

Holistic coaching style on personal attributes and proficiency of volleyball athletes

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ABSTRACT



Background Problems: The significance of holistic coaching has been widely recognized. Meanwhile, there has not been much research done on how holistic coaching affects athletes' personal attribute proficiency for the reason to investigate in order to better prepare their own skills for the demanding needs of volleyball. **Research Objectives:** The research aims to explore the holistic coaching on the athletes' personal attributes and proficiency. Specifically, the researchers try to answer the status of implementing a holistic coaching style of volleyball athletes, in particular to clear communication, decision-making, goal-orientated, and result-driven. In addition, to determine the level of athletes personal attributes proficiency concerning skill development, teamwork, discipline, and sportsmanship. **Methods:** This study used a descriptive research approach, and the respondents consist of volleyball athletes, which were chosen purposefully. Additionally, the validated survey questionnaire was utilised as a primary data gathering tool. **Findings and Results:** The results reiterated that the status of implementing holistic coaching styles of volleyball athletes and personal attributes were highly observed and acceptable among the respondents. Likewise, the correlation of the different holistic coaching styles with each athlete's personal attribute using Pearson's correlation coefficient (r) has a significant correlation with the moderate to strong positive degree. **Conclusion:** These results highlight the significance of adjusting coaching strategies to the unique characteristics of each athlete while placing a strong emphasis on methods that are result-driven, goal-orientated, involve clear communication, and involve sound decision-making. Therefore, in order to maximise player growth and team performance, coaches should place a high priority on improving these coaching styles.

Keywords: Holistic coaching style; personal attributes proficiency; volleyball athletes

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INTRODUCTION

A holistic coaching approach must be given the utmost importance while developing and perfecting a person's abilities, especially their athletic performance (Penteado & Marcone, 2019). Since playing sports requires not only the demonstration of talents but also obligations and responsibilities. Performance success can be more easily attained through goal-driven communication (Novitaria & Subarkah, 2018), results-driven (Schindler et al., 2017), decision-making (Kaya, 2014; Wyant & Baek, 2019), and goal-orientated behaviour

(Ishak, 2017). This will enable the person to be more ready for a comprehensive coaching approach (Kim et al., 2021). As coaches, it is our responsibility to assist each person in realising their role in moulding and unleashing the athletes' full potential. In a holistic coaching style, this can help the person be more prepared. Coaches can design a more comprehensive approach that improves not solely the physical abilities but also the psychological resilience needed to achieve success in athletic competition by understanding the relationship between the physical and mental aspects of sports performance. Developing and improving a person's talents and abilities, especially their athletic performance, requires a holistic coaching approach. Sports require abilities to be demonstrated in the game, along with duties and responsibilities.

Moreover, an athlete gains a wide range of skills and strength by building their self-esteem and strengthening their body as well. It is easier for athletes to improve their roles and duties when they emphasise skill development (Elferink-Gemser & Hettinga, 2017), teamwork (Domínguez-Lloria et al., 2021), discipline (Packham & Street, 2019), and sportsmanship (Pennington, 2017). This is because athletes are always looking for methods to improve their abilities. By actively pursuing their personal development and attitude proficiency, athletes and coaches can increase the range of techniques and approaches available to them in order to better prepare their abilities for the demanding demands of their sport. Athletes have a variety of qualities and individual approaches to self-improvement. Their ambition to develop and enhance their abilities will increase strength and decrease weakness, allowing them to play and prepare for sports efficiently (Kunkel et al., 2020). Consequently, it demonstrates the enormous impact that physical activity has on people's personal lives. According to the study of Scott et al. (2019), athletes who excel demonstrate high degrees of commitment and drive to their sport. The time and energy to devote themselves to training, honing, and developing new skills. Moreover, Kulecka et al. (2023) state that an individual's drive and commitment play a significant role in their success in sports. There will be more alleviation from bad sports practices if one has a positive attitude regarding sports performance. This was strengthened by the study of Selmi et al. (2018). An athlete is prepared to take on and fulfil his responsibilities as a player when he or she has the correct outlook on sports performance, win or loss. However, Inglis (2016) reiterated that the outcomes of the previous games affect future performance. Meanwhile, Hogg (2024) discussed how to recover physically and mentally on previous games, whether win or loss, that athletes must learn for them to craft innovative strategies for continuous progress. A person's sports skills won't be ready if the athlete's lacks the motivation to improve his performance and skill set. Sakalidis et al. (2023) mentioned that the motivation of athletes to perform is influenced by the coaching styles. Every person will feel more confident in their play or performance in sports if they have the correct mindset.

Further, Efimova et al. (2021) state that teamwork provides people with the means to enjoy active, satisfying lives and lays the groundwork for a healthy lifestyle. For an all-encompassing approach to living an active, satisfying life, teamwork is vital in sports and group activities. To help create the foundation for a blissful and fulfilling existence, it promotes interactions with others, physical and psychological wellness, and the development of essential life skills. Claussen (2021) reiterates that an athlete's path involves discipline because it affects their behaviour, attitude, and capacity to succeed in sports. It promotes attributes that help with individual growth and are advantageous in various areas of life, not only physical endeavors. Moreover, Burgueño and Medina-casaubón (2020) mentioned that sportsmanship is a quality that contributes to a player's skill and effectiveness. Every player's participation in a competition allows them to learn about and hone their abilities, which further contributes to their personal development. Sportsmanship describes how a student responds to sound and negative feedback and embraces learning without reservation. Possessing these qualities is an excellent place to start and accelerate the player's learning process for developing a broad viewpoint when taking criticism.

