

The Relationship between Preferred Leadership Style and Motivation among Ethiopia Female Volleyball Primer League Players

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Abstract

Background coaches' leadership styles have been repeatedly studied to link a particular leadership behavior with a relevant variable including motivation. Few studies have examined coach leadership behaviors' contribution to the team's function and performance

Objectives. This study aims to investigate the preferred coaches' leadership style as well as the relationship between leadership style and athlete motivation and to examine predictive factors of athletes' motivation.

Methods Participants included 46 Premier League female volleyball players aged 15–38 years. LSS and (SMS-6) questionnaires were used to assess leadership styles and motivation respectively. Descriptive statistics, person correlation,, and regression analysis were computed in the data.

Result in the findings of this study showed that training and instruction ($M = 4.10$, $SD = 0.73$) and democratic ($M = 3.96$, $SD = 0.43$) styles were the most valued leadership styles. Besides leadership style had a positive relationship with players' motivation Intrinsic motivation significantly correlated with training and instruction, social support, and positive feedback with p-values $.000 < 0.05$, $.002 < 0.05$, and $.000 < 0.05$ respectively, and although motivation significantly correlated with autocratic behavior and social support with p-value 0.027 and 0.012 which is less than 0.05. Moreover autocratic ($\beta = -0.509$), and democratic ($\beta = -0.245$), leadership styles are significant predictors of players' motivation. Thus, the dimensions of coach leadership style accounted for 40.1 % of the adjusted R^2 value,

Conclusion. The findings suggest that to enhance players' motivation coaches give more emphasis on the styles that are preferred by premier league players and omit the autocratic style that increases players' a motivation.

Keywords: Training and instruction, democratic, intrinsic motivation, a motivation, Autocratic, positive feedback

INTRODUCTION

Sports leadership is becoming increasingly important in the sphere of sports. It is defined as a behavioral and cognitive process intimately tied to sporting performance and based on interpersonal relationships, trust, respect, and a sense of coherence. (Rubio et al., 2022). Researchers and practitioners of sports psychology have long been fascinated by the psychological elements that influence athletic performance. Several studies have demonstrated that it is feasible to predict future success in sports based on certain psychological characteristics pretty well even at an early level of sports involvement (Van Yperen, 2009) and that psychological factors are important and should be developed from an early age in sports (MacNamara et al., 2010),

According to (Dieffenbach & Moffett, 2005) athletes' psychological development has also been discovered to be influenced by coaches. They aided this development in a variety of ways, including emphasizing certain aspects such as hard work and discipline, as well as having fun, having characteristics that facilitated athlete trust, providing

encouragement and support, directly teaching or fostering mental skills, and understanding the athletes. It was also obvious that the same coaching tactics were not suited for every athlete; various athletes demanded different things from their coaches at different stages of their careers (Gould & Maynard, 2009).

The desire or need for leadership varies among followers. Accordingly, some athletes embrace responsibility and some autonomy in decision-making, but others prefer to be steered (Calvo & Topa, 2019). Yet, empirical studies have not defined whether players prefer democratic, social support, positive feedback, and training and instruction leadership styles or reject autocratic actions. There is also insufficient evidence about the relationship between these preferences and the motivation of the team. The findings of this study will benefit in understanding if leadership style increases players' effort and contributes to motivation among premier league volleyball players, hence favoring the attainment of their goals and their persistence in the sport.

Sport Leadership: The Multidimensional Model of Leadership in Sport (MML) proposed by Chelladurai and Saleh integrates various approaches to leadership research, reinforcing the need for coaches to achieve congruence between three types of behaviors: those required by the context, those preferred by athletes, and those effectively carried out in everyday work (Borghi et al., 2017). These are the behaviors that presuppose the leader's effectiveness, as a result of the characteristics of the athletes and the limitations of each situation as determined by the organizational system itself. Preferred leadership attitudes are influenced indirectly by group characteristics and change depending on environmental, physical, and psychological factors (Chelladurai & Saleh, 2016).

The importance of motivation in determining athletic success has been well-studied (Mageau & Vallerand, 2003). It has been shown that improving an athlete's motivation has a big impact on their performance (C. J. Mallett, 2005) cognition (Ryan & Deci, 2000) and behaviors (Li & Li, 2021). Given the significance of motivation in sports performance, extensive research has examined how coaches' actions, such as decision-making style, reward distribution, and feedback methods, are crucial determinants of athletes' motivation. As stated in (Ryan & Deci, 2000), motivation has been a major and ongoing problem in psychology because it is the basis of biological, cognitive, and social regulation. More importantly, because of its effects, motivation is highly prized in the real world. Because of its effects, motivation is highly valued in the real world.

