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**EXTENDED
ABSTRACT**

The Effect of Self-Esteem on Leadership Orientation Among Faculty of Sports Science and Recreation Universiti Teknologi MARA Seremban 3 Students

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I. INTRODUCTION

This study investigates how self-esteem affect leadership orientation among Sports Science and Recreation students at Universiti Teknologi MARA Seremban 3. By exploring gender-based differences and the strength of the self-esteem and leadership link, the research addresses a lack of focused inquiry in student populations within Malaysian sports faculties, contributing valuable insights into academic leadership development.

II. METHODS

A total of 356 Faculty of Sports Science and Recreation students from Universiti Teknologi MARA Seremban 3 were selected based on Krejcie and Morgan's sampling framework [1]. Data were collected using a demographic form, the Two-Dimensional Self-Esteem Scale, and the Multidimensional Leadership Orientations Scale [2]. Descriptive statistics, Pearson correlation, and independent t-tests were employed to analyze the effect and group differences related to self-esteem and leadership orientation.

III. RESULTS AND DISCUSSION

A. Self-Esteem

Students exhibited a moderate level of self-liking ($M = 3.02$) and a higher level of self-competence ($M = 3.56$), indicating they feel capable in performance but less consistent in emotional self-regard [2]. These findings highlight a nuanced self-esteem profile that distinguishes between confidence in ability and overall personal valuation.

TABLE I
SELF-ESTEEM

Variable	N	Mean	Median	Mode	SD
Self-liking	356	3.02	3.00	3.00	0.21
Self-competence	356	3.56	3.88	4.13	0.87

B. Leadership Orientation

Structural leadership was most dominant ($M = 4.08$), followed by Human Resource ($M = 3.98$), Charismatic ($M = 3.91$), and Political leadership ($M = 3.79$). Students favoured structured and relational leadership styles, suggesting their perception of leadership is both organized and people centered

[3]. These are essential traits for future roles in sports and recreation.

TABLE II
LEADERSHIP ORIENTATION

Variable	N	Mean	Median	SD
Political leadership	356	3.79	4.40	1.14
Human resource leadership	356	3.98	4.40	1.07
Charismatic leadership	356	3.91	4.40	1.11
Structural leadership	356	4.08	4.50	1.12

C. Effect Between Self-Esteem and Leadership Orientation

Self-competence showed a strong, significant effect with all leadership dimensions, especially charismatic leadership ($r = 0.874$). In contrast, self-liking had no significant effect. This indicates that students' belief in their abilities, rather than emotional self-worth, plays a critical role in shaping their leadership orientation and perceived effectiveness.

TABLE III
RELATIONSHIP BETWEEN SELF-ESTEEM AND LEADERSHIP ORIENTATION

		Self-Liking	Self-Competence	Political Leadership	Human Resource Leadership	Charismatic Leadership	Structural Leadership
Self-Liking	Pearson's r	—					
	df	—					
	p-value	—					
Self-Competence	Pearson's r	0.069	—				
	df	354	—				
	p-value	0.196	—				
Political Leadership	Pearson's r	0.061	0.849***	—			
	df	354	354	—			
	p-value	0.248	<.001	—			
Human Resource Leadership	Pearson's r	0.069	0.791***	0.865***	—		
	df	354	354	354	—		
	p-value	0.192	<.001	<.001	—		
Charismatic Leadership	Pearson's r	0.057	0.874***	0.884***	0.897***	—	
	df	354	354	354	354	—	
	p-value	0.285	<.001	<.001	<.001	—	
Structural Leadership	Pearson's r	0.055	0.839***	0.801***	0.907***	0.892***	—
	df	354	354	354	354	354	—
	p-value	0.298	<.001	<.001	<.001	<.001	—

D. Gender Differences

Gender differences were minimal in self-liking but slightly favoured females in self-competence. Female students also scored marginally higher across all leadership orientations, particularly in Political and Human Resource dimensions. Although not highly pronounced, these findings suggest a trend toward stronger leadership perceptions among female students in this academic context [4].

TABLE IV
GENDER DIFFERENCES

	Group	N	Mean	Median	SD	SE
Self-Liking	Female / Perempuan	162	3.03	3.00	0.193	0.0152
	Male / Lelaki	194	3.02	3.00	0.220	0.0158
Self-Competence	Female / Perempuan	162	3.63	4.13	0.858	0.0674
	Male / Lelaki	194	3.50	3.88	0.870	0.0625
Political Leadership	Female / Perempuan	162	3.89	4.40	1.086	0.0853
	Male / Lelaki	194	3.72	4.40	1.177	0.0845
Human Resource Leadership	Female / Perempuan	162	4.05	4.40	1.045	0.0821
	Male / Lelaki	194	3.92	4.40	1.093	0.0785
Charismatic Leadership	Female / Perempuan	162	3.97	4.50	1.095	0.0860
	Male / Lelaki	194	3.85	4.40	1.120	0.0804
Structural Leadership	Female / Perempuan	162	4.13	4.25	1.084	0.0851
	Male / Lelaki	194	4.04	4.50	1.159	0.0832

IV. CONCLUSIONS

Findings reveal that self-competence significantly affect leadership orientation among students, particularly in charismatic leadership. Gender differences were minimal yet consistently favored females. These insights emphasize the importance of fostering self-belief to strengthen leadership readiness within sports and recreation education.

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