

Transforming Teams Outdoors: Gendered Perspectives on Leadership and Cohesion in UiTM's Recreation Curriculum

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ABSTRACT

Outdoor recreation programs are integral to experiential learning, promoting leadership development, teamwork, and personal growth. This study explores the relationship between transformational leadership behaviours and group cohesion among students enrolled in outdoor recreation programs at Universiti Teknologi MARA (UiTM). Grounded in experiential learning theory and leadership psychology, the research employed a quantitative design involving 230 respondents from five UiTM campuses. Data were collected using two validated instruments: the Multifactor Leadership Questionnaire (MLQ) and the Group Environment Questionnaire (GEQ). Findings revealed a strong presence of transformational leadership across all four dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—with idealized influence rated highest. Group cohesion was perceived as moderately high, particularly in group integration related to task and social dynamics, though individual attraction to group tasks scored lower. Independent t-tests showed no statistically significant gender differences in perceptions of leadership or cohesion, suggesting that UiTM's outdoor recreation curriculum fosters inclusive and equitable leadership experiences. The study highlights the potential of outdoor experiential education to cultivate leadership and team unity, reinforcing the value of such programs in higher education. These findings contribute to the growing body of literature on leadership development in sport and recreation contexts and underscore the need for future research into environmental and contextual factors that enhance cohesion and leadership efficacy in outdoor settings.

Keywords: Transformational Leadership, Group Cohesion, Outdoor Recreation, Higher Education, UiTM, Experiential Learning

INTRODUCTION

Outdoor recreation has emerged as a transformative pedagogical platform within higher education, offering experiential learning opportunities that foster leadership, resilience, and interpersonal development. Outdoor recreation is recognized as a vital and immediate avenue for connecting with the environment, incorporating physical involvement and personal experiences with the natural habitat, and enhancing enjoyment and well-being through activities carried out in outdoor locations (Parkinson et al., 2025). Rooted in experiential learning theory, outdoor recreation combines physical engagement with nature, reflective practice, and collaborative tasks to foster personal growth and enhance group

dynamics (Parkinson et al., 2025). Scholars have underscored the importance of authenticity in leadership, highlighting its intrinsic relational nature and the difficulties individuals encounter when attempting to express themselves within organizational environments fully (Cha et al., 2024). In Malaysian universities, particularly Universiti Teknologi MARA (UiTM), outdoor recreation is embedded within sport science curricula to cultivate leadership competencies and team cohesion among students.

Leadership is a fundamental tool that leaders can employ to help the organization achieve its goals, which may support the organization's or group's values and improvement, including outdoor recreation. Kotamena et al. (2020) found that leadership style has a significant influence on organizational change. Indeed, a leader is someone who, by defining precise goals and creating a work atmosphere that encourages change acceptance, may influence the implementation, acceptance, and adoption of new ideas (Harb & Sidani, 2019). Andriani et al. (2018) characterized transformational leadership as a paradigm that has the potential to inspire or motivate individuals, thereby facilitating their development and enabling them to realize performance levels that were previously deemed unattainable. Transformational leadership, as conceptualized by Bass (1985), encompasses four core dimensions—idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration—that collectively inspire followers to exceed expectations and embrace shared goals. In educational settings, such leadership behaviours are instrumental in shaping inclusive, motivating, and adaptive learning environments (Fiset & Boies, 2019; Okech & Aden, 2023). However, limited empirical research has examined how these leadership dimensions manifest within outdoor recreation programs in Southeast Asia, particularly in relation to group cohesion.

Questioning conventional outdoor practices and expanding limits is essential for promoting innovation, creativity, and effective problem-solving (Okech & Aden, 2023). Exemplary outdoor leaders motivate participants to adopt novel concepts and extend boundaries. As an example, intellectual stimulation plays a vital role in facilitating transformation. The supportive behaviours inherent in transformational leadership aim to enhance participants' comprehension of team challenges, beliefs, and values (Budur & Poturak, 2020; Yildiz & Amin, 2020). Individual consideration pertains to the guidance provided to followers aimed at fostering their professional advancement and achievement (Faeq, 2020; Zardasht et al., 2020). Such leaders will modify their instructional and mentoring approaches to facilitate the attainment of objectives both within and beyond the contexts of outdoor recreation. For instance, they will regard each participant as a distinct individual, demonstrate genuine concern for their participants' welfare, promote reciprocal exchanges of ideas, and consistently motivate followers towards self-improvement.

