



AENSI Journals

Journal of Applied Science and Agriculture

ISSN 1816-9112

Journal home page: www.aensiweb.com/jasa/index.html

The comparison of role ambiguity, athlete satisfaction and social loafing on volleyball different positions

¹Zohreh Mashreghi Azar, ²Farshad Tojari, ³Reza Nikbakhsh

^{1&3}Department of Sport Management, Faculty of Physical Education and Sport Science, South Tehran Branch, Islamic Azad University, Tehran, Iran.

²Faculty of Physical Education and Sport Sciences, College of Humanities Sciences, Central Tehran Branch, Islamic Azad University, Tehran, Iran.

ARTICLE INFO

Article history:

Received 11 January 2013

Received in revised form 11

March 2014

Accepted 20 March 2014

Available online 1 April 2014

Keywords:

role ambiguity, athlete satisfaction, perceived social loafing; self-reported social loafing, player positions

ABSTRACT

Objective: The aim of this study was to comparison of role ambiguity, athlete satisfaction and social loafing with volleyball elite players' game positions. The sample of this study was selected through available sampling that was 245 players. The sample completed Beauchamp *et al* (2002) multidimensional role ambiguity scale, Athlete Satisfaction Questionnaire (Rimer & Chelladurai, 1998), Hoigaard (2002) Perceived Social Loafing Questionnaire. **Results:** The results indicated that there were significant differences on role ambiguity, athlete satisfaction and social loafing in different positions. In compare to other players, setter players have low role ambiguity, high satisfaction and low social loafing. **Conclusion:** The results, also, indicate that fix players in compare to substitutional players have low social loafing.

© 2014 AENSI Publisher All rights reserved.

To Cite This Article: Zohreh mashreghi azar, Farshad tojari, Reza nikbakhsh Alam., The comparison of role ambiguity, athlete satisfaction and social loafing on volleyball different positions. *J. Appl. Sci. & Agric.*, 9(2): 846-849, 2014

INTRODUCTION

Team sports motivated individuals to increase their potential, in particular to effort. To explain the reasons that why athletes couldn't reach to predicted levels of performance, Steiner's group effectiveness model is noted that actual group productivity often falls short of potential productivity owing to faulty group processes (Steiner, 1972). Steiner has identified two main sources of reduced productivity: 1) co-ordination losses, comprising the group's failure to optimally co-ordinate the contributions of the individual members, and 2) motivation loss, due to the members not exerting maximal effort in group settings. In the latter case, motivation losses appear to be due to the fact that under some circumstances, individuals reduce their efforts when working in groups compared to when they work alone. This reduction in effort caused by motivation losses has been termed social loafing (Latan, 1986). The influential factors on this negative phenomenon are evaluation and identify ability of each member's contribution to the total group output (Hardy, 1990; Høigaard *et al.*, 2006) and team cohesiveness (Widmeyer *et al.*, 1985; Høigaard *et al.*, 2006), role ambiguity and role satisfaction (Hoigaard *et al*, 2010). Kahen *et al* (Kahn, *et al.*, 1964) defined role ambiguity on organizational literature that is used on sport researches. Role ambiguity is lack of clear and adaptable information about individual role. Fletcher & Hanton (2006) suggest that role ambiguity has negative relationship with sport performance thus; this relationship on team athletes is higher than individual athletes. Hoigaard *et al* (Hoigaard, *et al.*, 2010) stated that role ambiguity caus to less increase of athletes role satisfaction and social loafing among them is reduced. The results of studies (Eys, *et al.*, 2003 Bebetso, *et al.*, 2007) indicate that role ambiguity result in decrease of athletes' satisfaction. Athlete satisfaction is positive emotional state that experienced by complex evaluation of structures, processes, and outcomes which are related to sport experiences (Rierner, *et al.*, 1998). Locke (1976) in the emotional continuum stated that satisfaction is meeting the expectations and those expectations that are not met and the value that are giving to these expectations. The results of Welter (Welter, *et al.*, 2002) study shows that in the groups that social loafing has been seen individual satisfaction was low. Individuals who have had high level of social loafing indicate low level of satisfaction. Aggarwal (2008) indicate that increase of satisfaction cause to decrease of social loafing. The most social loafing researches focus is on finding the ways to decreasing or eliminating social loafing effects on group environments (Karau, & Williams, 1993). The aim of this study was to compare rate of role ambiguity, athlete satisfaction and social loafing on volleyball different positions. In the present study, the researcher seeks to answer to this question that is their differences between role ambiguity, athlete satisfaction and social loafing on different positions of volleyball?

