

Influence of Coaches' Behaviour on Malaysian National Squash Athletes' Satisfaction

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ABSTRACT

In the sports scene, identifying coach behaviour is a phenomenon that has frequently grabbed the attention of athletes. Coaches are often role models for athletes and can influence them to succeed. The athletes' behaviour can directly impact the coach's behaviour, which could result in negative outcomes related to the athletes' emotions, feelings of burnout, and satisfaction in giving their full commitment towards their sporting career. Therefore, this study aimed to investigate the influence of coaches' behaviour on the satisfaction of Malaysian national squash athletes. Malaysian national squash athletes ($n = 30$) were required to complete the Coaching Behaviour Scale for Sport (CBS-S) and Athletes' Satisfaction Questionnaire (ASQ). The results of the Pearson Correlation (r) analysis revealed a significant association between physical training, planning, competition strategies, positive personal behaviour, mental preparation, and goal setting and athletes' satisfaction. However, no significant relationship between technical skills and the coach's negative personal behaviour with athletes' satisfaction was discovered. It indicates that Malaysian national squash athletes were more satisfied with the coach's physical training and planning, competition strategies, personal positive behaviour, mental preparation and goal-setting coaching behaviour rather than the two facet subscales - technical skills and negative personal rapport. The findings from this study indicated how the coaches could implement the most preferred coaching behaviour so that athletes could experience the highest level of satisfaction. Further research on examining gender differences will lead to a clearer and specific understanding of this topic in the future. Future studies to evaluate the potential of coaching behaviour for performance enhancement are warranted.

Keywords: athletes' satisfaction, coach, coaching behaviour, national athletes, squash

INTRODUCTION

Squash is a high-intensity interval or intermittent sport that is well-known globally and in Malaysia. As a result, the LA 2028 Summer Olympics will include the sport of squash for the first time. Despite the complexity, technical and tactical demands, squash has become popular (Mills & Clements, 2021). The increasing number of players in Malaysia reflects the interest of the people; thus, enhancing the

competitive levels between athletes in districts, states, nationals and international level. The psychological and skills demands are really crucial, and they have a big impact on the squash player's performance (Jones et al., 2018). It indicates that one of the factors that can lead to a successful sporting performance warrants a discovery in the squash coaches' behaviours and national athletes' satisfaction are warranted. It was due to useful conclusions that have been found to date, investigating these interrelations contributes to huge findings and unravels the psychological factors that affect coaches and athletes (Fouraki et al., 2020).

A coach is a person who is important and becomes the most responsible figure who will lead to success in their athletes' career journey (Liew Yi et al., 2018). Along the process to become a successful athlete, the coach will put themselves as the main character to meet their athletes' goal setting (Cengiz et al., 2019). It is due to the coaches are the backbone of their athletes, as they will determine the athletes' triumph and be able to improve their performance with a designated coaching and training plan (Gül et al., 2015). Thus, it indicates the coach is responsible towards their athletes' well-being, physical and psychological development, along with their process of growth. Other than that, a sports coach should display their best behaviour towards their athletes. It is because a dedicated sports coach is essential towards their athletes' learning process. Therefore, a coach is one of the most important people for athletes (Kassim & Boardley, 2018).

The coach's behaviour will reflect on their athletes' behaviour mostly in sports scenes. The connection between the coach and athlete in sports scenes is crucial to building the athletes' psychosocial and physical development (Cengiz et al., 2019). This proves that the coaches' behaviour can have a huge impact towards the athletes' career, respectable personality, and increase morale among the athletes. Although the athletes have the right to decide their own path to success with the guidance and full concentration given by their coach, the coach is still responsible for ensuring that the athlete is highly motivated and sustains their sporting performance (Grigoriou et al., 2024).

Originally, Bompa and Haff (2009) discovered that the factors that can affect a player's performance include physiological factors, technical factors, tactical factors and psychological factors. To complement these needs, every coach must develop and design a thorough training plan in their athletes' training routine to provide a strong fundamental in preparing towards career improvements. The coach is showing consideration towards the satisfaction of their athletes by displaying and embracing positive coaching behaviour and components in the training session. Liew Yi et al. (2018) stated that positive coaching behaviour portrayed by the coaches will enhance athletes' satisfaction. Therefore, the athletes will perform well as they have good satisfaction and perception according to their coaches' positive behaviour. Thus, the coach-athlete relationship can be tightened, especially in individual sports like squash. The urge to discover the contextual differences between team and individual sports was warranted to date (Henderson et al., 2022).