On the other hand, group cohesion is the positive bond and sense of belonging among all group members. It is more than just a relationship, involving a warm, supportive group environment, empathetic understanding, and acceptance. Group cohesion helps members heal old wounds and pursue new pathways to success. Group cohesion is a multidimensional emergent state that manifests during group interaction (Walocha et al., 2020). There are four aspects of group cohesion: Individual Attractions to the Group-Task (ATG-T), Individual Attractions to the Group-Social (ATG-S), Group Integration-Task (GI-T), and Group Integration-Social (GI-S). ATG-T reflects an individual's attraction to the group's task, which can enhance motivation and adherence to group activities. Activities that focus on developing ATG-T through structured group interactions can transform non-cohesive environments into supportive ones, facilitating better learning and engagement (Harpine, 2015). ATG-S pertains to the social bonds among group members. These dimensions measure how much a member enjoys being part of the group socially and feels a personal connection with other members.

Specifically, GI-T evaluates the extent to which the team perceives itself as unified in the pursuit of its goals and tasks, exemplified by a collective commitment to the attainment of its objectives. GI-S examines the social interactions that the group contemplates as a collective entity. For instance, members often partake in social events and extracurricular gatherings during the off-season. The robustness of interpersonal relationships among group members, the degree of group cohesion, the

attraction among members, and the extent to which members focus their efforts on achieving shared objectives serve as indicators of group cohesiveness. In the context of student outdoor recreation, the concepts of transformational leadership and group cohesion are inextricably linked. Ineffective leadership can detract from cohesion, while diminished cohesion can impede a leader's efficacy. Tackling these challenges necessitates deliberate leadership strategies and initiatives that promote trust, inclusivity, and a common purpose among students.

Moreover, the researchers are raising inquiries regarding the potential of the means of the two dependent groups' differences between transformational leadership and group cohesion. There are two objectives of this article, which are a) to compare male and female students' perceptions of transformational leadership behaviours in the outdoor recreation program curriculum at the Faculty of Sports Science and Recreation in UiTM, and b) to compare male and female students' perceptions of group cohesion values in the outdoor recreation program curriculum at the Faculty of Sports Science and Recreation in UiTM.

RESEARCH METHODOLOGY

Research Design

This study employed a quantitative, cross-sectional survey design to examine students' perceptions of transformational leadership behaviours and group cohesion within UiTM's outdoor recreation curriculum. The design was chosen for its suitability in capturing attitudinal data across a large sample and enabling statistical comparison between gender groups. The research is grounded in experiential learning theory and leadership psychology, aiming to assess how leadership dimensions and cohesion manifest in structured outdoor education.

Participants

Participants comprised 230 students enrolled in outdoor recreation courses across five UiTM campuses, namely Arau, Shah Alam, Puncak Alam, Jengka, and Seremban. The sample included both diploma (SR111, SR113) and bachelor's (SR241) students who had completed relevant outdoor recreation modules (SMG161 or SRT451). Stratified sampling ensured proportional representation across campuses and genders. The sample size exceeded the minimum requirement of 226 for a population of 557, based on Krejcie and Morgan's (1970) formula. Respondents were predominantly youth (99.1% aged 18–24), with a balanced gender distribution (52.2% male, 47.8% female). The two categories of education represented by this respondent are: a diploma and a bachelor's degree. There are 119 respondents (51.7%) with a diploma and 111 respondents (48.3%) with a bachelor's degree. For the demographic of the age, there were 228 respondents (99.1%) of youth (18-24 years old) and 2 respondents (0.9%) of adults (25-64 years old). Moreover, for the experience outdoors, there are 48 respondents (20.9%) who were active (> 9 months per year) outdoors, 112 respondents (48.7%) who moderate (> 6 months per year), and 70 respondents (30.4%) who are inactive in outdoor recreation. While there were 202 respondents (87.2%) who have experience outdoors, there were 28 respondents (12.2%) who do not have experience outdoors.

