Cultural Differences and Coaching Styles of Physical Education Teachers in Hong Kong and Indonesia

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Article Info	Abstract
	The purpose of this study is to make a comparison between training culture in the perspective of digital technology and the approach of middle and upper volleyball coaches in Hong Kong and Indonesia to get reflection or feedback, as well as recommendations from the research results obtained for improvement. the quality of coaches in both countries. Comparative study research method with a questionnaire instrument. Data analysis used t test, or different test. The sample used in this study is a purposive sample from the two countries with the subject being a volleyball coach who practices at high school or equivalent. Data analysis was carried out by comparing the average differences in respondents' answers regarding the use of digital technology and training culture and training style between the two countries. The higher the average, the better the culture and style of training in a country. Data normality analysis with Kolmogorov-Smirnov and Homogeneity with Lavene's Test. The research subjects were 85 high school volleyball extracurricular coaches in Indonesia, and 22 coaches from Hong Kong. The findings of the research results Sig.(2-tailed) value (0.038 < 0.05) there is a significant difference between the culture and coaching style of volleyball coaches in Indonesia and coaches in Hong Kong. There are significant differences between culture and coaching styles in the context of digital technology in volleyball practice in Indonesian and Hong Kong high schools.

Introduction

The volleyball game is developing very rapidly, with technology and also the rules about the game that are always developing to be faster and more effective, the coach must also follow technological developments and the development of volleyball game rules. Adjustments to cultural conditions and training methods must always be adjusted by the coach so that volleyball players do not feel bored and do not miss the pattern of playing with other teams. The results of the initial discussion between the lead researcher and the coach from Hong Kong showed that the pattern of volleyball coaching, especially in high schools in their country, had not yet been adapted to the latest developments in volleyball. Likewise, training methods and training patterns in Indonesia have not adapted

to the latest developments in volleyball.

The specific objective of this research is to make a comparison between coaching culture and the approach of high school volleyball coaches in Hong Kong and Indonesia in order to get a reflection or feedback, as well as recommendations from the research results obtained for improving the quality of coaches in both countries. The feasibility study conducted by the researcher is that Hong Kong is a country that has a volleyball team that is above the Indonesian national team in terms of ability, so it is necessary to learn from each other. In 2025, a world class university: achieving the vision of a world-class university that has quality according to world-class education standards. To achieve the vision and mission of Universitas Negeri Yogyakarta, it is strengthened by international collaborative research conducted by lecturers at Universitas Negeri Yogyakarta. This research is aimed at building and improving the image of Universitas Negeri Yogyakarta towards a World Class University. Therefore, to produce quality research, clear guidelines need to be made as a reference for all Universitas Negeri Yogyakarta lecturers to be able to participate.

Volleyball is a game that is full of positive values for the character development of students, especially in high school. The volleyball players at the high school age are in a period of self-discovery and also at the time of understanding what training is to achieve sports achievements. The training pattern used by the coach is adjusted to the development of the ball game and the characteristics of the athlete, this is in accordance with research (Khalaj et al., 2011) on the relationship between coach leadership and athlete satisfaction. Coaches as well as athletes to get good training results must have good relationships, athletes want and accept all training programs and strategies run by coaches, as well as coaches must understand the athlete's character and understand the physical and psychological conditions of the athletes. This is in line with research (Murugeesan et al., 2016) that there are several factors that have the potential to influence the relationship between coaches and athletes, including: communication, gender, and culture.

Training is carried out by coaches for athletes. This is in accordance with research (Vesso & Alas, 2016) that of the three models of leadership culture only affect leadership and behavior. The results of other studies (Huff, 2019) regarding the relationship between training styles and the needs of athletes really need communication between the two. So it would be wise if good beliefs, behavior and also how to communicate with athletes are woven in harmony to achieve common goals. A football coach has competence in his field, namely volleyball, which is formed through education, experience and learning outcomes. Good adaptability of attitude as well as flexibility in training and policy is the key to success in training. Coaches in Asia also have a noble goal which is to always lead or lead in their attitude, this is an opinion (Drapper, 2016).