When considering volleyball as one of the team sports, it needs to have many stakeholder groups that interact and communicate with each other like other organizations, one of which is the leadership. Coaches in volleyball are considered leaders (Kassa et al., 2019). They are given the status of a leader because they are the ones who plan, give training, and lay out a strategy for the team to use during competition. Even though various researchers from different nations conducted studies on volleyball. However, a quantitative analysis of early sports participants can be focused on to examine the personal factors—demographic, anthropometric, and physiological contributing to volleyball players' success. In this regard, a few academics have examined volleyball participation and pinpointed the circumstances in which specific outcomes are most likely to occur [13]. Consequently, the researcher felt it was crucial to carry out a study on volleyball to support the growth of female volleyball in the nation.

In this regard, a few academics have examined volleyball participation, though, and have pinpointed the circumstances in which specific outcomes are most likely to occur (Teshome et al., 2022). Consequently, the researcher felt it was crucial to carry out a study on volleyball to support the growth of female volleyball in Ethiopia. To our knowledge, to contribute information on such area from scratch and indicate the benefit it has for coaches, players, volleyball federation and to society as a whole. This study has been conducted to examine the relationship between leadership style of coaches and players' motivation. Therefore, it is the first research and crucial to evaluate the leadership style and psychological aspects concerning Ethiopian volleyball premier league clubs. As well as this study was guided by three research questions.

1. What is the most preferred coaching leadership style among premier league volleyball players'?
2. Is there any relationship between the coaching leadership styles and motivation among volleyball clubs in the Ethiopian premier league?
3. What is the determinant factor of coach's leadership styles towards motivations among volleyball clubs in the Ethiopian premier league?

2. Materials and Methods

2.1 Research Design

The study uses cross-sectional design used to investigate relationships between variables and collected data without the researcher controlling or manipulating any of them.

2.2. Participants

Participants were selected using a comprehensive sampling method so that all volleyball players in the five premier league teams were samples of the study. From five clubs, Addis Ababa University 10 players (21.7%); Wolaita Sodo university 10 players (21.7%); national Alcohol and Araki 8 players (17.4 %); Federal Prison 10 players (21.7%); and Geta Zeru has: 10 players (17.4%). All the players were females. The players' ages ranged between 15 and 38 years. Concerning educational level, 25 (54.4%) enrolled were enrolled in secondary education, 21 (45.7%), had diploma and above. Concerning their experience in the clubs, 25 (54.4%) had playing experience 1-4 years, followed by those above 9 years of experience, 11 players (23.9%), and lastly, those with 1-4 years of experience, 10 players (21.7%).

2.3. Instruments

Players' preferences for leadership style: The Leadership Sport Scale (LSS) (Chelladurai & Saleh, 2016) identified three main purposes for which the LSS been used to study Athletes' Preference for specific leader behaviour, and Athletes' Perceptions of their coaches' behaviour, and It has also been used to study Coaches' Perception of their own behaviour in this study researchers emphasized that Athletes' Preference for specific leader behaviour.

To assess leadership variable, LSS was translated by language experts and the Amharic version adapted to volleyball players, 40 items that were distributed in five subscales. In order to evaluate the players' preferences, the questionnaire began with the stem phrase "I prefer my coach to...", and then the coach's behaviors were described. 13 items relate to Training and Instruction, 9 items relate to Democratic Behaviour, 5 items relate to Autocratic Behaviour, 8 items relate to Social Support, and 5 items relate to Positive Feedback. The alpha level determined for this questionnaire was .74 in average significant at $p=0.05$. The five response categories for LSS scale were ranging from 1 (strongly disagree) to 5 (strongly agree).

