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EXTENDED ABSTRACT

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EXPLORING THE RELATIONSHIP BETWEEN DEMOCRATIC, FACILITATIVE, AND SITUATIONAL LEADERSHIP AND ACADEMIC PERFORMANCE AMONG UNIVERSITY LEVEL STUDENT LEADERS' IN CO-CURRICULAR TRAINING PROGRAM

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I. INTRODUCTION

This study examines the relationship between student leadership styles and academic performance, focusing on Komander Kesatria students at UiTM Seremban 3. Leadership is important in shaping academic success, as it influences motivation, engagement, and organizational culture. Different leadership styles autocratic, democratic, facilitative, and situational play varying roles in fostering academic excellence [1]. Despite extensive research on leadership in educational contexts, little attention has been given to how student leadership specifically impacts academic performance [2]. This research addresses this gap by exploring the leadership styles practiced by Komander Kesatria students and their correlation with academic outcomes.

II. METHODS

This study employed a quantitative, causal-comparative design to examine the relationship between leadership styles and academic performance. Data were collected through a self-administered questionnaire distributed among Komander Kesatria students at UiTM Seremban 3. A total of 131 students, sampled from a population of 175, participated in this study.

III. RESULTS AND DISCUSSION

A. Leadership Styles

Descriptive analysis revealed that facilitative leadership style had the highest mean score (3.55), followed by democratic (3.47), situational (3.29), and autocratic (3.08). Facilitative leadership emerged as the dominant style among Komander Kesatria students.

B. Academic Performance

The academic performance of students, measured using a five-point Likert scale, showed a mean score of 3.12, indicating a moderate to high level of performance.

C. Relationship Between Leadership Styles And Academic Performance

A significant moderate positive relationship ($r = 0.485$) was found between leadership styles and academic performance, with facilitative leadership being the most impactful.

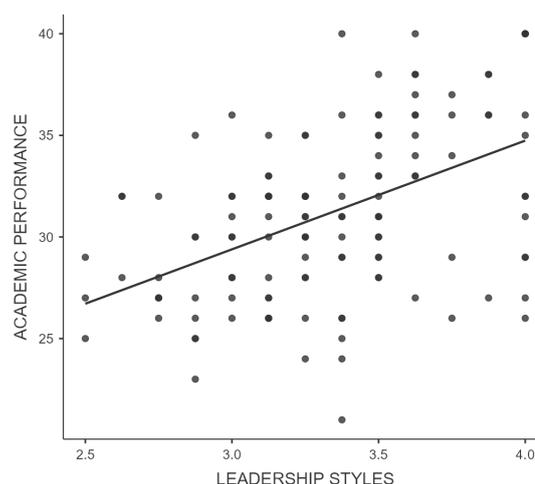


Fig. 1 Scatterplot shows the correlation between leadership styles and academic performance.

IV. CONCLUSIONS

Facilitative leadership was the most prominent style among Komander Kesatria students, correlating positively with academic performance. This study highlights the importance of leadership development in improving student outcomes. These findings provide valuable insights for enhancing leadership training programs to foster both personal growth and academic success.

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