and controlling leadership style on resilience

- There will be significant difference between defenders, midfielders and attackers on resilience.

Our understanding of the complex connections between humor, perfectionism, and resilience in sports will grow as a result of this study. Coaches and sports psychologists can better assist athletes in developing resilience with more understanding, particularly in physically demanding sports like soccer. The findings can be applied to different sports contexts and could impact more all-encompassing treatments meant to foster resilience in a variety of situations.

2. LITERATURE REVIEW

2.1 Concept of resilience

Resilience is a multifaceted quality with various definitions Vitali et al. (2015) define resilience as an individual's ability to thrive despite adversity, suggesting it as a stable personal quality that can be observed even in the absence of hardships. Fletcher and Sarkar (2012) conducted a study aimed to define psychological resilience in relation to sports, and defined the concept as "the role of mental processes and behavior in promoting personal assets and protecting an individual from the potential negative effects of stressors" However, it is vital to acknowledge that demonstrating resilience in one aspect of life does not guarantee it in others. Being resilient is a dynamic process that changes with time rather than a set attribute. Kegelaers (2023) further explain that resilience can be influenced by environmental and situational factors and can be fostered or developed actively. In-depth definitions of resilience in sports are given by Gupta and Mccarthy (2022), who define it as "the environmentally adaptable, interaction-dominant, dynamic-process trajectory that encompasses a sporting individual's metacognitive-emotional-behavioral capacities to maintain a positive equilibrium and successfully adapt to a diverse range of sport-related adversities." This definition emphasizes how an athlete's response to adversities changes over time due to the temporal component of resilience and its interaction with the environment. In this study, resilience is defined as a person's capacity to recover or continue functioning after encountering stresses including diseases, injuries, poor performances, problems during the selection process, or interpersonal conflicts.

2.2 Controlling coaching style

A controlling coaching style is one that is typified by authoritarian actions, a lot of pressure, and a lack of athlete autonomy, according to Bartholomew et al. (2010). These include the pressure coaches put on athletes to adopt their viewpoints and agendas, regardless of the athletes' own. This concept is too general and does not provide concrete instances of regulating actions. CCB is defined by Hodge and Lonsdale (2011) "A coaching style characterized by the use of coercive, threatening, and authoritarian methods to impose the coach's ideas on athletes, while ignoring or dismissing the latter's perspectives and emotions." Although this definition provided instances of potentially controlling behaviors, it ignores nuanced forms of control in favor of negative strategies. The definition of CCB given by Amorose and Anderson-Butcher (2007) is "A coaching style that emphasizes external rewards and punishments, restricts athlete choice, and discourages independent thinking." This definition places a strong emphasis on outside motivators while ignoring the coach's authority over training methods and athlete liberty. Deci and Ryan (1985): "A coaching approach that jeopardizes the psychological autonomy, competence, and relatedness that athletes require." This explanation puts more emphasis on internal psychological variables than it does on the coach's overt actions.

Matosic et al. (2014): definition as a coaching style characterized by excessive micromanagement, rigid training plans, and a lack of trust in athletes' abilities to make decisions relies too much on particular coaching techniques and oversimplifies control while disregarding possible good intentions that may underlie some controlling actions (e.g., maintaining safety). Controlling coaching does not have a single, widely recognized definition. Within this piece of writing, the term "controlling coaching behavior" describes the behaviors and mindsets of a coach who seeks to control, subjugate, or exercise undue influence over their players or athletes. Both the athletes' general performance and well-being as well as the coaching relationship itself may suffer from this kind of behavior. A dominating coach may use material rewards, provide directive input, offer harsh criticism, belittle, micromanage, or even abuse someone verbally or emotionally.

2.3 Controlling Coaching style and resilience

On the one hand, controlling coaches can help their players realize their full potential by setting high expectations and providing constant guidance. For athletes that require structure and guidance, they can also help foster the development of a strong sense of discipline and attentiveness. Furthermore, his method frees individual athletes from the pressure of having to make tough decisions. With less ambiguity, they can focus on their objective and

give it their all to meet the coach's goals in the way the coach determines will work best for them. Athletes can perform better if they are given a defined role and instructions on how to fill it. This allows them to focus on their skills instead of being sidetracked by decisions.