With this, athletes and coaches can increase the range of styles by actively involved in their own development through attitude proficiency and personal development in order to better prepare their own abilities for the demanding needs in their sport. Although the significance of holistic coaching has been widely recognised, there hasn't been much research done on how holistic coaching affects athletes' personal attribute proficiency. Studies frequently concentrate on particular components, which do not include the holistic aspect of coaching (Kim et al., 2021), which insist that the process of management to develop the holistic aspect is

creating and maintaining a collaborative environment where all members work toward the organisation's objective (Aquino & Reyes, 2022). By offering an advanced comprehension of how a comprehensive coaching style combined with training can improve athletes' individual qualities and, ultimately, their performance as a whole, this study seeks to close this knowledge gap.

Objective of the Study

The research aims to explore the holistic coaching on the athletes' personal attributes and proficiency. Specifically, the researchers try to answer the status of implementing a holistic coaching style of volleyball athletes, in particular to clear communication, decision-making, goal-orientated, and result-driven. In addition, to determine the level of athletes personal attributes proficiency concerning skill development, teamwork, discipline, and sportsmanship. With this, the researchers will know if holistic coaching style significantly correlates with athlete personal attribute proficiency.

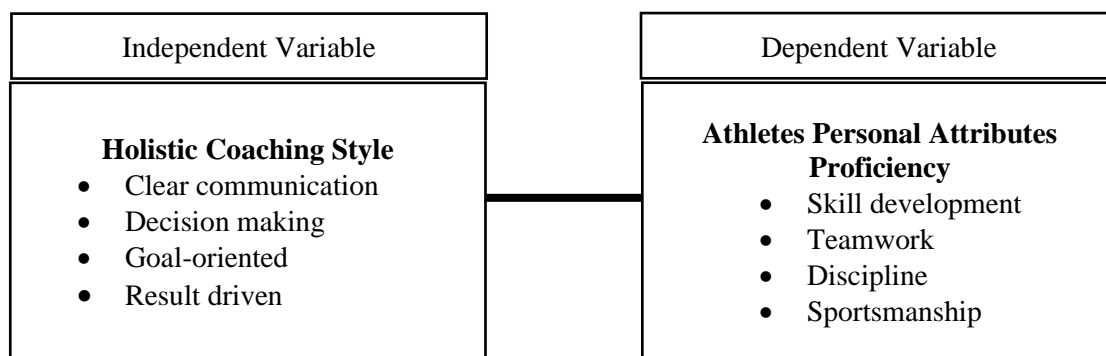


Figure 1. Conceptual Framework

Figure 1 presents the relationships of the variables that focus on the holistic coaching style, which is composed of clear communication, decision-making, goal-orientated, and result-driven. Likewise, the athletes personal attributes proficiency as dependent variables comprised of skill development, teamwork, discipline, and sportsmanship.

METHOD

The researchers used a descriptive research approach. As reitearetd by Einola and Alvesson (2021) it describes the objectives through identifying and describing the events and issues. This approach entails discussing the use of holistic coaching and the personal attributes of volleyball athletes' individual characteristics in one state university in the Philippines. Likewise, the respondents consist of 110 volleyball athletes, both boys and girls, chosen purposefully for the reason that they are capable of providing insights on what they experience in their training programs and how it affects their personal attributes. Additionally, the survey questionnaire was used as the primary data gathering tool and was self-made based on the readings in the existing literature and studies, which underwent validation from three field experts and pilot testing. In order to effectively gather data from a large number of respondents, surveys are frequently employed in descriptive research. Meanwhile, to guarantee the validity and reliability of the questionnaire, experts probably checked it for appropriateness, relevance, and clarity. Additionally, a pilot study was carried out prior to distributing the questionnaire to the real respondents, which revealed a 0.8050 Cronbach Alpha, meaning the survey questionnaire is acceptable. Likewise, Item Objective Congruence (IOC) also demonstrated that each item was qualified as having equal to or greater than 0.50. In a pilot test, a small sample of people who are representative of the target demographic are given the questionnaire and asked to find any problems with the questionnaire, including unclear instructions or language, and to make any revisions before the main data collection phase.

RESULTS AND DISCUSSION

This presents the status of implementing a holistic coaching style for volleyball athletes and athlete personal attribute proficiency.

Table 1. Status of Implementing Holistic Coaching Style of Volleyball Athletes in Terms of Clear Communication

The coach of the volleyball team...	Mean	Standard Deviation	Remarks
...encourages open communication between players and coaches.	4.82	0.39	Strongly Agree
...provides clear and concise instructions to the team.	4.76	0.45	Strongly Agree
...has a positive attitude when working with the team.	4.69	0.49	Strongly Agree
...actively listens to the athletes and considers their feedback.	4.67	0.54	Strongly Agree
...feels comfortable clarifying instructions to the athletes.	4.77	0.42	Strongly Agree
...maintains clear and consistent communication towards the expectations of the team.	4.69	0.51	Strongly Agree
Weighted Mean	4.73		Highly Acceptable

Table 1 presents the holistic coaching style with regards to clear communication, which has a weighted mean of 4.73 and is highly acceptable as perceived by the respondents. All the statements have a remarks of strongly agree. The highest mean among all the statements is that encouraging open communication between players and coaches has a mean of 4.82 and standard deviation of 0.39. They also feel comfortable clarifying instructions to the athletes, with a mean of 4.77 and standard deviation of 4.76. Likewise, they provide clear and concise instructions to the team, which has a mean of 4.76 and a standard deviation of 0.45. On the other hand, the lowest mean among all indicators is that the coach actively listens to the athletes and considers their feedback, with a mean of 4.67 and a standard deviation of 0.54.

