

Transformational leadership in youth and sports directorates: Achievement motivation among supervisor and non-supervisor workers as an indicator

Abdelouahab Mirouh¹
Bouزيد Ouchene²

¹University of 20 August, Skikda (Algeria), abdelouahab.mirouh@gmail.com

²Mohamed Boudiaf university of M'Sila (Algeria) ouchene1975@yahoo.fr

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Abstract:

This study examines the relationship between supervisors' achievement motivation and non-supervisor workers achievement motivation as an indicator of transformational leadership in the directorate of youth and sports. The descriptive approach was applied; by distributing a questionnaire of achievement motivation to the study sample that was consisted of 105 supervisor and non-supervisor workers. We apply a set of statistical coefficients such as Pearson correlation coefficient, mean and the standard deviation. The results of study show that there is a positive and significant correlation between supervisors' achievement motivation and non-supervisor workers' achievement motivation. This may indicate the extent to which supervisors in the directorate of youth and sports in the wilya of MILA have transformational leadership skills and the ability to provide an example to non-supervising workers in a way that raises their achievement motivation to reach the level of supervisors' achievement motivation.

Keywords: Leadership; Transformational leadership; Achievement motivation; Youth and sports directorate.

1. Introduction:

Most organizations nowadays live in a professional, economic and political reality that is characterized by continuous and sudden changes, which makes it difficult to continue in the labor market effectively, especially in light of strong competition and the constant change in the needs and demands of its customers. This requires from organizations to create a culture that stimulates hard work and perseverance, to challenge all competition difficulties and accepts continuous change in the work environment and various procedures and methods of work and everything related to that. This is by providing not only sufficient material and financial capabilities, but through recruiting human competencies with high and current skills that allow them to manage the rest of the resources within the organization, and even with capabilities that allow them to change the reality of the organization to a better situation.

Leaders are the human resources whom are capable of making all this happen. Kotler (1995) points out the importance of leadership in creating an environment that adapts to change (Al-Rifai, 2013, p. 23) However, leaders who are able to achieve Kotler's idea are not traditional leaders, but rather, leaders able to move from firm personal values and beliefs that cannot be negotiated or dropped, such as justice and integrity, and through these personal standards only a transformational leader can unite his followers and change their beliefs and goals as **Burns** (1978) mentioned. (Khreish & Choueimat, 2005,p8) In addition, Barnett (2003) indicated that transformational leadership has proven successful and leads to a higher level of motivation and commitment. It is considered as an unusual model in motivating followers to achieve a higher level of performance more than expected, and to think about the organization's problems in new ways and methods. (Al Harasi, 2017, pp13-14) All of these traits that have developed in followers indicate the characteristics of achievement motivation; Ghobari (2008) mentioned that achievement motivation is the desire to do a good job and succeed in it, and this desire is characterized by ambition and enjoyment in competitive situations, and tends to work independently, facing problems and solving them. (Al-Wahsh, 2021, p. 343)

Several theoretical and field studies expressed the impact of transformational leadership style on achievement motivation. (Sefidan & al, 2021; Dedeić & Mekić , 2019; Clipa, O., & Greciuc (Șerban), M.-A., 2018; Manik, 2016...etc) Korejan & Shahbazi(2016) indicated that The transformational leaders constantly look for potential motives in followers and aim to draw followers' attention to superior needs. They motivate them to do more than what is stated in their employment contract and they focus on the employees' higher level needs. (Korejan & Shahbazi, 2016, p454) Also, Al-

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Wahsh (2021) found that there is a statistically significant relationship between school principals' practice of transformational leadership and the level of achievement motivation of teachers . p. 343.

We can assume that one of the most important tasks of transformational leader is to stimulate followers' achievement motivation, and in order to be able to do that, we suppose that the leader also be characterized by the achievement motivation traits and gives an example for them in that. In other word, If we find a high level of achievement motivation for each of the leaders and followers, and if there is a correlation between the achievement motivation for both of them, this may indicate the influence that the transformational leader exerts on his followers and his ability to change and transfer their needs and motives from the minimum needs to the level of achievement motives. This is what we aim to prove in this study.