Nevertheless, imposing control over coaching methods has a lot of drawbacks. Athletes' resilience can be hampered by controlling coaches who encourage a sense of dependency, insecurity, and anxiety. This could lead to increased stress and a higher risk of burnout. Overly demanding and stressful environments can be produced by domineering coaches, which can raise anxiety levels. Moreover, Lefever (2022) shown that athletes who felt their coach was more controlling had worse performance as well as higher degrees of burnout and competitive anxiety. Second, by enforcing rigid rules and processes, controlling coaches risk undermining athletes' autonomy and natural motivation. In their 1991 study, Ommundsen and Vaglum examined 233 male soccer players aged twelve to sixteen and discovered a connection between perceived sport competence and sport enjoyment. According to this study, young people's enjoyment in athletics is primarily influenced by their favorable self-perceptions. Thirdly, in order to maintain control, domineering coaches may employ severe criticism and unfavorable comments, which can lower confidence and self-esteem. Lefever et al. (2023) provided empirical evidence to support this claim. They discovered that controlling coaching was positively connected with psychological athlete abuse and harassment, with intimidation showing the strongest connections. This may make it more difficult for athletes to remain optimistic in the face of difficulty. Hu et al. (2023) discovered that fear of failure was predicted by a controlling coaching approach. This implies that athletes are more motivated by the desire not to disappoint the coach for fear of coach criticism.

2.4 Humor

For several decades, scholars have been enthralled by the intricate psychological phenomena of humor. Different theoretical frameworks provide different insights into its role in the context of interpersonal dynamics and athletic performance. One well-known hypothesis, put out by Freud (1960), suggests that comedy serves as a cathartic release mechanism for impulses that have been repressed. These unconscious urges find a socially acceptable expression in jokes, especially those with aggressive or sexual overtones. While acknowledging the possibility of emotional release, this perspective ignores the impact of social and cognitive elements on humor perception in sports situations in favor of the unconscious mind. Snyder's (1991) seminar work on humor in sport shed light on its crucial role within athletic group dynamics. He noted that comedy serves a number of important purposes in this situation. First of all, humor can serve as a social bond, encouraging camaraderie and a feeling of unity among teammates. Athletes can develop rapport and trust by laughing together, which strengthens the group as a whole. Secondly, humor can contribute to the development of an "in-group" mentality. Shared jokes or funny anecdotes can create a sense of distinction between the team and its competitors. This may strengthen the sense of unity and "us versus them." Snyder (1991) concludes by highlighting the use of humor to boost morale, especially at trying times.

Even in the face of difficulty, a well-timed joke or humorous banter can reduce stress, redirect attention, and preserve a positive team environment. Wild (2017) presents a more optimistic perspective, defining humor as the ability to identify and share positivity even under pressure. Martin's (2007) proposes that humor arises from incongruity, a situation where expectations are violated. This incongruity triggers mental processes like surprise and a need to resolve the absurdity. Social factors, such as shared knowledge and team dynamics, further influence how athletes perceive and appreciate humor. Building on this foundation, Martin et al. (2003) categorize humor styles based on their psychological impact. Affiliative comedy uses humor to create social connection through entertainment, whereas self-enhancing humor encourages a positive viewpoint. On the other hand, aggressive and self-defeating styles are considered maladaptive. Humor that undermines oneself by self-deprecation can be considered self-defeating. Harsh humor is directed at other people, which strains relationships and undermines teamwork.

2.5 Humor And Resilience

Soccer athletes face immense pressure to perform, leading to stress. Humor acts as a buffer, lowering cortisol and boosting endorphins (Yim, 2016) for a calmer state. This helps them cope with setbacks and anxiety before games. Humor increases happiness lessens negativity (Fredrickson & Levenson, 1998). Reframing stressful situations, like a missed goal, with humor makes them seem less daunting, boosting resilience. Moreover, Teammates who laugh together build stronger bonds (citation needed). A funny story or joke can ease tension and offer a fresh perspective (León-Pérez, et al 2021). This keeps the team motivated during demanding training sessions and helps them overcome obstacles. Resilient teams, built through humor, can better handle the pressures of the game.