Moreover, the implications of Table 1 indicate that cohesion, trust, and positive team dynamics are fostered by the coach's communication style. Improved team morale and unity can result in better performance and cooperation. This can be achieved by open communication and clear directions. Additionally, a coach can be a good leader by listening to criticism, communicating in a clear and consistent manner, and providing clarification on instructions. Athletes are more likely to be motivated and involved in practice and competition when they feel heard and understood. Consequently, when there is clear communication between the coach and the athletes, there is less confusion and miscommunication and a better grasp of expectations. Athletes who understand exactly what is required of them and how to execute strategy successfully can perform better on the court as a result of this clarity. In spite of the positive evaluations, communication effectiveness might still need some work. The coach can address any new issues or concerns brought up by team members and improve their communication skills by holding regular feedback sessions and communication training.

In terms of clear communication, the study's findings show a high degree of acceptance and application of a holistic coaching strategy. These findings are consistent with previous research on sports coaching and communication. In order to improve sports performance, [Flanagan \(2019\)](#) highlights the significance of fusing coaching and leadership objectives. As coaches create action plans that support individual and team goals and set performance targets, effective communication is essential to reaching these objectives. As notion by [Penteado and Marcone \(2019\)](#) emphasise the need for good communication even more in coaching, emphasising how it creates a supportive environment and motivates players to pursue greater success.

Additionally, the study's conclusions also support [Liu et al. \(2023\)](#) claim that knowing different points of view and having a continuous conversation are essential to effective communication in sports. According to [Ishak \(2017\)](#) the athlete-coach relationship is the cornerstone of effective coaching. Communication is crucial for establishing goals, fostering trust, giving feedback, and fostering an environment that fosters growth. Furthermore, the research supports the findings of [Siguencia et al. \(2016\)](#) who found that effective coaching involves more than just exchanging information. It necessitates close examination, assessment, and thought of the actions, attitudes, and reactions of athletes. For sports teams to manage communication efficiently, open lines of communication and effective communication are essential.

Table 2. Status of Implementing Holistic Coaching Style of Volleyball Athletes in Terms of Decision Making

The coach of the volleyball team...	Mean	Standard Deviation	Remarks
...provides constructive criticism to help the team improve.	4.73	0.49	Strongly Agree
...is fair in their decision-making.	4.68	0.51	Strongly Agree
...communicates consistently decisions, strategies, tactics, information, and goals, effectively with athletes.	4.69	0.53	Strongly Agree
...involves the volleyball athletes in decision-making for the inputs	4.71	0.52	Strongly Agree
...makes decisions that help create a cohesive and upbeat team environment.	4.71	0.58	Strongly Agree
...is willing to reconsider choices, options, or actions in light of athletes' and coaches' input.	4.71	0.50	Strongly Agree
Weighted Mean	4.70		Highly Acceptable

Table 2 demonstrates that decision-making has a weighted mean of 4.70, which is highly acceptable; this shows that the coach showed and practiced it with the team. All the statements are remarks as strongly agree. However, the highest mean among all statements is that the coach provides constructive criticism to help the team improve, with a mean of 4.73 and standard deviation of 0.49. Likewise, the coach is involving the volleyball athletes in decision-making for the inputs, makes decisions that help create a cohesive and upbeat team environment, and is willing to reconsider choices, options, or actions in light of athletes' and coaches' input with a mean of 4.71 and standard deviation of 0.52, 0.58, and 0.50, respectively. Meanwhile, the statement "the coach is fair in their decision-making" has the lowest mean of 4.68 and standard deviation of 0.51 among all statements.

As the implications of the results showed, it can be presented that the coach makes decisions in a way that fosters collaboration, fairness, and open communication. As a result, the team builds trust and a positive atmosphere that supports both individual and team performance. Additionally, giving athletes a say in decisions increases their sense of agency and gives them a sense of accountability for the success of the team. In addition to increasing athletes' desire and participation, this participative approach guarantees that decisions are based on a variety of viewpoints and insights. Moreover, the coach's readiness to reevaluate choices in light of criticism shows that they are sensitive to the requirements and preferences of their athletes and are dedicated to making improvements over time. Because of its adaptability, the team can make decisions quickly and make necessary adjustments to tactics and strategies to maximise performance.

These results align with the body of knowledge already available on decision-making in coaching volleyball. [Kaya \(2014\)](#) highlights the significance of decision-making in all sports, emphasising that in order to make wise choices for success, athletes and coaches must evaluate a variety of performance-related factors. According to Light, Harvey, n.d. coaches can help players become better decision-makers by implementing a thorough teaching strategy that prioritises complex learning theory. This method emphasises the importance of coaches in guiding and instructing athletes to get them ready for competition while also acknowledging the complexity of decision-making in sports.