Numerous studies on transformational leadership indirectly imply the manifestation of achievement motivation within the actions of a transformational leader, particularly evident in the ideal influence dimension. This aspect inherently aligns with the traits associated with achievement motivation. While not overtly stated in the existing literature and research, it becomes apparent that the transformational leader embodies characteristics of achievement motivation. Moreover, this very quality aids the leader in cultivating a sense of achievement motivation among their followers and facilitates the redirection of their needs and motivations toward it. This correlation between leaders' achievement motivation and the motivation of their followers holds significant importance for the effective management of Algeria's Directorate of Youth and Sports; As a sports service institution catering to a diverse audience with varying characteristics and needs, it demands managers (leaders) possessing elevated skills and strong achievement motivation. These managers must also be capable of inspiring workers to excel in their tasks, ensuring the optimal fulfillment of audience requirements.

This current study aims to investigate the gap in previous studies under the following main question:

Is there a correlation between supervisors' achievement motivation and non-supervisors' achievement motivation in the Directorate of Youth and Sports in the Wilaya of Mila? Is the existence of this relationship indicates a form of transformational leadership?

The general hypothesis: There is a correlation between supervisors' achievement motivation and non-supervisors' achievement motivation in the Directorate of Youth and Sports in the Wilaya of Mila. And this correlation is considered as an indicator of transformational leadership.

Partial Hypotheses:

- There is a positive and strong correlation between supervisors' achievement need and non-supervisors' achievement need in the Directorate of Youth and Sports in the Wilaya of Mila, which is considered as an indicator of transformational leadership.
- There is a positive and strong correlation between supervisors' affiliation need and non-supervisors' affiliation need in the Directorate of Youth and Sports in the Wilaya of Mila, which is considered as an indicator of transformational leadership.
- There is a positive and strong correlation between supervisors' control "power" need and non-supervisors' control "power" need in the Directorate of Youth and Sports in the Wilaya of Mila, which is considered as an indicator of transformational leadership.

Study concepts:

Leadership: it's mean in this study; all the behaviors, actions, words, and personal traits that the leaders use it to influence individuals' effort and work in order to achieve a specific goal or set of goals.

Transformational leadership: Burns (1978) created the concept of transformational leadership as a description of political leaders who transform the values of their followers, but Bass (1985, 1990) later expanded the scope to include leadership within organizational settings. (Sandell, 2012, p5) Transformative leaders accept leadership as a process which stimulates and inspires their followers and develops their own leadership skills. (Şirin, Aydın, & Pervin, 2018, p2010)

Achievement motivation: Achievement motivation is a powerful force that characterizes the personality of special individuals, a person with high achievement motivation tries to overcome obstacles and struggles and strives to perform difficult tasks well and quickly, and try to compete with himself and others to overcome them, and he feel the importance of time and planning for the future, and appreciate himself when he achieve his goal in perfect way.

Directorate of Youth and Sports: It's an administrative institution seeks to motivate and support sport, social and educational programs through its affiliated youth departments, which would help young people to get out of isolation and integrate them into the social life.

2. Literature review and previous studies:

2.1. Transformational leadership:

Transformational leadership is one of the contemporary approaches of leadership process. Transformational leadership can be defined as a leadership style that involves efforts to change the organization. (Bastaria, Eliyanab, & Wijayan, 2020, p. 2883). It is a holistic approach that can be used to describe a wide range of leadership, from subtle attempts to influence subordinates at the individual level to broader attempts to influence entire organizations and entire cultures, and transformational leadership is the process that changes individuals by focusing on their values, ethics, standards and long-term goals. And it includes assessing the motives of individuals, satisfying their needs and treating them humanely. Therefore, it is a process that falls within the charismatic leadership and future vision. (Al-Ghamdi, 2012, p9)

In this research, we relied on Bass and Avolio (1994) theory of transformational leadership. Burns (as cited in Bass, 1990) suggested that transformational leadership evolved around “four traits. . . (1) Charisma, (2) inspiration, (3) intellectual stimulation, and (4) individualized consideration” (Konorti & Eng, September 2008, p11)