2.6 Concept of perfectionism

According to Hollender (1965), perfectionism is an innately bad personality trait that shows up as an excessive demand on oneself or others to do perfectly everywhere and at all times. While excessive pressure for flawless performance can be harmful (Hill et al., 2020), Hamachek (1978) distinguishes between "neurotic" and "normal" perfectionism (Hamachek, 1978). "Neurotic" athletes set unrealistic goals and struggle with missed shots or fumbles, while "normal" athletes adapt better, view missed plays as learning opportunities, and maintain confidence. Ellis (1980) suggests perfectionists connect self-worth to achievements, potentially oversimplifying the issue for soccer athletes. Flett and Hewitt (2002) define perfectionism as striving for excellence with high standards, categorizing it into three types for soccer athletes (Flett & Hewitt, 2002). Self-oriented perfectionists focus on personal improvement and mastering skills, potentially enhancing their game (Flett & Hewitt, 2002). Other-oriented perfectionism emphasizes meeting coaches' or teammates' expectations, while socially prescribed perfectionism stems from external pressure to succeed, leading to stress and anxiety for athletes facing the crowd's expectations (Hewitt & Flett, 1991).

2.7 Perfectionist and Resilience

For soccer athletes, social comparisons can be detrimental (Festinger, 1954). Constantly comparing skills to teammates or rivals with perfectionist expectations can lead to feelings of inadequacy and hinder resilience (Gnilka et al., 2013). Perfectionists might experience intense negativity and physical stress after a missed goal or poor performance. This can worsen the impact of stressors, making them more vulnerable. Research shows "adaptive perfectionism," with high standards but self-compassion, has positive effects on well-being (Gnilka et al 2013). This implies that with such quality can bounce back from setbacks and maintain happiness. Perfectionism can even increase resilience by fostering drive, work ethic, and the ability to overcome challenges (). Adaptive athletes view setbacks as chances to grow and use problem-focused coping strategies, strengthening resilience (Gnilka et al., 2013). Conversely, "maladaptive perfectionists" see stressors as threats and use avoidance, hindering resilience (Gnilka et al., 2013). They often have lower self-efficacy, less positivity, and more negativity (Bulina, 2014)

2.8 Positional Demands and Resilience

The physical demands placed on soccer players differ, which may have an effect on their resilience. Soccer players' positions could be taken into account in research because of the wide variations and variability within each position's locomotor activities. Defenders are taller than midfielders, but not appreciably taller than attackers, according to Sutton et al. (2009). Because of the physical demands of their job, Defenders ought to be physically challenging, fight aerial combat, and possess the ability to quickly recover from trying circumstances. Defenders also need to be very mentally tough in order to handle the pressure of opposing skilled attackers. Though attackers still need to be resilient, strikers might not be as much in demand as midfielders and defenders. Positioning, goal-scoring possibilities, and managing pressure in front of the goal are more of their priorities. For instance, Kirkcaldy (1982) discovered that soccer players who occupied defensive positions exhibited greater emotional stability than those who occupied offensive ones. According to playing positions, Mouloud (2019) did not find any statistically significant differences in the states of anxiety among young football players. Soccer players' positions can also affect the relationships they have with their teammates and the level of support they receive. Positions like defenders and midfielders, who constantly play close to one another, may have higher levels of support and camaraderie than goalkeepers or forwards. This can help them maintain their fortitude amid challenging games. However, without additional resources, athletes in solitary or less supported positions—such as strikers—may find it challenging to maintain their resilience.

3. METHODS

Here, the investigator looked at the influence of humor, controlling coaching style and perfectionism on resilience among soccer athletes at Nasarawa state university, Keffi, Nigeria. As a result, the study used a cross-sectional approach to gather its data. The independent variables under investigation include humor, controlling coaching style and perfectionism while, resilience, is the study dependent variable.