Procedures

Ethical clearance was obtained from UiTM's Research Ethics Committee (REC122023_PGMR485). Permissions were secured from academic coordinators at each campus. Eligible students were briefed and invited to participate voluntarily. Data collection was conducted via online surveys, with completion times ranging from 15 to 30 minutes. Anonymity and confidentiality were maintained throughout.

Statistical Analysis

Data were analyzed using SPSS Version 28. Descriptive statistics were used to summarize leadership and cohesion scores. Reliability was assessed via Cronbach’s alpha. Independent samples *t*-tests were conducted to compare male and female students’ perceptions across all subscales. Significance was set at $p < .05$.

Research Instrument

Two validated instruments were used:

Multifactor Leadership Questionnaire (MLQ 5X-Short): Adapted from Cahyono et al. (2020), comprising 20 items across four subscales—Idealized Influence, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration. Responses were rated on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). Cronbach’s alpha values ranged from 0.93 to 0.96, indicating excellent reliability (see Table 1).

Group Environment Questionnaire (GEQ): Developed by Carron et al. (1985), comprising 18 items across four subscales—ATG-T, ATG-S, GI-T, and GI-S. Responses were rated on a 9-point Likert scale (1 = very strongly disagree to 9 = very strongly agree). Cronbach’s alpha values ranged from 0.74 to 0.91, indicating good and acceptable reliability (see Table 2).

Table 1: Cronbach’s Alpha Reliability Test Result of Transformational Leadership

Transformational Leadership	Cronbach’s Alpha	Interpretation	Number of Items
Idealized Influence	0.96	Excellent	6
Intellectual Stimulation	0.95	Excellent	5
Inspirational Motivation	0.94	Excellent	5
Individualized Consideration	0.93	Excellent	4
Transformational Leadership	0.97	Excellent	
Total			20

Table 1 shows the outcome of Cronbach’s Alpha reliability test. The value for idealized influence is 0.96. Moreover, the values for intellectual stimulation (0.95), inspirational motivation (0.94), and individualized consideration (0.93) are deemed excellent. The questionnaire on transformational leadership comprised 20 items. According to Konting et al. (2009), this questionnaire was considered acceptable, given that Cronbach’s Alpha for transformational leadership is 0.97.

Table 2: Cronbach’s Alpha Reliability Test Result of Group Cohesion

Group Cohesion	Cronbach’s Alpha	Interpretation	Number of Items
Individual Attraction to the Group-Task (ATG-T)	0.91	Excellent	4
Group Integration-Task (GI-T)	0.78	Good And Acceptable	5
Individual Attraction to the Group-Social (ATG-S)	0.76	Good And Acceptable	5
Group Integration-Social (GI-S)	0.74	Good And Acceptable	4
Total			18

Table 2 presents the findings of Cronbach’s Alpha reliability assessment concerning group cohesion. The highest value, which signifies the degree of reliability, was recorded at ATG-T with a score of 0.91, indicating a superior level of internal consistency. Conversely, the values for GI-S and GI-T were recorded at 0.74 and 0.78, respectively, which are classified as good and acceptable. Furthermore, the Cronbach’s Alpha coefficient for ATG-S was acknowledged as acceptable at 0.76. It is noteworthy that the questionnaire consisted of a total of 18 items. As emphasized by Konting et al. (2009), the questionnaire exhibited acceptable reliability with Cronbach’s Alpha coefficient of 0.90.

RESULTS

Table 3: Descriptive Analysis Result of Transformational Leadership

Variables	Mean (M)	Standard Deviation (SD)
Idealized Influence	4.24	0.818
Inspirational Motivation	4.22	0.819
Intellectual Stimulation	4.21	0.842
Individual Consideration	4.18	0.842

Table 3 delineates the descriptive statistics concerning Transformational Leadership, encompassing four distinct variables extrapolated from participant responses. The evaluation employed a 5-point Likert scale, wherein a score of 1 signifies strongly disagree and a score of 5 signifies strongly agree, thereby facilitating respondents' articulation of their levels of agreement with assertions regarding their leaders' behaviours. The table indicates that idealized influence attained the highest mean score ($M = 4.24$, $SD = 0.818$), implying that participants predominantly regard their leaders as archetypal figures who engender trust and admiration. This signifies a robust manifestation of idealized influence amongst the leaders evaluated.