2.1.1. The idealized effect “Charisma”:

This means according to Sosik & Jung (2010) that followers “identify strongly with a leader, show high levels of trust in and commitment to the leader, and exert high levels of drive and motivation”. Idealized influence ultimately “increases followers’ willingness the leader”. (A Shah, 2017, p5)

2.1.2. Intellectual stimulation:

Transformational leaders stimulate followers to give new ideas and encourage creative problem-solving, and support new and innovative approaches to doing work. (Torfino, 2000, p. 233)

2.1.3. Inspirational motivation:

It is the process that focuses on the actions and behaviors of the leader that generate in the followers a love of challenge and that these behaviors clarify the expectations of the followers and encourage team spirit at work and commitment to organizational goals. (Al-Ghazali, 2012,p10)

2.1.4. Individualized considerations:

The leader acts according to the skills, information and individual differences of his followers and enables them to be promoted to where they can to show their maximum performance. (Şirin, Aydın, & Pervin, 2018, p2010) also he delegates tasks to subordinates, And looking at them as efficient people not as a just subordinates or workers. he should also be good listening to his subordinates, which gives them confidence and reassurance if they want to say something. (Hassoun, 2016, p44)

According to the study of Mustafa (2018) the school principal with transformational leadership style play an effective role in establishing a loyalty and respect relationship with teachers, by involve them in the decision-making process, and work to empower them to become leaders. When the worker feels that he has effective role in management, he will seek to achieve the benefit of the organization, rather than seeking to achieve his own interests. (Al-Wahsh, 2021, p344) Also, Al-Masry (2016) stated that transformational leadership can be expressed through the following equation: personal attractiveness + inspirational leadership + intellectual arousal + individual interest = strong motivation and unexpected performance from subordinates. (El-Sayed Imam, 2019, p113) In addition, Ester Manik (2016) found that transformational leadership influence on achievement motivation. (Manik, 2016, p. 599) Barnett (2003) indicated that transformational leadership lead to a high level of motivation and commitment. (Al Harasi, 2017, p14)

2.2. Achievement motivation:

Henry Murray was the first who introduced precisely the concept of "need for achievement" as an important component of personality. (Ayachi, 2007, p. 34) It has often been given the name "will power", and he has been supposed that it was a part in a greater need called the need for superiority. (Al-Salama, 2000 , p75)

Muhammad Hassan Allawi defines achievement motivation as: the athlete's willingness to face the situations of sports competition and try to win in it with high level of excellence and superiority, by showing a great deal of activity, effectiveness and perseverance as an expression of the desire to struggling and striving for excellence in competition situations. (Karama & Saghir, 2021, p196) While Thaer Ahmed Al-Ghubari (2007) indicates that achievement motivation is the desire to do a good job and succeed in it, this desire is characterized by ambition and enjoyment of competitive situations, and the strong striving to work independently in facing and solving problems, and preference for tasks that involve a degree of take risks. (Shawal & Hashishi, 2018, p152)

In this research, we relied on McClelland's theory of achievement motivation. In Wijono (2010) McClelland (1971) suggested that there are three dimensions of motives, namely motives of power, affiliation and achievement. (Werdhiastutie, Suhariadi, & Partiw , 2020, p. 749)

2.2.1. Need for achievement:

McClelland, Atkinson, Clark, and Lowell (1958) defined the need for Achievement (n Achievement) as "success in competition with some standard of excellence. That is, the goal of some individual in the story is to be successful in terms of competition with some standard of excellence. The individual may fail to achieve this goal, but the concern over competition with

a standard of excellence still enables one to identify the goal sought as an achievement goal. This, then, is our generic definition of Achievement” (p. 181). (Moore, Grabsch , & Rotter , 2010, p. 22)

2.2.2. Need for power:

The need for power denotes individuals’ desires to be influential. This could manifest itself in attempts to make others behave, as one would like, or in a manner that they might not have otherwise (McClelland, 1961, 1975, 1985). In other words, individuals high in this need seek position power so that they can compel the actions of others. Those high in power needs prefer being in competitive, status-driven situations, and actively seek the trappings of status.