3.1 Population and Sampling technique

The research's target population is made up of soccer athletes of Nasarawa, state university, Keffilocated in, Nigeria. Ninety eighty (98) athletes were haphazardly drawn from the tertiary institution athletes. Since only soccer athletes were of interest in this study, purposive sampling technique was used to select soccer athletes who took part in the vice chancellor soccer competition in 2022. Visitors, staff and non-athletes were

excluded from the study. Three of the completed surveys were to be regarded as incomplete out of all the surveys that were gathered. Following the removal of all incomplete surveys, 98 samples were obtained. Regarding the demographic traits, all participants were male, most of the participants were between the ages of 18 and 25 years, (N=57, 58.16%). 11 athletes (11.22%) were less than 18 years old. 26 athletes (26.5%) were between 26-33 years of age while 4 athlete(0.04) were over 34 years old.

3.2 Instrument

The Brief Resilience Scale (BRS). The tool, which measures bouncing back from stress, was created by Smith (et al) 2008. There is a reversal score for items 2, 4, and 6. Items: (1) Strongly disagree; (2) disagree; (3) neutral; (4) agree; and (5) strongly agree. Nigeria recorded a Cronbach's alpha of .72 (Ugwu, et al, 2019).

Coping Humor Scale (CHS). A seven-item self-report measure was developed by Lefcourt and Martin (1986) to measure the extent to which participants reported using humor as a stress reliever. The statements are self-descriptions like "I have often found that my problems have been greatly reduced when I tried to find something funny in them," "I often lose my sense of humor when I'm having problems," as well as "I can usually find something to laugh or joke about even in trying situations." All of the items are added together to get the final score. The creators discovered that the CHS's internal consistency was quite average (alpha =.60 to.70). Cronbach's alpha in this study was .57.

The Controlling Coach Behaviors Scale (CCBS) is a 15-item test that was created by Bartholomew et al. (2010) to find out how athletes felt about managing motivational tactics in the context of sport. "Please indicate how much you agree or disagree with each statement" is the questionnaire's instruction, and it starts with the stem "In my soccer team—" A 5-point rating system, with 1 denoting "strongly disagree" and 5 denoting "strongly agree," is used to record responses. This study yielded a Cronbach alpha of .75.

Short Almost Perfect Scale-R. Slaney et al. (1996) were the ones who first developed the APS-R. The shortened version was created by Rice et al. (2014). For this study, a cronbach alpha of .67 was got.

3.3 Procedure

Before any data was collected, all participants provided informed consent. The questionnaires were responded to anonymously and voluntarily and were completed by the participants. At no point during the administration of the questionnaire were the club's sports director or coach present. Participants were urged to give truthful answers and to ask any questions they might have of the on-site investigator.

3.4 Statistical analysis

In order to analyze the data, SPSS version 20 was used. The results were summarized with frequencies and percentages for categorical variables, and means with standard deviations for quantitative variables. Using inferential statistics, hypothesis 1 was analysed using regression while hypothesis 2 was analysed using ANOVA. Athletes who played as goalkeepers, center back, full back and wing back were regarded as defenders and coded 1. Defensive midfielders, central midfielders and, attacking midfielders were regarded as midfielders and coded 2. While wingers, supporting strikers and strikers were regarded as attackers and coded 3.

4. RESULT

The study variables' inter-correlations and descriptive statistics are shown in Table 1. Resilience had a negative correlation ($r = -.18$; $P < 0.05$) with regulating coaching and a positive correlation ($r = .22$, $P < 0.05$) with humor, as the table illustrates. Perfectionism and resilience were found to have a negligible connection ($r = .015$, $p < 0.05$).

Hypothesis 1: This proposed that strong interactive prediction of coaching and psychological traits would occur. (humor, perfectionism and controlling coaching) on resilience among soccer athletes of Nasarawa state university.