Inspirational motivation ($M = 4.22$, $SD = 0.819$) reflects the respondents' acknowledgment of the motivational and visionary attributes exhibited by their leaders. Intellectual stimulation registered a marginally lower mean score ($M = 4.21$, $SD = 0.842$); nevertheless, it still ranked prominently, suggesting that respondents perceived their leaders as advocates of innovation and critical analytical thought. The dimension that received the lowest rating was individual consideration ($M = 4.18$, $SD = 0.842$), which, while being the lowest, still indicated a relatively high score in the context of the scale, suggesting that leaders generally attended to the needs and development of their followers, albeit to a somewhat lesser extent than in other dimensions.

All mean scores surpass 4.0, evidencing strong agreement across all facets of transformational leadership. The minimal standard values, which range from 0.818 to 0.842, reflect uniform responses among participants and a significant level of consensus. Collectively, these findings imply that respondents perceive a pronounced presence of transformational leadership within their collective.

Table 4: Descriptive Analysis Result of Group Cohesion

Variables	Mean (M)	Standard Deviation (SD)
Individual Attraction to the Group-Social (ATG-S)	3.98	1.476
Individual Attraction to the Group-Task (ATG-T)	3.06	1.781
Group Integration-Task (GI-T)	5.55	1.773
Group Integration-Social (GI-S)	4.63	1.822

Table 4 presents the descriptive statistics corresponding to the dimensions of group cohesion among students engaged in outdoor recreation. Utilizing a 9-point Likert scale ranging from 1 = strongly disagree to 9 = strongly agree, the instrument encapsulates a comprehensive spectrum of responses, thereby enabling participants to articulate their degree of concordance with statements of both individual and collective perceptions of cohesion. The Group Environment Questionnaire (GEQ) delineates group cohesion into four principal dimensions, namely ATG-S, ATG-T, GI-T, and GI-S.

The findings encapsulated in Table 4 reveal that GI-T exhibited a moderate mean score ($M = 5.55$, $SD = 1.773$), suggesting that students possess a somewhat favourable identification with their group's capacity to collaborate effectively towards shared objectives. This observation implies a moderate sense of cohesiveness and collective commitment to tasks within the group. Furthermore, GI-S also demonstrated a moderate mean of 4.63 ($SD = 1.822$), signifying a moderate level of social bonds and interpersonal relationships among group members. These two dimensions of GI-T and GI-S serve as indicators of the group's collective perception regarding task orientation and social interconnectedness.

In contrast, ATG-S revealed a mean of 3.98 (SD = 1.476), indicating a somewhat affirmative perspective regarding the social advantages of group participation. Conversely, ATG-T recorded a mean score of 3.06 (SD = 1.781), the lowest among dimensions, suggesting that students experienced diminished personal motivation in relation to the group's task or objectives. This observation may imply that, although the sense of group identity is moderate, individual involvement in tasks may necessitate further enhancement.

Table 5: T-Test Result of Transformational Leadership and Group Cohesion by Gender

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Idealized Influence	Male	120	4.17	.911	.083
	Female	110	4.32	.699	.067
Intellectual Stimulation	Male	120	4.14	.947	.086
	Female	110	4.30	.704	.067
Inspirational Motivation	Male	120	4.14	.903	.082
	Female	110	4.27	.717	.068
Individual Consideration	Male	120	4.14	.927	.085
	Female	110	4.23	.738	.070
Transformational Leadership	Male	120	4.15	.904	.083
	Female	110	4.29	.689	.066
ATG-S	Male	120	4.01	1.668	.152
	Female	110	3.94	1.239	.118
ATG-T	Male	120	3.14	1.892	.173
	Female	110	2.97	1.656	.158
GI-T	Male	120	5.51	1.988	.182
	Female	110	5.59	1.510	.144
GI-S	Male	120	4.71	1.985	.181
	Female	110	4.54	1.631	.155
Group Cohesion	Male	120	4.39	1.615	.147
	Female	110	4.32	1.112	.106

Table 5 presents the mean scores and standard deviations for the variables related to transformational leadership behaviour among male and female students. The data reveal that female students consistently scored slightly higher across all dimensions compared to their male counterparts. Specifically, the mean scores for idealized influence were 4.17 for males and 4.32 for females; for intellectual stimulation, 4.14 for males and 4.30 for females; for inspirational motivation, 4.17 for males and 4.27 for females; and for individual consideration, 4.14 for males and 4.23 for females. The overall mean score for transformational leadership was also higher among females (4.29) than among males (4.15). These findings suggest a marginal tendency for female students to perceive stronger transformational leadership characteristics within the context of UiTM's outdoor programs.

