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**EXTENDED
ABSTRACT**

The Relationship of Coaching Leadership Style and Athlete Satisfaction Among SUKIPT Athletes in UiTM Shah Alam

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I. INTRODUCTION

Coaching leadership style significantly influences athlete satisfaction, particularly in competitive university sports settings [1][2]. This study examines the relationship between coaching leadership and athlete satisfaction among SUKIPT athletes at UiTM Shah Alam. Grounded in Chelladurai's multidimensional leadership model [3], the research also considers how motivation, feedback, and emotional support contribute to positive athlete experiences [4], offering insights for coaching effectiveness and athlete well-being in Malaysian university sports.

II. METHODS

This quantitative, non-experimental survey involved 254 SUKIPT athletes from UiTM Shah Alam. Data were collected using structured questionnaires comprising demographic items, the Leadership Scale for Sports (LSS) [3], and the Athlete Satisfaction Questionnaire (ASQ) [5]. The LSS measured coaching behaviors across five dimensions using a 5-point Likert scale, while the ASQ assessed overall athlete satisfaction. Statistical analyses were conducted to determine the relationship between coaching leadership style and athlete satisfaction.

III. RESULTS AND DISCUSSION

A. Coaching Leadership Style

Descriptive analysis revealed that positive feedback ($M = 3.77$), training and instruction ($M = 3.70$), and social support ($M = 3.70$) were the most practiced leadership behaviors. Autocratic leadership scored lowest ($M = 2.56$), indicating that athletes respond better to encouraging, instructional approaches than to strict or controlling leadership styles in university sports settings.

TABLE I
THE RELATIONSHIP OF COACHING LEADERSHIP STYLE

Variables	Mean	Standard Deviation	Rank
Positive feedback	3.77	1.286	1
Training and instruct	3.70	1.216	2
Social support	3.70	1.216	3
Democratic Behavior	3.69	0.734	4
Autocratic Behavior	2.56	0.747	5

B. Athlete Satisfaction

Athlete satisfaction scored a mean of 5.06 ($SD = 1.73$), reflecting generally high satisfaction levels. While most athletes reported positive experiences with coaching and sport environments, some variation existed. This variability may be influenced by coaching style, sport type, or personal needs. Still, the overall satisfaction levels support past findings on the importance of quality coaching practices.

TABLE II
ATHLETE SATISFACTION

	Mean	SD
Athlete satisfaction	5.06	1.73

C. Relationship of Coaching Leadership Style and Athlete Satisfaction

The findings show a very strong positive relationship between coaching leadership style and athlete satisfaction, with a correlation value of 0.986 and a p -value less than 0.001, based on 260 athletes. This means that better coaching leadership is strongly linked to higher athlete satisfaction. The result is statistically significant, suggesting that coaching leadership style has a major impact on how satisfied athletes feel.

TABLE III
RELATIONSHIP OF COACHING LEADERSHIP STYLE AND ATHLETE SATISFACTION

	r	p	n
Coaching leadership style	0.986	<0.001	260
Athlete Satisfaction			

IV. CONCLUSIONS

The study confirms that supportive and instructional coaching leadership styles significantly enhance athlete satisfaction among SUKIPT athletes in UiTM Shah Alam. Positive feedback, guidance, and social support contribute most to satisfaction, while autocratic styles are least favoured. These findings offer valuable direction for optimizing leadership in university sports environments.

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