Corresponding Author: Zohreh mashreghi azar, Department of Physical Education, South Tehran Branch, Islamic Azad University, Tehran, Iran.
Phone numbers ... E-mail:

Method:

The populations of this study were the Iranian Men volleyball League players' in 2012 season. The sample of this study was selected through available sampling that was 245 players. Role ambiguity was measured by adaptive version of Beauchamp *et al* (2002) multidimensional role ambiguity scale. Role ambiguity was considered in four dimensions: scope of responsibility, role behavior, role evaluation, and role consequences. To eliminate differences between defensive and offensive roles, in this study role ambiguity scale was modified as Hoigaard *et al* (2010) and role ambiguity scale was used to measure role ambiguity per se. Therefore, with regardless of defensive and offensive roles players completed 20 items of role ambiguity scale that ranged from 1 (strongly disagree) to 9 (strongly agree). The reliability of role ambiguity scale indicates 0.86 to: responsibility domain, 0.88 to role behavior, 0.92 to role evaluation, and 0.83 to role outcomes. The reliability to role ambiguity scale was 0.94.

Athlete Satisfaction Questionnaire:

Individual's perception from their satisfaction was assessed by Athlete Satisfaction Questionnaire (Rimer & Chelladurai, 1998) that included 56 items. The participant was responded to this questionnaire through 1 (strongly disagree) to 7 (strongly agree) Lickert scale. Athlete Satisfaction Questionnaire (Rimer & Chelladurai, 1998) have 15 subscales that indicate satisfaction and include 5 main subjects: performance dimensions, leadership ability, team, organization, individual dependency to sport participation. Cronbach alpha to this questionnaire was 0.96.

Social loafing:

Hoigaard (2002) Perceived Social Loafing Questionnaire is athletes' perception of their teammates loafing. It include 5 items and through 1 (strongly disagree) to 5 (strongly agree) Lickert scale. Self-reported Social Loafing Scale have 4 item and assessed by 1 (strongly disagree) to 5 (strongly agree) Lickert scale. Self-reported Social Loafing Scale was developed by perceived social loafing questionnaire (Hoigaard, 2010). Internal validity of Perceived Social Loafing Questionnaire was assessed by alpha cronbach 0.92 and Self-reported Social Loafing Scale was 0.79.

Procedure:

To analysis of athletes' demographic information descriptive Statistics (mean, standard deviations, frequency, percent, figures and tables) was used. In order to compare research variables in demographic groups in modeling method were used by LISREL software. Significant level was considered 0.005.

Results:

The results of table 1 indicate that the sample have with mean age 23.4 and standard deviation 487. In terms of player status 62% were fix and 38% substitutional player. 13.9% of players were libero, 21.2% setter, 11.4% were opposite hitter, 30.2% were outside hitter and 23.3% were middle blocker.

Table 1: descriptive characteristics demographic variable of sample

		Frequency	Percent
Player status	Fix player	152	62
	substitutional player	93	38
Player position	Libero	34	13.9
	setter	52	21.2
	opposite hitter	28	11.4
	outside hitter	74	30.2
	middle blocker (middle hitter)	57	23.3

Table 2 shows the player status and positions. Among sample 34 player were libero (approximately 14%), 52 player were setter (approximately 21%), 28 player were opposite hitter (approximately 11%), 74 player were outside hitter (wing spiker) (approximately 30%) and 57 player middle blocker (middle hitter) (approximately 23%). In total of 245 players that response to this item and their data is available 152 players (approximately 62%) were fixing and 93 player were substitution.