The role of the coach in a match is to condition the athlete so that they can perform optimally in every match, the style of coaching in holding a team varies greatly and usually has different humidity towards the team. This is in accordance with research (Newell, 2007) that the training experience has an effect on the athlete's ability to score points in a match. According to Chmielecki and Contreras-Loera (2020) the important factors that foster relationships and the ways in which people give up their usual actions for new thoughts. This research cannot identify specifically what people value in different cultures; however, it captures the main active ingredient in the

learning effort, without taking culture into consideration. This article begins with an overview of some of the ways that culture plays a role in coaching, including an exploration of how assumptions about culture can have a positive or negative impact on coach attitudes their approach and ultimate success with that of the individual.

The second section provides three general principles for cross-cultural coaching, emphasizing the importance of using cross-cultural knowledge as a way to tailor coaching to each person. The third section focuses on the five essential conditions for learning insight, motivation, ability, real-world practice, and accountability and how cultural differences can affect various steps in the coaching process. The various examples for each condition highlight the specific tools and techniques that the trainer can use (Gultom et al., 2022; Peterson, 2007; Priyambada et al., 2022; Shirotriya, 2021; Zeng et al., 2022).

Coaches must be trusted by their athletes, so athletes must also have confidence in their coaches. This is in line with research (Openriver & Preston, n.d.) The study results support the previous literature and participants prefer a supportive leadership style and the quality of accountability, leading by example and self-confidence. The application of these leadership qualities and styles can be beneficial for a leader who wants to increase the relationship and trust with his followers. According to (Burden & Lambie, 2011) socio-cultural competence for sports coaches (SCSC) to support positive coach-athlete relationships.

In particular, this article (a) reviews the socio-cultural competency standards used in similar professions, (b) introduces culture for sports coaches (SCSC) in the field of coaching education, and (c) presents competencies, standards, and benchmarks to guide implementation culture for sports coaches (SCSC) with diverse athletes. Findings (Roth, 2017) show that culture in coaching is not a defined objective fact but a subjectively interpreted concept. The findings also suggest that the impact of national culture may be overstated in discussions of cross-cultural coaching.

No sports organization can be successful that does not have a strong organizational culture, specifically the rules, norms, values and examples to follow, history. If this does not exist, the main task is to create it. This is the basis of everything. Then the members of the organization must be chosen carefully, and it is important to assist their integration by consciously applying the basic principles of organizational psychology. It should not be ignored that in addition to written contracts, there are also unwritten contracts, namely psychological contracts. It affects unconsciously, but "more effectively" the individual's satisfaction with the club (Balogh, 2015). There were no differences in attribution dimension scores between countries. Significant differences across countries exit for the relationship between trainer behavior and attribution dimensions (Britton, 2015). The results of the study (Pido, 2014) showed that there was a significant relationship between coaching leadership style and athlete satisfaction.

In particular, fostering democratic behavior and situational considerations of leadership style were significant predictors of athlete satisfaction. The results of this study regarding athlete satisfaction and demographic factors indicate that there is a significant difference in athlete satisfaction in terms of age. The findings of this study suggest that coaches should provide democratic behavior and situational considerations and allow athletes to participate in the formulation of team goals, training methods, and game strategies to increase satisfaction levels

and reduce stopping among athletes. The results of this study can be used as a benchmark for sports coaching, sports psychology, sports management and other sports-related studies. This study may be able to give coaching staff a better understanding of what different athletes are saying about the culture of their program and how it can be changed. It is aimed at coaches who believe their culture is hindered.

New coaching staffs can understand how important team culture is within college athletics and instill it within their programs. Based on this research, the novelty of this research is that training culture and training style need to be mastered properly according to the characteristics of athletes and also the development of the game of volleyball. The research innovation that will be carried out in this study is how coaches in both countries understand the culture of training and also the style of coaching that should be applied to their respective countries. There has been no research that examines and compares these two Asian countries, where both countries are developing countries and have the potential for talented athletes to play in international championships. The purpose of this research is to find out how the culture of training and the style of training which contains about the coach's age, length of training, trainer's coaching license, trainer's educational background, coach's main job, courses the coach has attended, coaching style, approach to training, coach's philosophy, training goals are a unity that influence each other in coaching style and coaching culture.