The objective of this study was to identify the influence of coaching behaviour on national squash athletes' satisfaction. Despite the importance and benefits of recognizing coaches' behaviour, there seems to be a lack of research regarding the effect of coaching behaviour on athletes' satisfaction in racquet sports, especially in squash (Cengiz et al., 2019). Hence, it is important to investigate the influence of coaches' behaviour on athletes' satisfaction among Malaysian national squash athletes.

LITERATURE REVIEW

Coaching Behaviour in Sports

A coach is an identifiable individual who helps the athletes in developing their physical and psychological capabilities for competition. The development of physical, tactical, technical and

psychological abilities in training and competition can be strengthened through coaching (Alia & Ullah, 2024). It is important for every coach to be serious about implementing good coach behaviour. This was due to Mellano et al. (2022) previously discovered that poor coaching behaviour leads to a variety of negative consequences, including performance decrement, impaired physical and psychological well-being, and even withdrawal from sport. The coaches must decide which coaches' behaviour needs to be implemented during the training session and to keep in touch with their athletes to lead the success of their athletes' performance.

In dealing with higher-level participation in sports, the athletes demand good coaching behaviour as it has proven to affect performance. The recent findings by Alia and Ullah (2024) resulted in coaching behaviour resulted in a significant positive effect on psychological performance among Pakistan National Badminton players. Investigation to date by Zulkifle and Ahmad Tajri (2025) on the relationship between coaching behaviour and university-level athlete burnout in Malaysia reported to a positive perception of coaching behaviour and moderate burnout levels among UiTM Negeri Sembilan athletes were found. It indicates that even lower-level participation of athletes can be psychologically affected in comparison to those athletes, especially those who have already competed at a higher level of performance. The demand for a good coaching practice is warranted as it can increase performance.

Athletes' Satisfaction

Athletes require full support from their coaches to ensure that their sporting career is always at the top of everything. The coaching style was connected to the athletes' satisfaction, where a balance between authoritarian and democratic styles was preferred (Micua et al., 2025). In order to prevent athletes from dropping out of their careers, every coach has to behave according to the athletes' satisfaction and preferences. According to Lopes and Vallerand (2020), the athletes may drop out because of problems such as demotivated, depression, frustration and exhaustion. Therefore, it portrays that prioritized needs of athletes' satisfaction were crucial as these problems may lead to a decrease in performance as well as affect their career in sports.

Previously, in Malaysia sports settings, Chee et al. (2017) discover that the athletes mostly preferred training, instructive, democratic, positive feedback and social support style of coaching behaviour in the training session, while the autocratic behaviour is less preferred by the athletes. This was aligned with the more recent findings where athletes preferred the coaches to provide more positive feedback as their core behaviour rather than practising an autocratic behaviour among university-level athletes (Mansor et al., 2024). It indicates that the preferred coaching behaviour is determined by the athletes' preferences and satisfaction. Thus, the gap between athletes' psychological, physical and environmental wants and needs determines their satisfaction was still warranted, especially exploring how it may contribute to the national athletes.

METHODOLOGY

The study sample had been selected via a purposive sampling technique. The Malaysian squash athletes from the Squash Racquets Association of Malaysia (SRAM) were selected. A non-experimental correlational research design was used to examine the interrelationships among variables of interest by using a questionnaire. The Krejcie and Morgan (1970) table was used to determine the sample size. Thirty Malaysian national squash athletes aged (16 – 30 years old) were purposively and participated voluntarily in this study. Inclusion criteria required all participants to have at least competed and participated in international tournaments, in local tournaments such as the Malaysia Open Squash Championships and had experience in representing Malaysia. The questionnaire was adopted and adapted, divided into three parts, which included Section A for demographic profile of the respondents, Section B for preferred coaching behaviour and Section C to determine the athletes' satisfaction according to their coaches' behaviour.

Coaching Behaviour Scale for Sport (CBS-S) Questionnaire

The Coaching Behaviour Scale for Sport (CBS-S) questionnaire was developed by Yardley et al. (1999) mainly assessed the perceptions of athletes towards their coaches' behaviour. The CBS-S consists of forty-seven items that have been separated into seven different constructs of coaching behaviours: Physical training and planning, technical skills, mental preparation, goal settings, competition strategies, personal rapport and negative personal rapport. The participants were required to response to their coach's behaviours via a 7-point Likert scale, ranging from 1 (*Never*) to 7 (*Always*).