The second instrument was the sport motivation scale -6 (SMS-6) developed by(C. Mallett et al., 2007) This questionnaire was used to identify the motivational level of respondents. The sport motivation scale -6 (SMS-6) was a questionnaire made up of 24 items that were divided in to six sub scales 4 items to a motivation, 4 items to identified regulation, 4 items to external regulation, 4 items to integrated regulation , 4 items to interjected regulation and 4 items to intrinsic motivation. All the six sub scales were tested for their validity and reliability. The alpha level determined for this questionnaire was .86 in average significant at $p=0.05$. The five response categories of the sport motivation-6

(SMS) scale were: doesn't correspond at all, corresponds a little, corresponds moderately, corresponds a lot and corresponds exactly

2.3. Study Procedure

After translating all the questionnaires into Amharic language-by-language professionals, the interview questions were prepared and got approved by research advisors. Then, training was given for the data collectors for two consecutive days on how to administer the different kinds of data collecting tools. As a matter of fact all the data collection process were performed in the presence of the researcher himself and this helped to alleviate the inconveniences that occurred during the course of action. Even though, there were assistant data collectors who managed the questionnaire administration.

The participants of the study were premier league volleyball teams. And all the players were registered in one of a five club. Prior consent was requested from Ethiopian volleyball federation and participating clubs administrators. Before completing the questionnaire, prospective participants were informed of the purpose and objectives of the study both verbally and in writing, and they gave their signed consent on the back of the study fact sheet.

The questionnaires were completed by the players in February 2022, when players were in between the end of preseason and the beginning of the season. This time margin was considered appropriate for the players and coaches to have shared time and space and to have had the opportunity to adapt to and get to know each other. The players were given the necessary material to complete the surveys. The questionnaires were collected in the same dressing room where they were completed.

Data Analysis

A descriptive analysis of the scales was performed. The Cronbach alpha of each scale was obtained: Leadership ($\alpha = 0.74$), motivation ($\alpha = 0.86$). The Pearson correlations between the dimensions of the different study variables were calculated. Finally, a linear regression analysis was performed to confirm whether the relationships found between the study variables significantly predict the outcome variables. The statistical program SPSS 26.0 was used to analyze the data.

4. Result

4.1 The Preferred Coaching Leadership Styles

The result of Table 3 indicates descriptive statistics for all variables labeled based on a 5-point scale. The variables are; Training and instruction, Democratic, Autocratic, social support and positive feedback coaching leadership styles.

Table 1. Descriptive statistics of coaching style (n =46)

Leadership style	Minimum	Maximum	Mean	Std. Deviation	Rank
Training and instruction	2.23	5.00	4.1020	.71851	1
Democratic behavior	2.78	4.78	3.9686	.43550	2
Autocratic behavior	1.00	5.00	3.4348	.89968	5
Social support	1.63	5.00	3.5978	.86839	4
Positive feedback	2.40	5.00	3.8565	.73836	3

Table 1 shows the mean of the leadership styles that the players preferred: the coaches' styles of training and instruction, democratic followed by positive feedback, social support behavior, with autocratic behavior being the least preferred by the athletes.

Table 2: The level of motivation scores of volleyball premier league players (n =46)

Motivation type	Minimum	Maximum	Mean	Std. Deviation
A motivation	1.00	4.25	2.4076	.89653
External regulation	1.00	4.75	2.6087	1.03367
Identified regulation	2.00	5.00	3.9402	.88535
Integrated regulation	1.75	5.00	3.7228	.94167
Interjected regulation	1.00	5.00	3.4402	1.17755
Intrinsic motivation	1.50	5.00	3.7446	1.01720

As we can see from table 2 the average score of motivation scale questions response of the respondents for a motivation, external regulation are 2.4 and 2.6 respectively means that the players have correspond a little motivation. According to interjected regulation average score is 3.4, implies that the players show moderate motivation. Regarding to identified regulation, integrated regulation, intrinsic motivation the mean scores are 3.94, 3.7 and 3.74 respectively; these revealed that players show correspond a lot motivation.

Table 3: The bivariate correlation coefficient between motivation and leadership style

Motivation types		Leadership style				
		TI	DB	AB	SS	PF
A motivation	Pearson Correlation	.098	-.166	.326*	.367*	.027
	Sig. (2-tailed)	.518	.271	.027	.012	.861
Intrinsic motivation	Pearson Correlation	.553**	-.155	.118	.443**	.521**
	Sig. (2-tailed)	.000	.303	.435	.002	.000
External regulation	Pearson Correlation	-.079	.117	-.091	.239	.308*
	Sig. (2-tailed)	.601	.437	.546	.109	.038
Identified regulation	Pearson Correlation	.364*	-.095	.047	.254	.393**
	Sig. (2-tailed)	.013	.532	.755	.088	.007
Integrated regulation	Pearson Correlation	.330*	-.180	.030	.245	.226
	Sig. (2-tailed)	.025	.232	.843	.100	.131
Interjected regulation	Pearson Correlation	.211	.012	.048	.103	.217
	Sig. (2-tailed)	.159	.937	.751	.496	.147

TI=training and instruction, DB=democratic behavior, AB=autocratic behavior, SS= social support, PF positive feedback.