Moreover, [Liu et al. \(2023\)](#) and [Schiphof-Godart et al. \(2018\)](#) highlight the intimate relationship between cognitive development and sports decision-making. The cognitive skills of athletes, such as quick thinking, comprehension, memory, and enthusiasm, are essential for making wise choices when participating in sports. In a similar vein, [Kulecka et al. \(2023\)](#) emphasise how crucial it is for coaches and athletes to become proficient decision-makers in order to use talent and strategy during play.

Table 3. Status of Implementing Holistic Coaching Style of Volleyball Athletes in Terms of Goal Oriented

The coach of the volleyball team...	Mean	Standard Deviation	Remarks
...is organized when leading practices and games.	4.65	0.60	Strongly Agree
...is available to give the team guidance and advice.	4.76	0.48	Strongly Agree
...used varied and interesting drills during training.	4.69	0.59	Strongly Agree
...learns to stay focused and motivated for the goal of the team	4.72	0.59	Strongly Agree
...training plans are organized to support the coach's overarching objectives and vision.	4.68	0.57	Strongly Agree

The coach of the volleyball team...	Mean	Standard Deviation	Remarks
...creates personalized goals for every athlete to develop skills and personal growth.	4.74	0.49	Strongly Agree
Weighted Mean	4.71		Highly Acceptable

The goal-orientated has a weighted mean of 4.71, which is highly acceptable, which shows that the coach is available to give the team guidance and advice, with the highest mean among all statements with a 4.76 and standard deviation of 0.48. All the statements in goal-orientated have remarks of strongly agree. Additionally, the coach creates personalised goals for every athlete to develop skills and personal growth ($M = 4.74$, $SD = 0.49$) and learns to stay focused and motivated for the goal of the team ($M = 4.72$, $SD = 0.59$). Hence, the lowest among all the statements is that the coach organised when leading practices and games with a mean of 4.65 and standard deviation of 0.60.

The implications were that training sessions are more productive and successful when coaches maintain order during practices and games. This organisation makes sure that athletes get the most out of their time and receive feedback and training that is specifically tailored to help them enhance their performance. The coach's willingness to offer counsel and direction creates a loving and supportive atmosphere. Realising that their coach is approachable and interested in their growth on and off of the court helps athletes feel appreciated and supported.

Further, training sessions are kept exciting and avoid boredom by utilising a variety of intriguing drills. Through a variety of practice activities, this method not only keeps athletes motivated and enthusiastic, but it also makes skill growth and mastery easier. Additionally, athletes are inspired and motivated to give their best efforts when their coach is able to maintain concentration and motivation towards the team's objectives. By ensuring that training plans are created with the coach's overall goals and vision in mind, a cohesive team atmosphere with a common goal is fostered. Establishing unique objectives for each athlete shows a dedication to their unique development and personal advancement. This customised method helps athletes advance and succeed by recognising and addressing their individual strengths, limitations, and goals.

In terms of goal-orientedness, volleyball players exhibit a high degree of acceptance and application of a holistic coaching style, as shown in Table 3. The team's ability to get help from the coach and set individual goals for each player, as well as how to keep motivated and focused on the team's objectives, were cited as having the highest mean. These results are consistent with previous research on goal orientation and coaching in sports. The study of [West \(2016\)](#) highlights how crucial it is for coaches to make sure their players have the abilities, self-assurance, willpower, and endurance needed to succeed. As notion by [Shapie et al. \(2016\)](#) have underlined the critical impact that effective communication involving coaches and players plays in improving athletic ability along with overall performance. Athletes' satisfaction and coaching leadership styles were found to be positively correlated, demonstrating the important influence of coaching behaviours on athlete performance.

Furthermore, [Pestano \(2021\)](#) emphasises the impact of coaching behaviours, manners, and abilities on the growth of athletic abilities. It has been discovered that coaches that are proficient in areas like technique, motivation, character development, and game strategy can effectively enhance the skills and performance of their athletes. The significance of goal-setting in the growth of self-control and goal orientation as she examines the differences in objectives for outcomes, effectiveness, procedures, instruction, and individual goals ([Ishak, 2017](#)).

Meanwhile, [Elferink-Gemser and Hettinga \(2017\)](#) stress the significance of goal-directed activities for reaching peak athletic performance. Pacing is the process by which athletes decide when and how best to use their energy throughout a race. It is a sophisticated, goal-directed decision. Pacing is a performance characteristic that coaches and trainers are urged to incorporate into skill development. This will assist athletes in enhancing their performance through regular planning, monitoring, evaluation, and reflection.

Table 4. Status of Implementing Holistic Coaching Style of Volleyball Athletes in Terms of Result Driven

The coach of the volleyball team...	Mean	Standard Deviation	Remarks
...sets goals to achieve within a specific time frame.	4.76	0.48	Strongly Agree
...plans different tactics to achieve game victories.	4.74	0.46	Strongly Agree
...is aware of player statistics and team statistics or standings.	4.75	0.50	Strongly Agree
...is competitive and passionate about volleyball.	4.76	0.45	Strongly Agree
...studies the opponents before matches to ensure an advantageous strategy.	4.71	0.54	Strongly Agree
...celebrates with the team when achieving victory and is affected when losing.	4.71	0.50	Strongly Agree
Weighted Mean	4.74		Highly Acceptable

Table 4 presents the holistic coaching style of volleyball athletes with regards to results driven and has a weighted mean of 4.74, which is highly acceptable. All statements were remarks as strongly agreed by the respondents. Two statements received the highest mean with 4.76 in all statements. This demonstrates that the coach sets goals to achieve within a specific time frame and is competitive and passionate about volleyball with a standard deviation of 0.48 and 0.45, respectively. They are also aware of player statistics and team statistics or standings with a mean score ($M = 4.47$, $SD = 0.50$) and plan different tactics to achieve game victories ($M = 4.74$, $SD = 0.46$). Meanwhile, two statements had also a least mean of 4.71 where the coach studies the opponents before matches to ensure an advantageous strategy and celebrates with the team when achieving victory and is affected when losing with a standard deviation of 0.54 and 0.50, respectively.