An independent sample *t*-test was conducted to determine whether these observed differences were statistically significant. Levene's Test for equality of variances indicated that the assumption of equal variances was met for all subscales. The results showed that there were no significant gender differences across the five dimensions of transformational leadership – idealized influence, intellectual stimulation, inspirational motivation, individual consideration, and the overall transformational leadership construct – as all *p*-values exceeded 0.05. This implies that, while female students reported slightly higher mean scores, these differences are not statistically meaningful. Overall, the findings demonstrate that both male and female students at UiTM similarly perceive transformational leadership, suggesting that gender does not play a major role in shaping students' perceptions of leadership behaviour in outdoor recreational activities.

Table 5: T-Test Result of Transformational Leadership and Group Cohesion by Gender (cont.)

Independent Samples Test									
	Levene's Test for Equality of Variances		T-Test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Idealized Influence	3.535	.061	-1.461	228	.145	-.157	.108	-.370	.055
			-1.478	221.222	.141	-.157	.107	-.367	.053
Intellectual Stimulation	3.417	.066	-1.456	228	.147	-.161	.111	-.380	.057
			-1.475	218.846	.142	-.161	.109	-.377	.054
Inspirational Motivation	2.137	.145	-.886	228	.377	-.096	.108	-.309	.117
			-.894	223.563	.372	-.096	.107	-.307	.115
Individual Consideration	2.138	.145	-.887	228	.376	-.099	.111	-.318	.120
			-.896	223.688	.371	-.099	.110	-.316	.118
Transformational Leadership	3.183	.076	-1.230	228	.220	-.131	.107	-.341	.079
			-1.245	220.848	.215	-.131	.105	-.339	.077
ATG-S	11.387	<.001	.366	228	.714	.072	.195	-.313	.456
			.371	218.793	.711	.072	.193	-.308	.451
ATG-T	1.763	.186	.738	228	.461	.174	.235	-.290	.637
			.742	227.529	.459	.174	.234	-.287	.635
GI-T	6.866	.009	-.374	228	.709	-.088	.234	-.550	.374
			-.379	220.559	.705	-.088	.232	-.544	.369
GI-S	7.887	.005	.705	228	.481	.170	.241	-.305	.644
			.711	225.354	.478	.170	.239	-.301	.640
Group Cohesion	16.438	<.001	.389	228	.697	.072	.184	-.292	.435
			.396	212.020	.693	.072	.182	-.286	.430

Note: *P-value* ≤ 0.05 is significant (2-tailed)

Table 5 displays the mean scores and standard deviations for variables related to group cohesion among male and female students. The results show that male students' scores are slightly higher across most components of group cohesion. Specifically, the mean scores for ATG-S were 4.01 for males and 3.94 for females; for ATG-T, 3.14 for males and 2.97 for females; for GI-T, 5.51 for males and 5.59 for females; for GI-S, 4.71 for males and 4.54 for females. The overall mean score for group cohesion was 4.39 for males and 4.32 for females. These findings suggest minor variations between genders in perceptions of group cohesion within the outdoor recreation program.

An independent sample *t*-test was conducted to determine whether these observed differences were statistically significant. Levene's Test results indicated that some subscales did not meet the assumption of equal variances (ATG-S, GI-T, GIS, and overall group cohesion), while others did. However, across all four subscales and the overall group cohesion construct, the *p*-values were greater than 0.05, indicating no statistically significant differences between male and female students. Although male students showed slightly higher mean scores in most areas, the results confirm that gender does not significantly influence students' perceptions of group cohesion in UiTM's outdoor recreation activities. Both male and female students demonstrated similar levels of attachment, unity, and integration within their respective groups. Overall, these findings suggest that UiTM's outdoor recreation curriculum fosters equitable leadership experiences and group cohesion across gender lines, reinforcing its inclusive pedagogical design.