Table 2: Multiple regression analysis summary table demonstrating the combined prediction of coaching and psychological traits (humor, perfectionism and controlling coaching) on resilience among soccer athletes of Nasarawa state university

Source	of	Sum	of	df	Mean	F	Sig
Variance		Squares			square		
Regression		85.626		3	28.542		
Residual		736.496		94	7.835	3.643	.016 ^b
Total		822.122		97			

R = .323
R-Square = .104
Adjusted R-square = .076
Standard Error = 2.799
Significant @ 0.05

Table 1: Descriptive Statistic and Correlations among the Variables

variable	mean	S.D	1	2	3	4	5	6	7	8	9	10
1 Resilience	19.76	2.91	1.00									
2 Humor	23.31	3.36	.22 ^{**}	1.00								
3 Coaching	46.57	9.09	-.18 ^{**}	.23 ^{**}	1.00							
4 Reward	11.47	6.16	-.11	.25 ^{**}	.54 ^{**}	1.00						
5 Negative	12.22	3.36	-.24 ^{**}	.32 ^{**}	.69 ^{****}	.20	1.00					
6 Intimidation	11.88	3.84	-.33 ^{**}	.14	.80 ^{**}	.31 ^{**}	.44	1.00				
7 Personal control	8.37	2.86	-.19	-.072	.68	.17	.37 ^{**}	.59	1.00			
8 Perfectionism	29.08	7.60	.015	.25 ^{**}	.014	.33 ^{**}	-.15	-.002	-.085	1.000		
9 Standard	16.00	3.45	-.01	.20	-.034	.24	.266 ^{**}	.034	-.130	.755 ^{**}	1.00	
10 Discrepancy	13.71	3.51	.15	.16	.041	.13	-.044	.099	.048	.727 ^{**}	.242 [*]	1.00

Note: = P < 0.05 (2 – tailed)

Table 2 I ndicates that the predictor variables have a positive association on resilience among soccer athletes of Nasarawa state university. The result shows that humor, perfectionism and controlling coaching made 10.4% prediction of resilience. The standard error of 2.799 indicates that on the average, athletes deviated from true value by 2.799 limits of that measure. The analysis of variance for the multiple regression data yielded an F-ratio of 3.643 which was significant at P < 0.5. The implication of this result is that the combination of the three predictor variables (humor, perfectionism and controlling coaching) predicted resilience among soccer athletes of Nasarawa state university.

Table 3: Multiple Regression Analysis summary table demonstrating independent prediction of both psychological and coaching characteristics (humor, perfectionism and controlling coaching) on resilience among soccer athletes of Nasarawa state university.

Predictive Factors	Unstandardized Coefficient	Standard Coefficient	t	P
(Constant)	18.135	2.336	7.763	.000
HUMOR	.249	.090	2.774	.007
COACHING	-.077	.032	-2.399	.018
PERFECTIONISM	-.020	.039	-.524	.602

a a. Dependent Variable: RESILLENCE

Table 3 above illustrates that employees humor and controlling coaching style made a substantial contribution to resilience prediction .While controlling coaching style had negative effect (R²= - 0.241, t=- -2.399; P < 0.05), Humor had a significant positive effect (R²= 0.288, t=2.774; P < 0.05).Meanwhile, perfectionism did not significantly predict resilience (R²= -0.053, t=-.524; P > 0.05).

Hypothesis 2: There will be significant positional difference on resilience

Table 4. Regression

Variable	Types	N	Mean	S.D	F	P	Significance
Position	defender	41	4.05	1.06	2.42	.09	Insignificant
	midfielder	43	3.72	0.89			
	attacker	14	3.43	1.09			

In the context of soccer athlete position, the mean of resilience scores were different . Defenders showed higher resilience (M = 4.05, S.D = 1.06) than midfielders (M = 3.72, S.D = 1.09) while attackers showed the lowest resilience (M=3.43, S.D = 1.09).However, the difference were not significant as p value was greater than .05(0.09)

5. DISCUSSION

The Current Study on the Impact of Perfectionism, controlling coaching style and humor on Student Athletes' Resilience The findings indicate a positive connection between the predictor variables of resilience (humor, perfectionism, and controlling coaching). This implies that the relationship between coaching style and personality factors affects resilience. This conclusion has been supported by other investigations. For instance according to Weinstein and Ryan (2010), A statistically significant variation was seen in the sport performance of young athletes when it came to managing, coaching style, extrinsic motivation, and antisocial behavior. This study found that humor had a significant impact on resilience, suggesting that athletes who use humor as a coping mechanism are more likely to achieve higher resilient scores. By allowing individuals to distance themselves from the distressing things that happen during a game, humor aids in coping. These findings are consistent with those of deCruz-Dixon (2023), who found that self-defeating and affiliative humor were associated with resilience. In this study, controlling coaches may cause athletes to feel that their behaviors are governed by outside forces and that they are required