(Todd Royle & Hall, 2012, p. 26)

2.2.3. Need for Affiliation:

In his definition of the need for Affiliation, McClelland (1961) stated that the need for Affiliation is establishing, maintaining, or restoring a positive affective relationship with another person and this relationship is most adequately described by the word friendship. (Acquah, 2017, p. 13)

According to the previous field studies, Al-Wahsh (2021) indicates that there is a statistically significant relationship between school principals’ practice of transformational leadership and the level of achievement motivation. Al-Qurashi 2015 study also revealed a correlation between administrative practices, achievement motivation, and the possibility of predicting achievement motivation through these administrative practices. (Al-Wahsh, 2021, p346)

3. Methods and procedures:

3.1. Study limits:

The study was conducted in the Directorate of Youth and Sports in the Wilaya of Mila, all employees was involved in it, supervisors and non-supervisors. The study achieved through two periods of time; the first one was three months for shedding light on the theoretical literature and previous studies on the subject. The second one was also three months for conducting the practical procedures part of the study and discussion the results.

3.2. Study Methodology:

The descriptive approach and a set of statistical tools and methods used in it were used; because it’s more relevance to this study.

3.3. Population and sampling: A Survey sample of 105 workers was under the study because they represent all members of the directorate of youth and sports in the wilya of MILA. 35 of workers were located in the main administration, and 30 of them were located in the Youth Institutions Office,

then 40 workers at the level of the multi-sports complex. The study sample is also divided into two types of workers: supervisors and non-supervisors. The following table shows their characteristics:

Table No. 01: Classification of workers according to the nature of job.

Job nature			
	Supervisor	Non-supervisor	Total
(N)	35	70	105
(%)	33,33%	67%	100%

Table no.01 shows that the most of workers have a job with non-supervisory responsibilities with a percentage estimated at 67%, while 33, 33% of workers have a job with supervisory responsibilities.

3.4. Measures:

A questionnaire was designed to measure the achievement motivation in sport management, not in field of sport competitions where the measurement of achievement motivation often depends on the two dimensions: the motivation to achieve success and the motivation to avoid failure . (Mirouh & Bouatit, 2020, p599) The study questionnaire was formulated according to the assumptions of McClelland's theory of achievement motivation, encompassing three sub-needs: the need for achievement, the need for affiliation, and the need for control (power). Responses to the questionnaire are provided using a five-point Likert scale (ranging from strongly agree to strongly disagree). This questionnaire consists of two parts; the first one including information's about the nature of job (supervisory/non-supervisory). The second part was consisted three dimensions of achievement motivation.

The questionnaire was presented to a number of experts in order to verify its content validity; where the result showed that 75% of experts' opinions support its validity. And the Test-retest method was used to test the reliability of study tool, where the value of the Pearson correlation coefficient was (0.79), which indicates a high degree of reliability. The following table summarizes this:

Table No. 02: Validity and reliability of study tool

Method	Value
Content validity	75%
Test-retest 0.79	R= 0.79

3.5. Statistical analysis:

A number of statistical methods have been applied, the most important of which are: Pearson correlation coefficient, mean, standard deviation, and percentages. In calculating the total of these equations, it was based on the statistical package for the social sciences (SPSS) in its twenty-first edition.

4. Results:

4.1. Descriptive results:

Table No. 03: Descriptive results							
		Supervisor			Non-supervisor		
		M	S	R	M	S	R
Achievement motivation	Achievement motive	4.23	0.83	01	4.07	1.04	01
	Need for affiliation	3.81	0.92	02	3.95	0.90	02
	Need for power	3.22	1.43	03	3.15	1.39	03
	(OAM)	3.75	1.06		3.72	1.11	
M: mean		S: Standard deviation			R: Rank		

According to the table (No. 03) there is a great similarity and identification between the level of achievement motivation of the supervisors and the non-supervisors. Were the values of the total mean of achievement motivation between the two samples were very similar (3.75) for supervisors and (3.72) for non-supervisors, and both values take a category of “agree” on the five Likert scale for the study tool. Also the difference of their opinions about this result was also close, where the value of standard deviation was (1.06) for supervisors and (1.11) for non-supervisors. In addition, despite the differences between the values of achievement motivation dimensions for both samples of the study, their arrangement was completely identical.