The implications of Table 4 demonstrated that an approach to coaching is influenced by the capacity to set objectives within predetermined time ranges and devise various strategies for winning games. The team will always be ready and able to carry out plans during games thanks to this preemptive planning. Coaches can monitor their progress, pinpoint areas for development, and make well-informed choices about player selection, training, and tactics by having a thorough understanding of player and team statistics and standings. The coach's capacity to maximise team potential and optimise performance is improved by this data-driven strategy to achieve the result they want.

Likewise, athletes are inspired and motivated to strive for greatness and put forth their best effort by the coach's competitiveness and enthusiasm for volleyball. The team's culture of passion, ambition, and determination is fostered by this excitement, which motivates everyone to push boundaries and strive for achievement. On the other hand, researching opponents before a game shows a coach's dedication to getting an advantage over the opposition and increasing the team's chances of winning. Through an examination of their opponents' weaknesses, strengths, and performing styles, the coach can create tactical game plans that are designed to take advantage of openings and exploit weaknesses.

These results are consistent with the body of research on the value of a results-driven approach in sports coaching. According to [Schiphof-Godart et al. \(2018\)](#) athletes who are results-driven are adaptable and always looking for methods to get better, whether it's through winning, breaking personal records, or contending at the top level of their sport. Results-driven athletes have a laser-like focus on achieving their goals, which can result in increased levels of sports contentment and a desire to pursue their athletic endeavours ([Shapie et al., 2016](#)). Furthermore, [Li \(2021\)](#) highlight how difficult it is to estimate success in sports because a lot of objectives and choices are dependent on accurate projections of future performance. A results-driven coach needs to be sufficiently knowledgeable and skilled in a certain sport and talent to help athletes reach their goals for growth and performance.

According to [Shima et al. \(2021\)](#) athletes with a results-driven mindset are characterised by their tenacity and dedication, stressing that they will do whatever it takes to achieve their goals. This way of thinking encourages self-control, dedication, and a winning mindset, which eventually improves performance and helps achieve objectives. Furthermore, [Savić et al. \(2018\)](#) highlight the benefits of a results-driven mentality on the perseverance and performance of athletes, noting that it makes them more disciplined, focused, and winning-orientated people. Athletes can improve their overall performance and reach their maximum potential by directing their zeal and drive toward specific objectives.

Table 5. Level of Athletes Personal Attributes Proficiency in Terms of Skill Development

Statements	Mean	Standard Deviation	Remarks
Participating in volleyball has helped me develop better timing and coordination.	4.72	0.54	Strongly Agree
I have learnt better communication skills from training and competing in volleyball.	4.74	0.65	Strongly Agree
I have acquired better decision-making skills from volleyball training and competition.	4.69	0.53	Strongly Agree
I am setting goals for my own skill growth and progress is suggested by the coaches.	4.72	0.52	Strongly Agree
I have acquired more tactical knowledge and strategies from playing volleyball.	4.69	0.53	Strongly Agree
My serving accuracy and jumping ability has improved from playing volleyball.	4.63	0.60	Strongly Agree
Weighted Mean	4.70		Highly Acceptable

Table 5 shows the level of athletes' personal attributes proficiency in terms of skill development has a weighted mean of 4.70, surveyed using a 5-point Likert scale. It shows statements that align with skill development, the mean and standard deviation of the responses, and respective remarks. It also shows the overall weighted mean and its remarks. The respondents strongly agreed that better communication skills were learnt from training and competing in volleyball, having a mean of 4.74 and a standard deviation of 0.54. Similarly, the respondents strongly agreed, with a mean of 4.72 and a standard deviation of 0.54, that participating in volleyball helped develop better timing and coordination. Likewise, the respondents strongly agreed that coaches suggest setting goals for skill growth and progress, with a mean of 4.72 and a standard deviation of 0.52. Despite having the lowest mean of 4.63 and a standard deviation of 0.60, it is notable that the respondents strongly agreed that playing volleyball improved serving accuracy and jumping ability.

The result from the mean indicates high agreement among the respondents, and the low standard deviation implies low variability in the responses. The findings suggest that the respondents highly accepted that volleyball enhances their level of personal attributes proficiency in terms of skill development and that this finding may be applicable not only to the respondents but also to other athletes. Additionally, the highly acceptable remark and the low standard deviation attest to a high level of agreement. Since the respondents feel that the sport has a positive impact on their lives, interventions, and training strategies that target skill development in volleyball may yield consistently positive results to athletes other than the respondents. These findings will help people who are dedicated to improving personal and other people's skills to have an insight into how much volleyball can help.