As we have seen from the above table 3, most of motivation types are significantly correlated with leadership style. Accordingly, a motivation significantly correlated with autocratic behavior and social support with p-value 0.027 and 0.012 which is less than 0.05, Intrinsic motivation significantly correlated with training and instruction, social support and positive feedback with p-value .000<0.05, .002<0.05 and .000<0.05 respectively. External regulation significantly correlated with positive feedback with p-value 0.038<0.05. Identified regulation significantly correlated with training and instruction and positive feedback with p-value 0.013<0.05 and 0.007<0.05 respectively. Integrated regulation significantly correlated with training and instruction with p-value 0.025<0.05.

Table 4. Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.634 ^a	0.401	0.327	0.63438

The results of multiple linear regression analyses (Table 4) indicate In relation to the coefficient of explained variance (R²), in Model 1, the R² of the model is 0.401, which shows that approximately 40.1% of the variance in players' motivation can be explained by the linear combination of the independent variables (training and instruction, positive feedback, democratic, social support, autocratic).

Table. 5 Coefficient of determination of coach's leadership styles towards motivations among female volleyball players

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.978	1.189		2.505	0.016
Training and Instruction	0.071	0.185	0.067	0.384	0.703
Democratic	0.245	0.095	0.332	2.570	0.014
Autocratic	-0.509	0.223	-0.296	-2.278	0.028
Social support	0.064	0.135	0.072	0.476	0.637
Positive feedback	0.311	0.184	0.297	1.687	0.099

- a. Dependent Variable: Motivation
b. Predictors: (Constant), Training & Instruction, democratic

Table 5 show as a determinant factor of players' motivation

Discussion

There are a few researches conducted on the field of volleyball at large and as far as the investigators knowledge is concerned, studies conducted on the relationship between leadership styles of coaches and players' motivation with regard to the volleyball premier league in Ethiopia are almost nonexistent.

1. The first research question focus on what is the most preferred coaching style among premier league volleyball players'?

Based on the result of descriptive statistics (mean, standard deviation) indicated in Table 1. The leadership styles of training and instruction (M = 4.10, SD = 0.7) and Democratic (M = 3.96, SD = .4) are the most valued by the players in all categories. These behaviors are then followed by positive feedback, social support, and autocratic behavior. Interestingly, all mean scores were above 3.50, with the exception of autocratic behavior, which had a mean score of (M=3.4348, SD=.89968) and the magnitudes of the preference scores for all dimensions were rather high among all the variable groups.

The mean of each subscale revealed the preferred coaching style for the 46 female premier league volleyball players to be training and instruction, which had the highest mean. This recommends athletes appreciate when a coach

improves mistakes and makes challenging tasks easier through instruction. This is consistent with previous research (Chee et al., 2018; Cruz & Kim, 2017; Jembere et al., 2020; Kassa et al., 2019; Shapie et al., 2016) (Turner, 2021) (Rasyid et al., 2020). It is also important to point out that the least preferred coaching style was autocratic, indicating that athletes do not prefer coaches who plan independently of the athletes and have little concern for their athletes' fears and opinions. This finding is consistent with those of like (Chee et al., 2018; Congreence Leagrship Preference.Pdf, n.d.; Hampson & Jowett, 2014; Hastie, 1995; Jowett & Chaundy, 2004; Moen et al., 2014; Rintaugu & Bailasha, n.d.; Terry, 1984).

The preference for training and instruction-coaching style is the mere style to build the skills, basic techniques and adopt tactics of a sport. Ethiopian female premier league volleyball Players cannot achieve success without the practical ability of the sport. But according to the different findings discussed above, building skill is not the only way for success. In sports, the technique and tactical abilities have to be supported by proper communication between the coach and players, mutual respect between the coach and players, and participation of players in contributing their part in making decisions for the good of the team. In general, coaching to be successful, has to consider the entire situation, the coach, and the players so that there will be harmony in doing the task properly and smoothly.