Despite the similarities between supervisors and the non-supervisors in achievement motivation, there are some differences between them, for example; both of need for achievement and need for power “control” were to a greater degree among the supervisor workers than among the non-supervisors. On the contrary, the need for affiliation was greater for the non-supervisors workers than the supervisors.

4.2. Correlation results:

Table No. 04: Correlation results

		Non-supervisor' achievement motivation			
		Achievement motive	Need for affiliation	Need for power	(OAM)
Supervisors' achievement motivation	Achievement motive	r= 0.75**			
	Need for affiliation		r= 0.74**		
	Need for power			r= 0.54**	
	(OAM)				r= 0.76**

The table (No. 04) also shows that there is a strong correlation between supervisors' achievement motivation and non-supervisors' achievement motivation, where the value of Pearson correlation coefficient was (0.76), which is a significant at the level of ($\alpha= 0.01$), and this means that the greater the achievement motivation of the supervisors, the more it also increase for non-supervisors. The results also shows strong and significance correlation between the two categories of workers in the dimensions of need for achievement (r= 0.75) and need for affiliation(r= 0.74). However, there is a positive but moderate correlation between them in the need for control (strength), the value of the Pearson correlation coefficient was (0.54).

These results are consistent with previous studies and literature on the subject; Alsied (2008) mentioned that the style of transformational leadership may expand and activates subordinates' interests and deepens their level of awareness, in order to reach high achievement and progress for both of them and their organization. A transformational leader is an agent of change striving workers to make continuous changes in work, and raising their level of needs to the top of the needs in Maslow's hierarchy. (Al Harasi, 2017, p16) Al-Wahsh study (2021) also indicates that there is a statistically significant relationship between school director' practice of transformational leadership and the level of achievement motivation. In addition, Al-Qurashi study (2015) indicates that there is a correlation between administrative practices and achievement motivation. And there is also the possibility of predicting achievement motivation through the administrative practices. (Al-Wahsh, 2021, p346)

5. Discussion:

The findings present a strong and positive relationship between the overall supervisors' achievement motivation and the overall workers' achievement motivation in youth and sports directorate. Additionally, strong and positive correlations exist among the various sub-dimensions of

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achievement motivation for both supervisors and workers. However, there is a positive but moderate correlation between them in the need for control (power). similarity and identification between the achievement motivation of the supervisors and non-supervisors workers in youth and sports directorate; according to the researcher's opinion this indicates that leaders and supervisors have high levels of achievement motivation and they are working to transfer it to workers and followers, in other words they are working to transform their various needs and motives into achievement motivation, and this is one of the important meanings of transformational leadership and its various dimensions.

The last meanings of the transformational leadership show the supervisors and leaders as an example or a good idol for followers, and make them adopt their behaviors and even their traits and achievement motivations to them. For example, in the ideal influence dimension of transformational leadership, supervisors may show high levels of perseverance, moral values and ethics, as well as present good behaviors all that may make them role an example for other non-supervisor to follow, and even make them admired, appreciated and trusted by them, which may lead the non-supervisors workers adopt different behaviors and enjoy the same desire to achievement, perseverance and continuous work, and may even make their motives for achievement the same. Mirouh and Bouatit (2020) mentioned that the similarity and identification in the achievement motivation between the two type of workers could be a part of/ or lead to organizational identification; this last one considered as an important means to build the identity, and it's a strong human tendency to link individual identity with another more great, valuable, and important identity; this means that he adopts aspects of his identity and impersonates them (Mirouh & Bouatit, 2020, p602). Moreover, Al-Wahsh (2021) indicate that the leader could give the best example for workers to follow when his actions match his words.