Several studies support these findings. The claim that communication skills can be enhanced by volleyball is supported by various research studies. Volleyball success requires perceptual-cognitive expertise and game-related skills, such as service points, as well as solid communication skills (Keath et al., 2016). Therefore, it can be concluded that volleyball leads to the enhancement of communication skills. Additionally, participating in volleyball has been found to improve timing and coordination in players (Paraskevaidis & Fokides, 2020). Volleyball was proven to have a positive correlation with coordination training and game performance (Boichuk et al., 2017), suggesting that the more an athlete plays volleyball, the more that coordination and performance will improve. Furthermore, the effect of factors affecting physical development and conditioning abilities on motor coordination in female volleyball players was identified, emphasising the importance of these factors in skill mastery (Kozina et al., 2018).

Table 6. Level of Athletes Personal Attributes Proficiency in Terms of Teamwork

Statements	Mean	Standard Deviation	Remarks
The coach is able to balance individual and team training during practice sessions.	4.69	0.57	Strongly Agree
I have the ability to communicate with my teammates during training and competition.	4.71	0.54	Strongly Agree

Statements	Mean	Standard Deviation	Remarks
Athletes and coaches learn to be accountable for their actions to their teammates.	4.74	0.49	Strongly Agree
Athletes and coaches learn to work together as a team.	4.78	0.49	Strongly Agree
I am able to manage conflict with my teammates.	4.66	0.60	Strongly Agree
At pivotal times, athletes demonstrate a tremendous sense of confidence and trust in one another.	4.71	0.60	Strongly Agree
Weighted Mean	4.71		Highly Acceptable

Table 6 shows the level of athletes' personal attributes proficiency in terms of teamwork has a weighted mean weighted mean of 4.71. It shows statements that align with teamwork, the mean and standard deviation of the responses, and respective remarks. It also shows the overall weighted mean and its remarks. The respondents strongly agreed that athletes and coaches learn to work together as a team, having a mean of 4.78 and a standard deviation of 0.49. Similarly, the respondents strongly agreed, with a mean of 4.74 and a standard deviation of 0.49, that athletes and coaches learn to be accountable for their actions to teammates. Despite having the lowest mean of 4.66 and a standard deviation of 0.52, it is notable that the respondents strongly agreed that athletes managed conflict with teammates.

Likewise, the result from the mean indicates high agreement among the respondents, and the low standard deviation implies low variability in the responses. The findings suggest that the respondents highly accepted that volleyball enhances their level of personal attributes in terms of teamwork and that the findings may be applicable not only to the respondents but also to other athletes. Playing volleyball helped the athletes develop a sense of accountability for their personal actions and the actions of their teammates. Additionally, the coach and the athletes were able to accomplish tasks collectively, helping one another towards the goal. Additionally, the high level of agreement points out that the sport has a positive impact on teamwork and other related factors to personal attributes such as collaboration, communication, and mutual support. The results indicate that the athletes are manageable in team or individual training and are able to articulate ideas with other team members and the coach. The athletes gained awareness of how trust and confidence can affect team performance.

Teamwork requires team building, one vision, purpose, and communication. To develop it, coaches play a significant role. The coaches are the ones to build rapport with and among the athletes, becoming mentors, friends, critics, and learners all at the same time. In the same way, a coach must possess characteristics that will bring motivation and a competitive spirit to the team. Research shows that coaches are responsible for preparing athletes to be competitive and to be leaders of the team. Athlete leadership can significantly affect team-related factors such as satisfaction and teamwork (Siguencia et al., 2016). Both athletes and coaches manage conflicts differently (Wachsmuth et al., 2018). It is worth noting that high-performing teams deal with conflicts as soon as they can, focussing on various alternatives to address each conflict. The coach is the person most responsible for resolving such conflicts. Another worth noting is that athletes view conflicts as a negative emotion, disagreement, and/or interference (Paradis et al., 2014). Most athletes are students, indicating that they are young and that they need guidance; the coach is responsible for developing their self-awareness so they can resolve conflicts on their own.

Table 7. Level of Athletes Personal Attributes Proficiency in Terms of Discipline

Statements	Mean	Standard Deviation	Remarks
I learned to accept criticism and feedback.	4.71	0.52	Strongly Agree
I learned to remain calm and collected in stressful situations to maintain composure in difficult situations.	4.70	0.51	Strongly Agree
I learned to control their emotions and reactions.	4.65	0.64	Strongly Agree
I develop my self-discipline with the help of my coaches and other team members.	4.74	0.49	Strongly Agree
I learned to respect the rules of the game and to take responsibility for their actions.	4.76	0.52	Strongly Agree

Statements	Mean	Standard Deviation	Remarks
I have shown a tremendous dedication to upholding self-control inside and outside the field.	4.71	0.50	Strongly Agree
Weighted Mean	4.71		Highly Acceptable

Table 7 shows the level of athletes' personal attributes proficiency in terms of skill discipline has a weighted mean of 4.71. It shows statements that align with discipline, the mean and standard deviation of the responses, and respective remarks. It also shows the overall weighted mean and its remarks. The respondents strongly agreed that athletes learnt to respect the rules of the game and to take responsibility for their actions, having a mean of 4.76 and a standard deviation of 0.52. Similarly, the respondents strongly agreed, with a mean of 4.74 and a standard deviation of 0.49, that participating in volleyball develops athletes' self-discipline with the help of coaches and other team members. Despite having the lowest mean of 4.65 and a standard deviation of 0.64, it is notable that the respondents strongly agreed that athletes learnt to control their emotions and reactions playing volleyball.