Method

This research will use a comparative study method or comparison between coaching culture and coaching style between volleyball coaches in Hong Kong and volleyball coaches in Indonesia. Research subjects use volleyball coaches in high schools who train volleyball extracurricular activities. The sample used in this study is a purposive sample from both countries with the subject being a volleyball coach who trains in high school or equivalent.

Data analysis was done by comparing the mean differences in respondents' answers about training culture and training style between the two countries. The higher the mean, the better the culture and style of training in a country. This instrument is used to gather information about the relationship between the coach's age, length of training, trainer's coaching license, trainer's educational background, coach's main job, courses the coach has attended, coaching style, approach to training, coach's philosophy, training goals are a unity that influence each other in coaching style and coaching culture.

Table 1. The Research Instrument

No.	Statements
1.	The age of the volleyball coach influences the culture and your coaching approaches
2.	Coaching experiences influence your culture and approach to coaching
3.	Your coaching license level affects your culture and approach to training
4.	Higher education influences the culture and approach to your training
5.	Coaching is your main job
6.	The number of courses you take affects your culture and approach to coaching

No.	Statements
7.	You train volleyball in the old school style
8.	You train volleyball in a modern style
9.	You train with a hard model like a judge
10.	You train by emphasizing discipline
11.	You train by combining several coaching styles and training approaches
12.	Psychological approach is important in coaching volleyball
13.	The use of technology is important in training volleyball
14.	The drill approach is very necessary in training volleyball
15.	The game approach to the situation in volleyball is important
16.	The use of sport science really supports volleyball coaches
17.	Putting the interests of athletes first is a training goal
18.	Volleyball athlete skill development is the coach's goal
19.	Achievement is the main goal in volleyball training
20.	Winning is the main goal of volleyball practice
21.	Recreation is the goal in volleyball practice

Results and Discussion

The results of the data normality test using the Kolmogorov-Smirnov obtained the results of the research data being normally distributed with value of sig. 0.200 > 0.05. These results can be seen in Table 2.

Table 2. Normality Test

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Culture Differences and Coaching Style	Indonesia	.078	85	.200[*]	.920	85	.000
	Hong Kong	.115	22	.200[*]	.971	22	.733
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The homogeneity test of the data using Levene's test shows that the research data is homogeneous, said to be homogeneous data if F count < F table, 1,896 < 3.933 with dk. 104. Value of Sig.(2-tailed) 0.038 < 0.05 There is a significant difference between the culture and style of coaching volleyball coaches in Indonesia and coaches in Hong Kong. The results of the homogeneity test are presented in Table 3 and mean differences t-test in Table 4.

Furthermore, after being presented in tabular form, to clarify in relation to these results, the researcher also presents a picture of the mean differences of Indonesian Volleyball Coaches and Hong Kong Coaches in Figure 1.

Table 3. Homogeneity Test and Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Cultural diferences and Coaching style	Equal variances assumed	1.896	.171	2.098	105	.038	3.56417	1.69845	.19647	6.93188
	Equal variances not assumed			2.550	44.829	.014	3.56417	1.39771	.74875	6.37959

Table 4. Mean Differences t-test

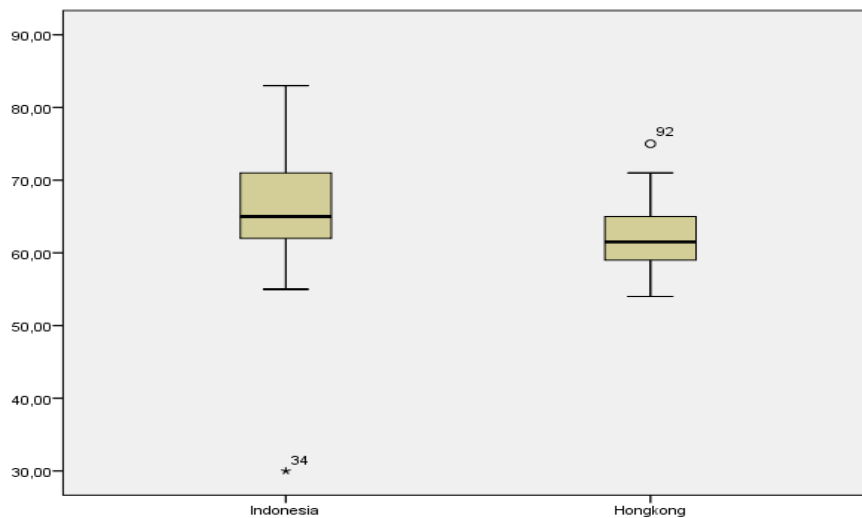| **Group Statistics**					
	Groups	N	Mean	Std. Deviation	Std. Error Mean
Cultural differences and coaching style	Indonesia	85	65.8824	7.47601	.81089
	Hong Kong	22	62.3182	5.33976	1.13844