2. Based on the second research question, is there any relationship between the coaching leadership styles and motivation among volleyball clubs in Ethiopian premier league?

The results in Table 2 show that the coach who presents training and instruction social support and positive feedback to athletes consequently increases their intrinsic motivation with p-value .000<0.05, .002<0.05 and .000<0.05 respectively. However, if the leader more practice social support, and autocratic leadership style the levels of a motivation are adapted with p-value 0.027 and 0.012 which is less than 0.05. Generally, from the result we can observe that the preferred leadership style have its own significant impact on players motivation, the players motivation will increase if the coach use leadership style which is preferred by players.

The finding earlier research of (Soyer et al., 2014) showed that there are quite similar result of a relationship between coaches' leadership and football players' motivation. Similarly, (Syahir et al., 2022), on their study the relationship between coaching leadership styles and motivational factors among rugby players was analyzed using Spearman Correlation, the researcher discovered that there is significant relationship between leadership styles towards motivational factors. In addition (Barić & Bucik, 2009) discovered a favorable and significant relationship between leadership behaviors and motivational climate. When the leader is perceived as more efficient, the athletes' levels of motivation is higher, and when the leader is perceived as less efficient, athletes' levels motivation among premier league volleyball players. A study done by (Buning & Thompson, 2018) emphasized that athletes will be more motivated to do any activity or task when coaches are communicating clearly and directly with athletes. In addition, (Adzhar et al., 2019) mentioned that coaches and athletes need to build a relationship as a team by meeting the needs of one another can be seen as an influence on intrinsic or extrinsic motivation.

3. The last research question is what are the determinant factor of coach's leadership styles towards motivations among volleyball clubs in the Ethiopian premier league?

In order to compute the effect of coaches' leadership style on athletes' motivation, as shown in Table 5 both independent and dependent variables were entered in to statistical package for social sciences. Multiple Linear Regression Analysis result showed that among training and instruction, positive feedback, democratic, social support, and autocratic leadership styles, democratic and autocratic leadership styles become significant factors that influence the athletes' motivation. Hence, positive feedback, Training and instruction, and social support leadership style were excluded variables to explain the athletes' motivation at $p>0.05$. the result indicates that the regression result report reveals that coaches democratic and autocratic leadership styles explained athletes' motivation by 41% of variance

($R^2 = 0.401$, $p < 0.05$). It was found that coaches democratic and autocratic leadership styles predict athletes' motivation ($B = -.047$, $p < 0.01$).

Therefore, coaches' autocratic and democratic leadership style was found to be the most determinate factor in determining female premier league volleyball players' motivation. This finding is in line with (Jembere et al., 2020) the findings of the study suggested that democratic leadership style affects athletes' motivation. Similarly, (Marcone, 2017) shows that the coach's supportive leadership style contributes the most positive impact to athlete motivation. Correspondingly, the relationships established with athletes as well as his leadership style can all have an impact on athletes' motivation (Amorose, 2007).

Conclusion

The preferences of the athletes in this study may serve as a foundation for coaches to better understand the coaching styles presented in the study and how they may or may not apply to their athletes, teams, and the sport of volleyball. A coach can use the information provided in research question one as a starting point in determining the coaching style preferences the athletes on his team have. In addition, learning more about these coaching styles may help a coach determine which style he or she uses and may serve as motivation to try different styles, in order to increase the motivation and performance of the athlete. . On the other hand, if the leader omits positive feedback, training, instruction, and social support leadership styles and adopts autocratic behavior, athletes increase their levels of a motivation. The results for motivated or unmotivated behavior were shown in the autocratic and social support dimensions. The results obtained by this study are presented as a theoretical subsidy for coaches, players, and sports administrators to become aware of the implications and importance of motivational instructions when leading and training a team. The development of further research is suggested, investigating the issues, causes, and factors related to the motivation and preference of volleyball athletes with respect to the coach and their profile and behaviors during training and competition activities, in the different categories, and pointing out the implications in the sports context.

This would provide information regarding the stability of the outcomes acquired. Data for this study were gathered using standardized questionnaires although we took care not to put players and coaches in the same room when they completed their questionnaires, the results may be biased in some circumstances due to social desirability.

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