Athletes' Satisfaction Questionnaire (ASQ)

The national squash athletes' satisfaction was assessed using the Athlete Satisfaction Questionnaire (ASQ), with reported internal consistency of coefficient (Cronbach's alpha) for the reliability and validity have been established, $\alpha = .78 - .95$, developed by Riemer and Chelladurai (1998). The ASQ consists of 56 items evaluated through the subscales based on the athlete's satisfaction with their coaches (ability utilization, training strategy, personal treatment), satisfaction towards teammates (team task contribution, team social contribution, team integration, team performance) and self-satisfaction (individual performance and personal dedication). The participants portrayed the satisfaction of their coach's behaviour according to the 7-point Likert scale, ranging from 1 (*Not at all satisfied*) to 7 (*Extremely satisfied*).

Statistical Analysis

The data was analysed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics were reported as mean and standard deviation, with the significant level set at $p < .05$. Pearson's correlation was used to investigate the relationship between preferred coaching behaviour and athletes' satisfaction. The correlation coefficient $r < .35$ represented weak correlation, $.36$ to $.67$ represented moderate correlation, and $.68$ to 1.0 was referred to as high correlation (Mindrila and Balentyne, 2017).

RESULTS

Table 1 shows the demographic data of the respondents. The non-experimental correlation research design included demographic data from 30 national squash athletes, with no missing values reported across the dataset. The sample consisted of 17 male athletes (56.7%) and 13 female athletes (43.3%). Regarding age, the highest percentage of respondents were aged between 22–24 years old at 43.3% (N=13), followed by athletes aged between 16–18 years old at 30% (N=9); the remaining athletes were aged 19–21 years old at 20% (N=6), with the lowest percentage being those aged above 24 years old at only 6.7% (N=2). Furthermore, the data displayed that most athletes were highly experienced, having represented Malaysia for more than 5 years at 63.3% (N=19). The athletes who had experience representing Malaysia for less than 1 year and 3–5 years were equal at 13.3% (N=4) respectively, while the athletes with 1–3 years of experience showed the least percentage at 10% (N=3).

Table 2 displays the sub-scales evaluated preferred coaching behaviour among Malaysian national squash athletes. Firstly, the mean and standard deviation for physical training and planning were Mean \pm SD (38.03 \pm 9.03). Next, the factor of technical skills resulted in the highest mean, which at Mean \pm SD (46.43 \pm 9.78), while negative personal rapport showed the lowest mean, but the highest standard deviation Mean \pm SD (26.67 \pm 12.84). Meanwhile, mental preparation had the lowest standard deviation compared to others Mean \pm SD (27.17 \pm 7.40). Furthermore, the goal-setting factor reported with Mean \pm SD (31.3 \pm 8.60) and competition strategies (N = 30) was at Mean \pm SD (38.40 \pm 8.03). Lastly, the personal rapport factor shows the mean and standard deviation, Mean \pm SD (26.73 \pm 10.63).

Table 1: Demographic Data of Malaysia National Squash Athletes

| Demographic Data | | Frequency | Per cent (%) |
|--------------------|-----------------|-----------|--------------|
| Gender | Male | 17 | 56.7 |
| | Female | 13 | 43.3 |
| Age | 16-18 years old | 9 | 30.0 |
| | 19-21 years old | 6 | 20.0 |
| | 22-24 years old | 13 | 43.3 |
| | >24 years old | 2 | 6.7 |
| Year of Experience | <1year | 4 | 13.3 |
| | 1-3 years | 3 | 10.0 |
| | 3-5 years | 4 | 13.3 |
| | >5 years | 19 | 63.3 |

Table 2: Descriptive Statistics of Preferred Coaching Behaviour among Malaysian National Squash Athletes

| Coaching Behaviour Subscales | N | Mean | Std. Deviation |
|--------------------------------|----|---------|----------------|
| Physical Training and Planning | 30 | 38.0333 | 9.03054 |
| Technical Skills | 30 | 46.4333 | 9.77923 |
| Mental Preparation | 30 | 27.1667 | 7.40030 |
| Goal Settings | 30 | 31.3667 | 8.60025 |
| Competition Strategies | 30 | 38.4000 | 8.03698 |
| Personal Rapport | 30 | 26.7333 | 10.62831 |
| Negative Personal Rapport | 30 | 26.6667 | 12.84479 |