More precisely, each dimension of transformational leadership develops a need or a number of achievement needs; for example in the intellectual stimulation leaders are also could enhance employees' achievement motivation by give them indications to be innovative and being a risk taker. (Alqatawnh, 2018, p19) Khalaf's study (2010) concluded that there is a relationship between practicing transformational leadership by academic leaders and administrative creativity among the heads of academic departments at the Islamic University of Gaza (Al-Sayed Imam, 2019, pp. 110-112). Likewise, in the dimension of inspirational motivation leaders are also encourage followers to love challenge, adhere to organizational goals, and work in a team spirit. And he satisfies their belonging needs in the dimension of individual considerations; where the leader behaves with his/her subordinates according to their own characteristics

and capabilities. Leader pays personal attention to individuals in order to develop a healthy relationship by providing new learning opportunities according to their interest and skills. (Korejan & Shahbazi, 2016, p458) and he acts as a mentor or coach and gives respect to and appreciation of the individual's contribution to the team. (Odumeru & Ogbonna, 2013, p356)

The results also show that the need for power "control" took the last rank compared to the other needs of both supervisors and non-supervisors. Because, transformational leader doesn't attend to use his formal power to make the followers obey him, but he try to increase the level of loyalty, dedication and identification without focusing on the self-interest. (Alqatawenh, 2018, p19) So far, transformational leaders encourage employees to look beyond their own self-interest for the good of the group (Bass, 1990) (Tafvelin, 2013, p04) and making them place the organization interest above personal interests.(Hammad, 2011, p393) However, a transformational leader can satisfy his or/and her followers' power needs by using his informal sources of influence and power, such as the professional experience, personal attractiveness, his knowledge and workmanship...etc. All this may explain the convergence and similarity of the values of both supervisors and non-supervisors in this need. (Mirouh a. , 2012, p205)

Finally, some transformational leadership literature indicates that a transformational leader works to make his followers become leaders in turn . (Al-Wahsh, 2021, p344) This may explain his ability to make followers action like his actions, treating others like he does, and tending to be successful like him. In other words, each sub-dimensions of transformational leadership can reflect one or multiple dimensions of the achievement motivation; for example, the dimensions of idealized influence, inspirational motivation, and intellectual stimulation can reflect to the achievement need and need of power, and the dimension of individualized consideration can reflect to the need of affiliation.

The study's findings hold practical implications for the Youth and Sports Directorate. To effectively guide workers and align their interests with the Directorate's goals, supervisors should lead by example, embodying a motivation for achievement and collaborative effort. Given the study's indication of a shared inclination towards authority (power) needs, it's advised to avoid an authoritarian supervisory approach when interacting with these professionally mature workers.

6. Conclusion and recommendations

The study concluded that there is a similarity in the level of achievement motivation between supervisors and nonsupervisors. Additionally, strong correlations were found between the overall achievement motivation and its sub-dimensions among both supervisors and nonsupervisors in the Directorate

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of Youth and Sports of the Wilaya of Mila; This may express and refer to the most important characteristics of transformational leadership, where the leader and followers seek to advance each other to reach the highest levels of motivation and ethics. (Hammad, 2011, 392) However, the study still has limitations and shortcomings. We hope future studies will overcome them if it's want to prove that the existence of a relationship between the achievement motivation of supervisors and the achievement motivation of non-supervisors is an indicator of transformational leadership in the directorates of youth and sports or in other institutions; the following steps summarize the methods to achieve that. Firstly, studying if there are transformational leadership traits for both leaders and followers, and whether if they actually practiced it in the reality? Secondly, If the two samples have a close level of achievement motivation, it must be known whether its presence in the non-supervisors workers is due to the influence of the supervisors or is it due to other factors; this can be confirmed by using experimental method, tracer studies, or relational studies. Finally, the different characteristics of followers such as age, gender, seniority in work, culture...etc. must be taken into consideration while studying the achievement motivation of both leaders and followers.

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