Figure 1. Mean Differences of Indonesian Volleyball Coaches and Hong Kong Coaches

The age of a volleyball coach affects the culture and style of training in this study added with digital technology, this is in accordance with research (Aristotelis et al., 2013) coaches perceive themselves as providing greater amounts of training and instructions, democratic behaviors, and social support. Also, there were differences among coaches on their leadership perceptions according to their characteristics. Volleyball coach experience

influences culture and coaching style, research by Stout-Rostron (2018) Cross-cultural research suggests that culture strongly influences leadership concepts, often in unconscious ways. Understanding diversity and multiculturalism is a critical competence for a business coach, broadening their understanding of the social and workplace context and equipping them to better support organizational clients. The coaching license owned by volleyball coaches influences the culture and style of coaching, this is in line with research (Cushion et al., 2012) drawing on experiences from the educational field, we examine how coach education and continuing professional development can utilize mentoring and critical reflection to situate learning in the practical experience of coaching.

Coach with a high level of education strongly support the culture and style of coaching in volleyball, this is supported by research (Chris Munro, Margaret Barr, 2020) the process of learning how to coach, can be a powerful form of leadership development that stimulates critical reflection on the learning relationships that they have across their educational community. If you practice training as your main job, you will be more focused on achieving results, compared to training as a side job. This is in accordance with research (Ronkainen et al., 2020) the younger coaches mainly constructed coaching as a hobby and more often placed value on personal benefits, whereas many older coaches described coaching as a vocation/calling and emphasised causes that transcend the self. Understanding the diverse ways in which coaching is meaningful is vital for supporting the recruitment and retention of the coaching workforce in sport clubs. Transcend the self. Understanding the diverse ways in which coaching is meaningful is vital for supporting the recruitment and retention of the coaching workforce in sport clubs.

The experience of taking courses on volleyball makes the coaches increasingly have various forms of exercise. This is supported by research (J Lindon, 2011) the study concludes that not only could internally offered coaching provide a more cost-effective mechanism for continuing professional development (CPD) provision, but by creating a culture in which coaching was embedded as part of professional practice, it could contribute to the continued up skilling of the school workforce, improve motivation, maintain challenge and deepen learning. Coaching volleyball in the old style is no longer in accordance with the current style of volleyball. This is supported by research (Ghorbanzadeh et al., 2017) suggested that the use of verbal-visual feedback styles that were given by teachers' instructions and video records can positively affect the learning process of bump and serve skills in volleyball. Training volleyball by following the development of modern volleyball is very important for now, this is in accordance with research (Hidayat et al., 2022) the study found a significant relationship be-tween the game knowledge and competencies experienced in in-game skills, such as serving, passing, receive, attacking, and blocking. In applying non-linear pedagogy in the study, students demonstrated interaction in multi-faceted games with each other for optimal responses to pre-established constructions.

Coaching volleyball with a hard approach to athletes like a judge is no longer relevant today, using the digitization method as an effort to train athletes, one example of jump training (Priyambada et al., 2022), In addition, it is also recommended to implement a sprint training program to develop the ability to contact an athlete, (Majid & Fauzi, 2021) this is according to research (Fleddermann et al., 2019) suggests positive effects in task-specific and two near-transfer tests of a perceptual-cognitive intervention in elite volleyball athletes. This supports a partial overlap

in cognitive processing between practice and tests with the result of positive near-transfer. However, there are no significant effects in far-transfer testing. Although these current results are promising, it is still unclear how far-transfer effects of a generic perceptual-cognitive training intervention can be assured. Coaching volleyball as well as training discipline for athletes. It's like research coach (K Lenberg, 2006) hing and becoming the true volleyball athlete takes discipline in and commitment to all five aspects of conditioning. Physical and mental conditioning alone could each fill the pages of two additional books. More than anything else, coaches and athletes should engage in proper physical conditioning to improve performance, prolong endurance during intense training sessions and competitions, and to prevent and rehabilitate injury. Combining training forms and training styles can be done in volleyball training, research results (Lehnert Michal et al., 2011) the study pointed to the differences between monitored groups of coaches and possible deficiencies in training and coaching of top volleyball teams in the Czech Republic. It is necessary to be aware that the results of this research are limited by the low number of respondents.