Table 3: Descriptive Statistics of Malaysia National Squash Athletes' Satisfaction

| Athletes Satisfaction Questionnaire domains | N | Mean | Std. Deviation |
|---|----|---------|----------------|
| Individual Performance | 30 | 16.1333 | 4.05763 |
| Team Performance | 30 | 15.6333 | 3.47884 |
| Ability Utilization | 30 | 27.0333 | 6.65652 |
| Strategy | 30 | 32.7667 | 7.54610 |
| Personal Treatment | 30 | 26.9667 | 6.93558 |
| Training and Instruction | 30 | 16.4333 | 3.69233 |
| Team Task Contribution | 30 | 16.1333 | 3.29821 |
| Team Social Contribution | 30 | 16.2667 | 3.12866 |
| Ethics | 30 | 16.3333 | 3.39709 |
| Team Integration | 30 | 21.9000 | 4.58145 |
| Personal Dedication | 30 | 22.1000 | 4.61146 |
| Budget | 30 | 14.7333 | 4.05083 |
| Medical Personnel | 30 | 21.2333 | 5.26984 |
| Academic Support Services | 30 | 15.5333 | 4.02349 |
| External Agents | 30 | 20.4000 | 4.70949 |

Table 3 shows the descriptive statistics of Malaysia's national squash athletes' satisfaction level based on ASQ questionnaire domains. Individual and team performance factors (N = 30) were Mean \pm SD (16.13 \pm 4.06) and (15.63 \pm 3.48). While the satisfactions of the athlete from their ability utilization and ethics were Mean \pm SD (16.33 \pm 3.40) and (26.97 \pm 6.94). Team strategy factor shows the highest mean among others which at (32.77 \pm 7.55), whereas personal treatment shows the highest standard deviation (27.03 \pm 6.66). Next, team task and social contribution factors show almost similar means \pm SD at (M = 16.43, SD = 3.69) and (16.27 \pm 3.13), respectively. However, team social contribution shows the least standard deviation. Furthermore, team integration and personal dedication factors resulted in nearly the same standard deviation at (21.90 \pm 4.58) and (22.10 \pm 4.61). Based on the result, the budget factor shows the smallest value of mean, which at (14.73 \pm 4.05) and Mean \pm SD (21.23 \pm 5.27) was shown

by the medical personnel factor. In fact, academic support services provided and external agent factors showed Mean \pm SD (15.53 \pm 4.02) and (20.40 \pm 4.71).

Table 4 portrays the interrelationship between preferred coaching behaviour and athletes' satisfaction level among Malaysian national squash athletes. A significant relationship was found between seven factors and the athlete's satisfaction. The results indicated that preferred coaching behaviour reported a greater satisfaction towards their coaches among National squash athletes. In depth, a strong relationship (r) was found in physical training and planning by athletes' satisfaction ($r = .68, p < .01$), competition strategies by athletes' satisfaction ($r = .68, p < .01$), and personal positive coach behaviour by athletes' satisfaction ($r = .73, p < .01$). Whereas a moderate relationship was found in technical skill training by athletes' satisfaction ($r = .43, p > .01$), mental preparation training by athletes' satisfaction ($r = .59, p < .01$) and goal settings by athletes' satisfaction ($r = .63, p < .01$). In fact, only one factor that reported to be a low or weak relationship which is negative personal rapport by athletes' satisfaction ($r = .12, p > .01$).

Table 4: Correlation between Preferred Coaching Behaviour Subscales and Athletes' Satisfaction Level among Malaysian National Squash Athletes

| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|-----------------------------------|---------------------|--------|--------|--------|--------|--------|--------|------|
| 1. Physical Training and Planning | Pearson Correlation | | | | | | | |
| | Sig. (2-tailed) | | | | | | | |
| 2. Technical Skills | Pearson Correlation | .304 | | | | | | |
| | Sig. (2-tailed) | .103 | | | | | | |
| 3. Mental Preparation | Pearson Correlation | .748** | .290 | | | | | |
| | Sig. (2-tailed) | .000 | .120 | | | | | |
| 4. Goal Settings | Pearson Correlation | .836** | .387* | .862** | | | | |
| | Sig. (2-tailed) | .000 | .035 | .000 | | | | |
| 5. Competition Strategies | Pearson Correlation | .748** | .517** | .880** | .912** | | | |
| | Sig. (2-tailed) | .000 | .003 | .000 | .000 | | | |
| 6. Personal Rapport | Pearson Correlation | .438* | .219 | .588** | .459* | .562** | | |
| | Sig. (2-tailed) | .015 | .245 | .001 | .011 | .001 | | |
| 7. Negative Personal Rapport | Pearson Correlation | .003 | -.118 | -.073 | -.106 | -.160 | .132 | |
| | Sig. (2-tailed) | .987 | .536 | .700 | .577 | .397 | .485 | |
| 8. Athlete Satisfaction | Pearson Correlation | .675** | .427* | .586** | .625** | .680** | .734** | .117 |
| | Sig. (2-tailed) | .000 | .019 | .001 | .000 | .000 | .000 | .538 |

Note: For all correlations, ** is significant at the 0.01 level (2-tailed) and * is significant at the 0.05 level (2-tailed).

DISCUSSION

The findings of this study indicate that there was a significant relationship between preferred coaching behaviour and the athlete's satisfaction level. Thus, the findings corroborate previous research by Liew Yi et al. (2018) provided clear evidence that coaching behaviour and athletes' satisfaction must be viewed as a multidimensional construct.

In general, Malaysian national squash athletes prefer to receive more feedback from the coaches to master their technical skills, which leads to a clear idea that the athletes are likely to prefer their coaches to spend more of their effort in conducting more technical training sessions. It is because it requires a positive perspective that will be created from the moments of correcting errors, demonstrating new techniques, identifying mistakes, executing perfect technique and others. This finding aligned with the ideas by Grigoroiu et al. (2024) that if coaches practice this behaviour will also create a strong, bonding, positive relationship between the coach and the athletes themselves.

It is not surprising that every athlete would dislike their coaches to portray such negative behaviours as favouritism, control, intimidation, yelling and disregard. It is because the coach's personal behaviour

can also most likely affect the athlete's performance. The findings contributed to a similar outcome where, Cengiz et al. (2019) Agreed that the coaches should avoid negative personal behaviours to be implemented and show towards their athletes. Most importantly, the positive personal behaviour may result in getting trust, respect, and appreciation, and the probability of increasing the athletes' motivation can happen (Grigoriu et al., 2024). Athletes require motivation and support from their coaches as a desire for them to increase their skills and at the same time to achieve success.

Team strategy is reported as one of the important athlete satisfaction that has been discovered in this recent finding. In fact, the national squash athletes were satisfied with the application of the strategy and decision that had been made by the coach during either training sessions or in competition. It indicates that strategy was the most important thing that could have a huge impact towards national squash athletes. The athletes seem to prioritize more on coaching strategy in leading to high performance in this sport. Contrarily, Smith (2010) had found coaching strategy was noted only at three out of six athletes' satisfaction observed. However, this result is supported by a previous study that the athletes were satisfied with the coach's plan during their athletic experience (McCaughan, 2020).

Most importantly, the findings of this study extended to discover the relationship between coaching behaviour and Malaysian national squash athletes' satisfaction. Among the seven factors of coaching behaviour, a significant association was found between five factors, which are physical training and planning, competition strategies, personal positive behaviour, mental preparation and goal setting, with athletes' satisfaction. This finding was in line with the most recent discoveries by Munawar and Gull (2024) that the positive coaching behaviours are discovered with a highly significant and positive relationship between professional and non-professional athletes.

Implementation of physical training and planning in the training regime contributed to a high correlation with Malaysian national squash athletes' satisfaction, as expected. It is because the development of athletes' physiological preparation was the main ingredient to produce high-performance athletes (Bompa and Haff, 2009). A strong positive relationship that was found indicates that the more the coach is responsible towards the competition strategy, the higher the satisfaction of the athletes. The athletes also satisfied greater when the coaches portrayed a positive personal behaviour. In fact, positive personal rapport is one of the critical fundamentals in having an impact towards athletic success (Fox et al., 2020). The current finding was agreed upon by Jowett et al. (2017) If the coach reduced the negative behaviours such as yelling, intimidation and favouritism, the tendency to increase their athletes' level of motivation and satisfaction can be achieved.