Table 2: frequency of player status and positions

	Frequency	Percent
Libero	34	13.9
setter	52	21.2
opposite hitter	28	11.4
outside hitter	74	30.2
middle blocker (middle hitter)	57	23.3
Fix player	152	62.0
Sub situational player	38.0	93

According to table 3 findings it could be suggest that there are not significant differences on role ambiguity, athlete satisfaction and social loafing in different positions. The average of role ambiguity, athlete satisfaction and social loafing in different positions were not similar. The results of Tukey test indicate that there are significant differences on role ambiguity, athlete satisfaction and social loafing between setter and opposite hitter, outside hitter, middle blocker and libero players. In compare to other players, setter players have low role ambiguity, high satisfaction and low social loafing.

Table 3: the results of variance analysis according to game position

Variables	Position	role ambiguity	athlete satisfaction	social loafing	Self-reported social loafing
Significant level (Sig)		0.000	0.001	0.012	0.001
Average	Libero	0.0809	4.9837	1.6013	1.62
	setter	8.4346	5.4505	1.4509	1.44
	opposite hitter	7.9196	5.3093	1.6746	1.62
	outside hitter	7.7115	4.6723	1.7883	1.73
	middle blocker (middle hitter)	7.7333	4.8462	1.7349	1.75

The findings of table 4 and t-test two independent samples indicate that except social loafing, all variables have not significant differences in terms of fix and sub situational players. The result show that the rate of perceived social loafing and self-reported social loafing on fix player is low than sub situational players.

Table 4: The results of mean test according to player status

Variables	status	role ambiguity	athlete satisfaction	social loafing	Self-reported social loafing
Significant level (Sig)		0.313	0.206	0.002	0.001
Average	Fix player	7.9898	5.0646	1.5819	1.569
	Sub situational player	7.8720	4.8785	1.8017	1.82

Conclusion:

The aim of this study was to comparison of role ambiguity, athlete satisfaction and social loafing with volleyball elite players' game positions. The findings indicate that the average of role ambiguity, athlete satisfaction and social loafing in different positions were not similar. There are significant differences on role ambiguity, athlete satisfaction and social loafing between setter and opposite hitter, outside hitter, middle blocker and libber players. In compare to other players, setter players have low role ambiguity, high satisfaction and low social loafing. Role ambiguity defined as a lack of clear and adaptable information about individual role (Kahn, *et al.*, 1964). Karamousalidis *et al* (Karamousalidis, *et al.*, 2010) stated that defense players have high role ambiguity about their role in compare to offensive players. It could be noted that the possible reasons to low role ambiguity on setter players is that the key role of setter position and continuous relationship between setter players with coaches. As Hoigaard *et al* (2010) indicate that the coaches' low relationship is significant reason of role ambiguity. Athlete satisfaction is positive emotional state that experienced by complex evaluation of structures, processes, and outcomes which are related to sport experiences (Riemer, & Chelladurai, 1998). The researches (Eys, *et al.*, 2003 Bebetso, *et al.*, 2007) indicate that role ambiguity result in decrease of athletes' satisfaction. Therefore, it is rational that the more role satisfaction in setter position is because of low role ambiguity. Social loafing is defined as a reduction of individual motivation and effort. This reduction in effort caused by motivation losses has been termed social loafing (Latan'e, 1986). The influential factors on this negative phenomenon are evaluation and identify ability of each member's contribution to the total group output (Hardy, 1990; Høigaard *et al.*, 2006). Setter players due to key role that they play on the team, continuous relationship with coaches, players and analyzer are more exposure to seen and evaluation. More likely perceive their role significant. This idea and approach could be, also, exist on fans and media. Setter players are team mastermind; they should be good psychologist and have proper process of the other players. Offensive tactics, back side defense are creating by setter. The team speed regulates by setter and the players reach to harmony by them. Hoigaard *et al* (2006) indicate that high team cohesiveness cause to decrease of social loafing. Again, setter is influential on increase or decrease of player motivation and can influenced player motivation on different positions. The results indicate that fix player in compare to sub situational players have low social loafing. It could be stated that fix players perceived their role significant, evaluable and identifiable than sub situational players. More likely fix players have high cohesiveness with teammates. The coaches could increase team output through which creating proper relationship and evaluation of fix and substitution players, increase team cohesiveness, decrease a motivation and social loafing among them. The future researchers could

investigate player positions on interactive group sports such as football and relationship of effective variables on performance such as role ambiguity, social loafing and self-efficacy with different game positions.