Moreover, the result from the mean indicates high agreement among the respondents, and the low standard deviation implies low variability in the responses. The findings suggest that the respondents highly accepted that volleyball enhances their level of personal attributes in terms of discipline and that the findings may be applicable not only to the respondents but also to other athletes. Additionally, the highly acceptable remark and low standard deviation indicate a high level of agreement. The respondents believed that volleyball improves discipline and may produce consistently positive results for athletes other than the respondents. These findings will enable those who want to improve their own and other people's attributes in terms of discipline to understand how much volleyball could help. Findings suggest that athletes accepted criticisms and feedback and took them constructively. Playing volleyball helped the athletes to become calm and composed in stressful situations. The development of self-discipline naturally happens in athletes, along with respect for the game and responsibility for actions.

Several studies show that athletes can learn to respect the rules of the game and take responsibility for their actions through various interventions and models. Some of those are the Siedentop sports education model and Hellison's personal and social responsibility model (Robles et al., 2021). However, individual characteristics, social environment, sports values, and modern sports rewards also affect athletes' compliance to the rules. It means that an athlete may be naturally impatient or naturally calm. Their natural personality may be affected by their peers, coaches, and co-athletes and the rewards or punishments that they receive (Li, 2021). Coaches play a crucial role in teaching respect for opponents, teammates, officials, and the rules of the game. The coach-athlete relationship can serve as a source of reward and conflict reduction West (2016) because the coaches are the ones in authority. Research also shows that coaches are essential in the development of self-discipline in athletes. Supportive coaching is positively related to athlete self-regulation (Goffena & Horn, 2021), while Robles et al. (2021) demonstrated that supportive coaching can enhance athlete motivation and engagement. Scott et al. (2019) further emphasised the importance of the athlete-coach relationship, with transformative coaching methods significantly influencing athlete confidence. The findings show that athletes learn to control emotions and reactions. Emotional self-regulation and interpersonal emotion regulation affect social and contextual factors of emotions and reactions.

Table 8. Level of Athletes Personal Attributes Proficiency in Terms of Sportsmanship

Statements	Mean	Standard Deviation	Remarks
Coaches and athletes learn to respect their opponents.	4.78	0.61	Strongly Agree
Athletes persevere in developing good sportsmanship in wins or losses.	4.84	0.42	Strongly Agree
Athletes always treat competitors, referees, and teammates with respect.	4.82	0.44	Strongly Agree
Athletes practicing together develop a sense of friendship and support for one another.	4.78	0.44	Strongly Agree
In every facet of the sport, athletes strive for honesty and integrity.	4.78	0.46	Strongly Agree
Members of the team show consideration and empathy for the thoughts, feelings, and experiences of others.	4.76	0.54	Strongly Agree

Statements	Mean	Standard Deviation	Remarks
Weighted Mean	4.80		Highly Acceptable

Table 8 shows the level of athletes’ personal attributes proficiency in terms of skill development has a weighted mean of 4.80. It shows statements that align with sportsmanship, the mean and standard deviation of the responses, and respective remarks. It also shows the overall weighted mean and its remarks. The respondents strongly agreed that athletes persevere in developing good sportsmanship in wins or losses, having a mean of 4.84 and a standard deviation of 0.42. Similarly, the respondents strongly agreed, with a mean of 4.82 and a standard deviation of 0.44, that athletes always treat competitors, referees, and teammates with respect. Despite having the lowest mean of 4.76 and a standard deviation of 0.54, it is notable that the respondents strongly agreed that members of the team show consideration and empathy for the thoughts, feelings, and experiences of others.

Further, the result from the mean indicates high agreement among the respondents, and the low standard deviation implies low variability in the responses. The findings suggest that the respondents highly accepted that volleyball enhances their level of personal attributes in terms of sportsmanship and that this finding may be applicable not only to the respondents but also to other athletes. Additionally, it implies that sportsmanship is generally improved by playing volleyball. The sport exposes them to various situations in such a way that it helps them to develop respect for their opponents, whether they win or lose. Along with respecting the opponents, the athletes also learnt to respect the referees and their teammates. Such respect has helped them to develop camaraderie and partnerships, enhancing their teamwork with the process. As athletes, integrity and honesty are imparted into their discipline. It enables them to show consideration and empathy for the thoughts, feelings, and experiences of other athletes.

In the study of [Robles et al. \(2021\)](#) they advised the use of the Siedentop sports education model and Hellison’s personal and social to develop sportsmanship among athletes. It is because the results of their study indicated positive results in athletes’s respect for their opponents. Another program that they recommended was the use of the program “Fair Play,” which, according to their study, also has a positive effect on sportsmanship. Additionally, the study of [Shima et al. \(2021\)](#) showed evidence that affective empathy and cognitive empathy are higher for athletes than non-athletes. This supports the findings of this study that members of the team showed empathy for the thoughts and feelings of others. Also, [Kunkel et al. \(2020\)](#) found that five themes describe empathy for athletes, and those are as follows: advocacy, communication, approachability, access, and competence.