A psychological approach is needed in volleyball training, this is in line with research (Catalin Ciocan et al., 2012) the Inventory has 28 items and measures the psychological skills such as: coping with adversity, "coach ability", concentration, confidence and motivation, goal-setting & mental preparation, peaking under pressure, freedom from worry. The use of technology to assist the volleyball training process is absolutely necessary. Study from (Kzar et al., 2019) reached to number of conclusions were, the most important of which was the positive effect of computer features in activate the process of forming the mental image of the skill during the mental training, as well as having a positive effect on developing the performance of some basic skills players. The drill method in volleyball games can improve skill abilities, such as research results (Amansyah & Moch, 2020) the research results for the exercise model validation provided by volleyball specialists provided a 94% response rating, that the development of the volleyball spike exercise Model with Drill approach deserves use because of the fully presented material and Clear material explanation. The evaluations provided by learned experts provided a 96% response rating, that the development of the volleyball Smash training Model with the Drill approach was worthy of use as it meets the standards used. Volleyball training with a play approach can improve the technical and tactical abilities of volleyball athletes, this is in accordance with research (Sopa Ioan Sabin & Pomahaci Marcel, n.d.) good improvements in every assessment comparing the results between the initial and final evaluation. Conclusions highlighted the idea that volleyball game can be a good method for fulfilling the objectives of every physical education class and also improve motor qualities and develop skills. The use of technology in volleyball training and matches greatly helps the development of volleyball, this is in line with research (Zhang, 2020) the scientific and innovative development of volleyball from two aspects: formulating reap[sonable training objectives and scientifically formulating volleyball training methods, aiming to optimize volleyball and solve problems facing by it at present. Volleyball coaches should prioritize athletes before winning, in the sense that the interests of athletes or the needs of athletes are prioritized over just looking for victory. This is according to research (Rui Resende et al., 2014) the coach has a decisive responsibility in developing athletes through sport and developing the sport system.

Due to this key role it is important to inquire about coaches' education. In the training process the coach plays an important role in achieving the training objectives, the coach becomes a leader in training and matches. This is in

accordance with research (Krukowska et al., 2018) that characteristics of a transformational coach had an influence on athletes' intrinsic motivation and involvement in training, and they served as means of satisfying the needs for autonomy, competence, and relatedness. Winning for some volleyball coaches is indeed the main goal in training, but it must be adjusted to the age and development of the athlete, because the impact of different orientations will be less good. This is in accordance with research (Knoblochova et al., 2021) that task and ego orientations contribute to different outcomes in competitive athletes, with task orientation supporting athletes' interest in and enjoyment of the sport and ego orientation supporting athletes' external regulation and performance in competition. Based on self-determination theory, task orientation may affect intrinsic motivation through the satisfaction of the basic needs of autonomy, relatedness and competence. At the same time, ego orientation may support less self-determined motivation but may also represent an advantage in the highly competitive environment of elite sports. There are four important things from this research which are novelties in this research that coaching is not the main job of a coach, the style of training with traditional patterns is no longer practiced, the style of training hard with athletes is no longer practiced and victory in volleyball is not a main goal. the use of digital technology may be required to support game performance. as a means of facilitating in practice

Conclusion

There are significant differences between the culture and coaching style of volleyball training in Indonesian and Hong Kong senior high schools. Based on the mean difference between coaching culture and coaching style between volleyball coaches in Hong Kong and Indonesia of: 62.31 and 65.88, it can be concluded that there is significant difference between coaching culture and coaching style between volleyball coaches in Hong Kong and Indonesia. It is necessary to continue other research by involving other more advanced countries to obtain more in-depth studies and results.

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