REFERENCES

- Beauchamp, M.R., S.R. Bray, M.A. Eys, & A.V. Carron, 2002. Role ambiguity, role Efficacy and role performance: Multidimensional and meditational relationships within interdependent sport teams. *Group Dynamics: Theory, Research, and Practice*, 6: 229-242.
- Bebetso, Evangelos, Theodorakis, Nicholas, 2007. The relationship between Role Ambiguity and Athletes Satisfaction among Team Handball players in Greece. Perceptual and Motor skills. Available on the <http://proquest.umi.com>. pp: 203-212.
- Aggarwal, D.C., O. BRIEN, 2008. Social loafing on group projects, Structural Antecedents & Effect on student satisfaction. *Journal of marketing education*, 30: 255-264.
- Eys, M.A., A.V. Carron, S.R. Bray & M.R. Beauchamp, 2003. Role ambiguity and athlete satisfaction. *Journal of Sports Sciences*, 21: 391-401.
- Fletcher, D. & S. Hanton, 2006. "The Relation between Psychological skills Usage and Competitive Anxiety Response"; *Psychology of Sport and exercise*, 2: 89-101.
- Hardy, C.J., 1990. Social loafing: Motivational losses in collective performance. *International Journal of Sport Psychology*, 21: 305-327.
- Høigaard, R., 2002. Perceived social loafing questionnaire. Unpublished manuscript, Agder University College., pp: 101-105.
- Høigaard, R., & Y. Ommundsen, 2005. Perceived social loafing and anticipated effort reduction among young football players –an achievement goal perspective. Manuscript submitted for publication., pp: 71-80.
- Høigaard, R., S. Fuglestad, D.M. Peters, B.D. Cuyper, M.D. Backer & F. Boen, 2010. Role satisfaction mediates the relation between role ambiguity and social loafing among elite women handball players. *Journal of Applied Sport Psychology*, 22: 408-419.
- Høigaard, R., R. Säfvenbom & F.E. Tønnessen, 2006. The relationship between group cohesion, group norms, and perceived social loafing. *Small Group Research*, 37: 217-232.
- Kahn, R.L., D.M. Wolfe, R.P. Quinn, J.D. Snoek, & R.A. Rosental, 1964. *Organizational stress: Studies in role conflict and ambiguity*. New York: Wiley, pp: 342-353.
- Karamousalidis, G., C.h. Galazoulas, E. Manousaridou, E. Bebetso, M. Grammatikopoulou Alexaki, 2010. Relation of coaching behavior and role ambiguity. *Journal of Physical Education and Sport.*, pp: 45-50.
- Karau, S.J., & K.D. Williams, 1993. Social Loafing: A meta-analytic review and theoretical integration. *Journal of Personality and Social Psychology*, 65: 681-706.
- Latané, B., 1986. Responsibility and effort in organizations. In P. Goodman (Ed.), *Groups and organizations* (pp. 277–303). San Francisco: Jossey-Bass., pp: 504-520.
- Locke, E.A., 1976. The nature and causes of job satisfaction. In M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp. 1297–1349). Chicago, IL: Rand McNally.
- Riener, H.A. & P. Chelladurai, 1998. Development of the athlete satisfaction questionnaire (ASQ). *Journal of Sport and Exercise Psychology*, 20: 127-156.
- Steiner, I.D., 1972. *Group processes and productivity*. New York: Academic Press., pp: 59-82.
- Welter, S., C. Canal, K. Fiola, K. Sweeney, Armand, 2002. Effects of social loafing on individual satisfaction & individual productivity. *The National Honor society in psychology*, 2(3): 142-144.
- Widmeyer, N., L. Brawley, & A. Carron, 1985. The measurement of cohesion in sports teams: The group environment questionnaire. London, Ontario: Sports Dynamics., pp: 111-154.