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ABSTRACT

# Investigating Coaching Style and Athlete Satisfaction in a Malaysian Football Academy

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## I. INTRODUCTION

Understanding how coaching styles affect athlete satisfaction is vital for optimizing player development and performance. This study explores the coaching approaches practiced in Sungai Merab Football Academy and evaluates how these influence athletes' satisfaction levels [1]. By examining the relationship between coaching style and satisfaction, this research aims to inform more effective, athlete-centered coaching practices within youth football academies.

## II. METHODS

Data were collected using an online questionnaire distributed via Google Forms to players from the Sungai Merab Football Team, aged under 16 years old and above. The instrument measured coaching style and athlete satisfaction. Descriptive statistics (mean and standard deviation) and Pearson correlation analysis were used to identify patterns and examine the relationship between coaching style and athlete satisfaction.

## III. RESULTS AND DISCUSSION

### A. Coaching Style

The most preferred coaching style was Training and Instruction ( $M = 4.37$ ,  $SD = 0.52$ ), followed by Positive Feedback ( $M = 4.04$ ,  $SD = 0.73$ ) and Social Support ( $M = 3.98$ ,  $SD = 0.62$ ). Democratic Behavior scored ( $M = 3.80$ ,  $SD = 0.82$ ). Autocratic behaviour scored lowest ( $M = 3.10$ ,  $SD = 1.04$ ). These results indicate that athletes favour instructional and supportive coaching approaches, suggesting a diverse but performance-oriented coaching environment in Sungai Merab Football Academy.

TABLE I  
COACHING STYLE

Variables	Mean	Standard Deviation
Training and Instruction	4.37	0.52
Positive Feedback	4.04	0.73
Social Support	3.98	0.62
Democratic Behavior	3.80	0.82
Autocratic Behavior	3.10	1.04

### B. Athlete Satisfaction

Players showed a high overall satisfaction level ( $M = 5.79$ ,  $SD = 0.81$ ), with no standout dissatisfaction areas. However, age-related trends were observed, implying that satisfaction may vary with developmental stage. This indicates that while coaching generally meets expectations, age-specific needs and perceptions of coaching effectiveness should be more closely considered.

TABLE II  
ATHLETE SATISFACTION

	Mean	Standard Deviation
Athlete Satisfaction	5.79	0.81

### C. Relationship Between Coaching Style and Athlete Satisfaction

A moderate positive relationship was found between Coaching Style and Athlete Satisfaction ( $r = 0.46$ ,  $p < 0.001$ ). Training and Instruction style had the strongest association. This implies that clear, structured coaching enhances player satisfaction. The statistically significant result confirms that coaching style plays a meaningful role in shaping athlete experience.

TABLE III  
RELATIONSHIP BETWEEN COACHING STYLE AND ATHLETE SATISFACTION

Athlete Satisfaction	Coaching Style	
	Pearson's R	0.46
Sig. (2-tailed)	< 0.01	
N	51	

## IV. CONCLUSIONS

This study confirms that coaching style significantly influences athlete satisfaction in the Sungai Merab Football Academy. Training and Instruction emerged as the most effective style. These findings highlight the importance of adopting structured and supportive coaching methods to foster positive athlete experiences and development in football training environments.

## ACKNOWLEDGEMENTS

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#### REFERENCES

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