As well as the mental preparation factor also shows a corresponding relationship with the National squash athletes' satisfaction. Psychological skills training was highlighted by Jain et al. (2018) as demand in coaching behaviour that will require the coaches to diversify the needs of world-class coaching. The greater amount of psychological training received by athletes, the better their abilities of the athletes to cope with various situations that they will be facing in accomplishing their goals.

The importance of setting the short- and long-term goals was crucial to ensure that the track record of achievement can be well-supervised by the coaches. The current findings specify that the national squash athletes were highly satisfied with the responsibilities of their coaches in helping them to guide them towards the goals that had been set. This consistency had been continued with the findings from the previous study by Baker et al. (2003) and Veljkovic et al. (2016) that goal-setting coach behaviour is equivalent in importance prediction of athletes' satisfaction towards the coaches. Hence, these findings indicate that demonstration goal-setting coach behaviour will positively influence the athletes' satisfaction.

On the other hand, technical skills and negative coaching behaviour were inversely related to athletes' satisfaction. The current findings indicate that athletes' satisfaction was not influenced by technical

skills coaching behaviour. Even though previous investigations on this facet contributed to different outcomes (Baker et al., 2003, Jain et al., 2018, Veljkovic et al., 2016) yet, technical training was listed as one of the important coaching behaviours that cannot be missed. It is due to both athletes and coaches requiring a prodigious amount of cognitive effort in the coach-athlete relationship. (Jowett et al., 2017). Moreover, this study indicates that the negative personal behaviour adversely influences the athletes' satisfaction. This finding is similar to discoveries in past findings among Indian elite athletes by Jain et al. (2018) . Although in the past years Baker et al. (2003) had discovered, contrary to this negative coaching behaviour facet, by analysing the coaching leadership style, autocratic behaviour was also not recommended to be implemented towards athletes. Athletes will prefer other coaching leadership styles apart from autocratic ones. (Razali et al., 2018). Away from that, the negative coach behaviour will benefit inversely towards the athletes' satisfaction.

CONCLUSION

The findings concluded that the Malaysian national squash athletes were satisfying more on the coach's physical training and planning, competition strategies, personal positive behaviour, mental preparation and goal-setting coaching behaviour rather than the two facet subscales - technical skills and negative personal rapport. These coaching behaviours strongly influenced the athletes' satisfaction. Other than that, this investigation has provided some insight into the correlation between factors among preferred coaching behaviour and athletes' satisfaction. A strong relationship was discovered in physical training and planning, competition strategies, and personal positive coach behaviour by athletes' satisfaction, while a moderate relationship was noticed in technical skill training, mental preparation training and goal settings by athletes' satisfaction. In fact, only one factor was reported to have a low or weak relationship, which is a negative personal rapport with athletes' satisfaction. These approaches are recommended to ensure that the athletes' satisfaction is always fulfilled. As previously discussed, the coaching behaviour that was practised will affect whether the athletes are satisfied. To add, the coaches should consider which coaching behaviour to incorporate in their training routine to ensure the satisfaction of the athletes can be achieved. Therefore, by prioritising these findings for coaches' consideration, it may contribute to a deep insight into developing national athletes' performance. Future research is needed to identify Malaysian athletes in other sports as well. These will assist all the National coaches to identify the crucial facets where essential according needs of the athletes in different sporting scenes. Further research should also examine gender differences in accordance with the coaching behaviour and athletes' satisfaction. These will lead to a deeper understanding of how psychosocial factors might affect and hugely contribute to the most specific determinants of success in Malaysian sports scenes. Lastly, further studies should attempt to investigate the influence of coaching behaviour and performance indicators. It will be a huge finding as an increase in performance was the main consideration for all personnel. The results will be beneficial towards coaches who will lead via the highest level of sporting performance.

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AUTHORS' CONTRIBUTION

Harith Rusyidin Abd Rahman was responsible for conducting the study, drafting and writing the initial manuscript. Zulkifli Ismail contributed to the study design, formulated the research objectives and questions. Irfan Hadif Rashid supported refining the initial manuscript. Nur Amirah Zaker developed the methodology and assisted in interpreting the data. Mohd Khalil Azham Abu Bakar coordinated the data collection procedures. All authors provided critical feedback and helped shape the research, analysis and manuscript. All authors read and approved the final manuscript.

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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