Table 9. Correlation of Holistic Coaching Style to the Athlete Personal Attribute Proficiency

		Athlete Personal Attribute Proficiency and Achievement			
		Skill Development	Teamwork	Discipline	Sportsmanship
Clear Communication	Pearson Correlation	0.580**	0.566**	0.621**	0.576**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	93	93	93	93
Decision Making	Pearson Correlation	0.589**	0.577**	0.651**	0.589**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	93	93	93	93
Goal Oriented	Pearson Correlation	0.542**	0.622**	0.713**	0.679**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	93	93	93	93
Result Driven	Pearson Correlation	0.551**	0.625**	0.685**	0.675**
	Sig. (2-tailed)	0.000	0.000	0.000	0.000
	N	93	93	93	93

Table 9 demonstrates the correlation of holistic coaching styles to the athlete’s personal attribute proficiency and athlete achievement among volleyball athletes at Laguna State Polytechnic University, broken down into different attributes. In this table, all correlations are marked as statistically significant ($p \leq 0.000 < 0.05$), and the correlation of holistic coaching styles to the athlete’s personal attribute proficiency and athlete

achievement across all attributes shows moderate to strong and positive. Specifically, the holistic coaching styles, in particular clear communication, decision-making, goal-orientated, and result-driven, are positively correlated to athlete personal attribute proficiency in terms of skill development, teamwork, discipline, and sportsmanship and athlete achievement concerning awards and recognition. These conclude that if coaches possess a high level of coaching style, then the personal attributes and achievement will also be high. This shows how important good and proper coaching styles are to developing the personal attributes of the athletes and their performance towards their success.

Davis et al. (2019) supported the idea that clear communication enhances the coach-athlete relationship and eventually enhances discipline. Similarly, Aly's (2014) research supported the idea that clear communication is essential in establishing discipline among athletes. The study focused on athletes individually and those on a team, comparable to volleyball. Additionally, Zhu and Song (2023) substantiated these notions. Furthermore, correlational research conducted by Khan et al. (2022) supports that clear communication is vital to excellent coaching. Purnomo et al. (2021) also claimed that interpersonal skills are necessary to have successful coaching experience.

Likewise, the study of Schaubroeck et al. (2016) and Cranmer et al. (2020) claimed that communication is crucial in developing new teamwork skills, while Pilette (2017) discussed how charters become a mode of clear communication with athletes. Meanwhile, Collins and Collins (2020) described a structured approach to improve coaching. It demonstrated that decision-making is crucial for athlete development, including discipline in athletes. Collins and Collins (2015) focused on adventure sports but had similar findings: coaches have to rely on their professional judgement to respond to athlete needs, including discipline. In addition, Giske et al. (2013) mentioned that decision-making is often influenced by a coach's experiences and affects the decisions that include discipline among the athletes.

Consequently, several studies support that a coach's decision-making is vital to the improvement of athlete skills. Larkin et al. (2022) reiterated that athletic learning requires the presence of a coaching environment. Till et al. (2019) on the other hand, presented a framework for how coaches can develop the skills of athletes. The output was based on the theoretical understanding of the athlete participants; it believes that the decision-making skills of the coach are a vital factor determinant for athlete success. Kaya (2014) also highlighted the importance of decision-making for both the coach and the athletes. Karakullukçu (2020) agreed with this conclusion, indicating that it is more observable in youth athletes.

Moreover, Collins and Collins (2020b) and Almeida et al. (2019) both emphasised the effect of decision-making on the teamwork of athletes, with the latter interviewing ten different coaches from ten different countries utilising a semi-structured interview. Conversely, Kaya (2014) emphasised the importance of decision-making in an athlete's aspiration for awards. Roberts et al. (2019) reported that coaches' decisions are mostly based on instinct and not systematic procedures.

Furthermore, using correlation analysis is one possible limitation to prove a causal relationship. Strong correlations imply linkages; however, the relationships detected may also be influenced by other factors. Conversely, the study might have missed distinctions in athlete attributes and coaching styles that could have an influence on results. On the other hand, a different interpretation can emphasise how coaching exchanges are mutually beneficial. While athlete traits and behaviours may be influenced by coaching styles, it may be influenced by athlete traits and behaviours. Athletes who are driven and disciplined could react to coaching in a different way than those who are not. Therefore, to provide a more thorough knowledge of the coaching process, future research might examine bidirectional links between coaching styles and athlete personal attributes. It can also acquire a deeper understanding of coaching styles by utilising qualitative approaches or longitudinal designs.

CONCLUSION

Based on the analysed data, it concludes that the status of implementing a holistic coaching style for volleyball athletes and its personal attributes is highly observed and acceptable in the respondents. Likewise, the holistic coaching style level of association with the personal attributes' proficiency of volleyball athletes is moderate to strong positive correlation. Coaching styles were identified as a critical component that strongly

correlates with the discipline of volleyball athletes. Meanwhile, coaching styles are consistently moderately correlated with the athletes' skill development. These results highlight the significance of adjusting coaching styles to the unique characteristics of each athlete while placing a strong emphasis on methods that are result-driven, goal-orientated, and involve clear communication and sound decision-making. Therefore, in order to maximise player growth and team performance, coaches should place a high priority on improving these coaching styles.

Several recommendations for improving the effectiveness of coaching styles can be made in light of these findings. Coaches can improve team performance and athlete development in a meaningful way by placing a high priority on honing communication techniques since they have a favourable impact on a number of athlete personal attributes and proficiency. Additionally, in order to promote trust and strategic thinking, coaches may concentrate on helping volleyball athletes develop strong decision-making skills and include them in decision-making processes. Coaches can also use a goal-orientated approach to coaching, placing an emphasis on specific goals and matching athlete aspirations with team objectives. Furthermore, to optimise athlete attributes, coaches may embrace a result-driven teaching style that places a strong emphasis on accountability and continual progress.

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CONFLICT OF INTEREST

There is no conflict of interest in this study.

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