to participate in the sport rather than out of a passion for the game, leading them to feel that they "must" rather than "want" to play the game . According to Schmidt and Stein (1991), those who do sports out of "obligation" typically report lower levels of enjoyment and higher effort costs. This is consistent with research by Hu et al. (2023), which showed that a controlling coaching style was associated with a negative correlation with fundamental psychological needs and that athletes' fear of failure was influenced indirectly by these requirements and a controlling environment. This confirms research that demonstrates how teaching strategies that promote students' autonomous motivations—such as their needs, interests, preferences, and personal objectives—can effectively elicit students' participative behaviors (Reeve, et al, 2004).

In this study, perfectionism did not significantly influence resilience. This contrasts with research by Johnson (2023), who discovered that perfectionism among athletes not only had a negative correlation with PWB but could also be used to predict particular aspects of PWB. This also differs from results of Raeis et al. (2019), who discovered that perfectionism reduced the resilience of the students under investigation. The results of this study, however, are consistent with those of Melville (2021), who discovered no correlation between perfectionism and burnout in general. The same authors discovered that while perfectionists' negative relationship with standards may lessen the chance of burnout, perfectionists' positive association with burnout (discrepancy) shows their vulnerability. The contrasting relationship directions that imply the subdimensions balance one another further support the finding by Stoeber & Otto (2006) that not all perfectionism is maladaptive. Analysis showed that there was an insignificant difference of players position on resilience This supports the conclusions made by (Andrade, et al, 2021). The outcomes showed that there were no differences in the quality of decision-making between the different positional roles. This was also in line with research by Kenioua Mouloud (2017), who discovered no discernible variations in self-confidence, physical state anxiety, or cognitive state anxiety.among young football players based on positions played.

5.1 Implication Of Study

The research aims to contribute to the understanding of the joint prediction of perfectionism, humor, and controlling leadership style on resilience among soccer athletes in Nigeria. Prior studies have mostly looked at these factors separately, ignoring any possible interactions between them. The combined impacts of humor, perfectionism, and a controlling coaching style on resilience in Indigenous soccer players are examined in this study, which contributes to our understanding of the potential unique consequences of these elements on indigenous players' mental health, overall experience in the sport, and performance. The results of this study may be used to modify coaching strategies and support structures to better meet the needs of Indigenous athletes, hence enhancing their performance and well-being in soccer. By focusing on soccer players, the study immediately transfers its findings to a demanding, performance-oriented workplace. The results can inform coaching strategies and interventions aimed at enhancing athletes' resilience and general well-being. The findings will provide legislators, coaches, and psychologists with useful data to develop targeted interventions to increase resilience in this particular population.

5.2 Limitations and Future Directions

This study's cross-sectional methodology restricts our capacity to ascertain causality. Future research may benefit from a longitudinal strategy to address this problem. Although concentrating on Nigerian soccer players provides insightful information, it is possible that the results cannot be applied universally to different cultural contexts without taking into account possible differences in how these psychological aspects manifest and influence behavior. Future study may include comparison studies between different cultural situations in order to get around this restriction.

Information provided by the self: Perfectionism, humor, and resilience can all have biases and accuracy limits when self-reported data is the only source used. The validity of the results could be improved by include data from other sources, such as teammate or coach evaluations .

6. CONCLUSION

In conclusion, this study makes a distinctive contribution to the fields of sports psychology and coaching development by examining the joint prediction of perfectionism, humor, and controlling coaching style on resilience among soccer athletes in Nigeria. Through an analysis of these variables in the unique cultural setting of Nigerian soccer, the research offers important new understandings into the intricate relationships influencing players' resilience to stress. The study has the potential to make a substantial contribution to our understanding of athlete resilience by examining the unique interactions between resilience, humor, controlling leadership styles, and perfectionism in the Nigerian soccer culture.

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