DISCUSSION

The findings of this study underscore the strong presence of transformational leadership behaviours within UiTM's outdoor recreation curriculum. High mean scores across all four leadership dimensions—particularly idealized influence and inspirational motivation—suggest that students perceive their instructors as role models who foster trust, articulate compelling visions, and encourage intellectual engagement. These results align with Bass's (1985) framework and affirm the relevance of transformational leadership in experiential learning environments (Fiset & Boies, 2019; Okech & Aden, 2023).

Group cohesion was perceived as moderately high, with stronger scores in group integration (task and social) than in individual attraction to group tasks. This pattern indicates that while students feel collectively bonded and socially connected, individual motivation toward group tasks may require further enhancement. The relatively lower ATG-T scores suggest a need for more personalized engagement strategies that align individual goals with group objectives—an area where individualized consideration could be leveraged more effectively.

Importantly, the absence of significant gender differences in perceptions of leadership and cohesion suggests that UiTM's curriculum promotes equitable experiences across male and female students. This finding contributes to the discourse on gender inclusivity in sport and recreation education, reinforcing the value of structured outdoor programs in fostering shared leadership and unity. These insights have practical implications for curriculum designers, educators, and institutional leaders. Enhancing individualized task engagement, integrating reflective leadership modules, and promoting inclusive team-building activities may further strengthen cohesion and leadership development. Future research should explore longitudinal effects, contextual moderators (e.g., campus culture, instructor style), and qualitative narratives to deepen understanding of how transformational leadership shapes group dynamics in outdoor experiential settings.

CONCLUSION

This study provides empirical evidence on the role of transformational leadership in shaping group cohesion within UiTM's outdoor recreation curriculum. The findings affirm that students perceive their instructors as transformational leaders, particularly in demonstrating idealized influence and inspirational motivation. These leadership behaviours appear to foster moderate-to-high levels of group cohesion, especially in collective task integration and social bonding. Importantly, the absence of

significant gender differences suggests that UiTM's experiential learning framework promotes equitable leadership experiences and inclusive group dynamics across male and female students. This reinforces the value of outdoor recreation as a pedagogical strategy for cultivating leadership, collaboration, and psychological resilience in higher education.

Despite these encouraging results. The study contributes to the growing body of literature on leadership development in sport and recreation contexts, particularly within Southeast Asian institutions. It also offers practical insights for curriculum designers and educators seeking to enhance student engagement and team unity through experiential learning. The results align with Lamn et al. (2021), who observed that in cooperative and egalitarian settings such as outdoor recreation, gender-based variations in leadership style and group dynamics tend to diminish. Both male and female students in this study perceived leadership and teamwork similarly, reflecting UiTM's inclusive and balanced outdoor curriculum. Overall, the findings highlight that while students appreciate transformational leadership behaviours, their direct influence on group cohesion is limited. Leadership effectiveness appears to depend not only on individual qualities but also on environmental and contextual factors.

Future research should explore longitudinal impacts of outdoor leadership training, incorporate qualitative narratives to capture lived experiences, and examine contextual factors—such as instructor style, environmental setting, and cultural norms—that may moderate the relationship between leadership and cohesion. Such efforts will deepen understanding and inform the design of transformative, inclusive, and high-impact educational programs. The future leadership development should integrate reflective practices, peer collaboration, and stronger connections between personal and collective goals. By combining transformational leadership principles with practical, experiential approaches, outdoor programs can produce leaders who inspire unity, enhance engagement, and strengthen group cohesion.

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AUTHORS' CONTRIBUTION

Siti Sarah Khairul Anuar conceptualized and designed the study, conducted data collection and statistical analysis, and drafted the initial manuscript. Ahmad Fikri Mohd Kassim provided continuous supervision, expert guidance, and critical feedback throughout the research process. He contributed to refining the research design, enhancing the analytical framework, and reviewing the final manuscript for intellectual content and clarity. Both authors collaboratively interpreted the findings, approved the final version of the manuscript, and consented to its submission for publication.

CONFLICT OF INTEREST DECLARATION

We certify that the article is the Authors' and Co-Authors' original work. The article has not received prior publication and is not under consideration for publication elsewhere. This research/manuscript has not been submitted for publication nor has it been published in whole or in part elsewhere. We testify to the fact that all Authors have contributed significantly to the work, validity, and legitimacy of the data and its interpretation for submission to Jurnal Intelek.

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