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**EXTENDED  
ABSTRACT**

# The Impact of Coaching Leadership Style on Athlete's Performance Among Students at FELDA Semarak Institute (ISEF)

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## I. INTRODUCTION

Effective coaching leadership plays a critical role in influencing the performance of student-athletes, especially in academy institutions such as ISEF. With increasing participation in competitive youth sports, coaching behaviours such as training and instruction, social support, and feedback can directly impact motivation, performance, and athlete development. Despite their importance, limited research exists on the actual and preferred leadership styles within Malaysia's sports academies. Therefore, this study aims to examine the relationship between coaching leadership styles and athlete performance from the perspective of student-athletes.

## II. METHODS

A quantitative research design was employed using structured questionnaires to gather data from 58 student-athletes at ISEF who participated in the Malaysia Minister of Education League Cup and the MILO Challenger Cup. The study adopted a non-probability convenience sampling method. Descriptive statistics (mean and standard deviation) and inferential analysis (linear regression) were conducted to explore the relationship between coaching leadership styles. Training & Instruction, Autocratic Behaviour, Democratic Behaviour, Social Support, and Positive Feedback. Multiple dimensions of athlete performance, such as psychological skills, athlete development, preparedness, mastery, and injury prevention.

## III. RESULTS AND DISCUSSION

### A. Coaching Leadership Styles

The most dominant leadership style perceived by athletes was Training & Instruction ( $M = 4.31$ ,  $SD = 0.296$ ), followed by Autocratic Behaviour ( $M = 2.52$ ,  $SD = 0.509$ ) and Democratic Behaviour ( $M = 2.21$ ,  $SD = 0.645$ ). Positive Feedback and Social Support ranked lower, indicating a strong preference for instructional and structured approaches among athletes at ISEF.

TABLE I  
COACHING LEADERSHIP STYLE

Variables	Mean	Standard Deviation
Training and Instruction	4.31	0.296
Positive Feedback	2.21	0.581
Social Support	2.52	0.509
Democratic Behavior	1.52	0.412
Autocratic Behavior	2.26	0.645

### B. Athlete Performance

Athletes demonstrated high performance across key domains, particularly in Psychological Skills ( $M = 6.25$ ,  $SD = 0.588$ ) and Athlete Development ( $M = 6.03$ ,  $SD = 0.645$ ), highlighting the effectiveness of leadership that prioritizes mental preparedness and long-term skill mastery.

TABLE II  
ATHLETES PERFORMANCE

	Mean	Standard Deviation
Athlete Development	6.03	0.645
Mastery & Development	6.25	0.440
Preparedness & Strategy	5.90	0.588
Recovery & Injury Prevent	5.89	0.668
Psychological Skills	5.96	0.788

### C. Relationship Between Coaching Leadership Style and Athlete Performance

Regression analysis revealed a positive impact of coaching leadership styles on athlete performance. The Training & Instruction style showed the most significant influence, supporting the notion that clear and instructional coaching enhances not only technical skills but also psychological resilience and strategic readiness among athletes.

TABLE III  
RELATIONSHIP BETWEEN COACHING STYLE AND ATHLETE PERFORMANCE

Model	R	R <sup>2</sup>
1	0.661	0.436

#### IV. CONCLUSIONS

This study concludes that coaching leadership styles significantly impact student-athletes' performance at ISEF. Training & Instruction emerged as the most effective coaching approach. The findings underscore the importance of aligning coaching strategies with athlete needs to optimize performance outcomes. Future research should consider expanding the sample size and including qualitative insights for a more comprehensive understanding of coaching effectiveness.

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