The Coach's Leadership Style Towards Athlete Satisfaction in The Malaysian School Sports Council (MSSM), Kuala Lumpur

Wan Ahmad Munsif Wan Pa, Mohd Azrul Mamat
Faculty of Education, Universiti Kebangsaan Malaysia, 43600, Selangor, Malaysia
Corresponding Author Email: munsif@ukm.edu.my

Abstract
Coaches in schools are not just sports technique instructors but also leaders and directors of athletes' individual development. Leadership styles that foster positive relationships and emotional support with athletes can create a conducive atmosphere for their psychological development. A study was conducted to explore the correlation between coaching styles and athlete satisfaction within the Malaysian School Sports Council, located in Kuala Lumpur. Utilizing simple random sampling, a total of 223 athletes, representing Kuala Lumpur in the national-level championship, were selected. The research employed the Athlete Satisfaction Questionnaire (ASQ) as its primary instrument. This quantitative study utilized a survey methodology to investigate the predetermined research hypotheses. Both descriptive and inferential statistical analyses were employed to assess the null hypotheses at a significance level of $p < 0.05$. SPSS version 29 served as the tool for data analysis. The study findings indicated the rejection of the null hypothesis, which posited no significant relationship between coaching styles and athlete performance. The need for effective leadership styles in athlete development is crucial in the context of school sports. Leadership styles that understand the needs and aspirations of athletes, provide continuous support, and offer clear guidance can create a positive training environment and drive performance to greater heights. Therefore, coaches need to understand the implications of these correlation results to shape more effective leadership styles. Therefore, this study can be expanded in scope to examine the long-term impact of character development on athlete success after completing schooling. Researching these long-term changes can provide insights into how values and character building during their time in the Malaysian School Sports Council (MSSM), Kuala Lumpur, influence the development and performance of athletes at higher levels in their sports after leaving school.
Keywords: Leadership, Coaching, Satisfaction, ASQ, Performance.

Introduction
The success of athletes, whether at the national or international level, is influenced by various factors. These factors include intrinsic qualities of the athlete, moral support from family, skill

improvement, and coaching leadership style (Adzhar et al., 2019). Additionally, there are extrinsic factors contributing to outstanding athlete performance, such as coach job satisfaction, coach-led training program management, and recognition and rewards such as financial incentives, excellence medals, and titles conferred by relevant authorities.

Effective coaches have the ability to influence the atmosphere and attitude of athletes towards the tasks and responsibilities assigned to them, indirectly enhancing athlete satisfaction and performance. According to Naeini et al (2023), leadership emphasizing social support aspects such as providing emotional encouragement, prioritizing athlete satisfaction, demonstrating concern for individual needs, and building strong interpersonal relationships can enhance morale and motivation within the team. This study also suggests that coaches practicing such leadership styles can achieve higher productivity levels in the work environment. Meanwhile, research by Kinoshita et al (2021) also states that coaches fostering a supportive social environment can build trust and stability within the team, enhancing athlete satisfaction. This trust leads to increased collaboration, effective communication, and job satisfaction. Socially supportive leadership not only shapes productive team members but also creates an atmosphere where each individual feels valued and recognized.

Moreover, contemporary society focuses more on leadership styles because follower development is influenced by the coaches themselves. Followers require guidance, incentives, motivation, and training from leaders. Li et al (2022) in their study discuss the relationship between coaching leadership, interactional justice, organizational identification, and deviant employee behavior, but it does not explicitly discuss the theories behind coaching leadership styles and athlete satisfaction. Furthermore, Jin et al (2022) outlined in their study coaching leadership styles based on optimism, self-efficacy, positive emotions, and learning, emphasizing the use of models and mental tools to understand and change behavior.

Additionally, different leadership styles such as coaching, democratic, and positive feedback have a positive effect on athlete satisfaction, while autocratic leadership shows a negative relationship with athlete satisfaction in university football teams (Jawoosh et al., 2022). Democratic leadership positively impacts athlete satisfaction through the coach-athlete relationship, highlighting its importance in improving athlete psychological outcomes. Meanwhile, autocratic leadership does not directly influence athlete satisfaction (Jin et al., 2022). Leadership style is largely determined by organizational culture. Behavior leadership patterns have been used by coaches to accomplish tasks within organizations. Therefore, positive coaching behaviors play a crucial role in influencing athlete performance.

Problem Statement
When managing a team, whether at the school, district, state, or national level, a coach or team manager needs to have their own leadership style. The coaching leadership style and coach job satisfaction during training are crucial because both factors are important for athletes to achieve satisfaction and outstanding success in the competitions they participate in. Furthermore, a coach's leadership style sets the tone for team dynamics, communication, and motivation, ultimately shaping the athlete's experience and performance trajectory.

One of the most significant factors leading to athlete dissatisfaction is when coaches do not have a specific leadership style during training programs. Male and female athletes, whether in individual or team sports, require specific leadership styles used by coaches for athletes to achieve satisfaction during training programs. This statement is supported by Ahmad &

Herman (2023), who state that research shows that different leadership styles have varying effects on athlete motivation and well-being. For example, democratic leadership positively influences the coach-athlete relationship, motivation, and satisfaction, while autocratic leadership may have a negative impact on athlete satisfaction.

Additionally, another issue causing athlete dissatisfaction relates to coach job satisfaction. Although indirect, this factor also affects athlete satisfaction. Coaches who are satisfied with their work can implement training programs effectively, which indirectly has a positive impact on the athletes under their guidance. The study conducted by Abdulrahman and Dhamiri (2022) highlights the challenges faced by coaches in handling administrative tasks during training programs and the importance for administrators to enhance their management capabilities and address administrative challenges.

Furthermore, coach job satisfaction also has a relationship and influence on athlete satisfaction and performance in competitions. This relationship or influence occurs bilaterally, either directly or indirectly. If coaches are satisfied with the tasks assigned to them, work in a comfortable environment, receive fair compensation, and receive rational supervision from superiors and colleagues who understand the tasks assigned, as a result, coaches will demonstrate high commitment in training athletes through the leadership styles used during their time with the athletes. This statement relates to studies conducted by (Chelladurai, 2003; Ahmed, 2011).

Research Objective

In general, this study aims to identify the relationship between coaching leadership styles and athlete satisfaction in the Malaysian School Sports Council (MSSM), Kuala Lumpur, and to determine whether there is a significant relationship or not. This objective is detailed as follows:

To identify the relationship between coaching leadership styles in the Malaysian School Sports Council, Kuala Lumpur, and athlete satisfaction.

Literature Review

Studies on leadership are an important aspect of contemporary literature. Leadership involves the relationship between a leader and followers, with both parties intending to collaborate towards achieving their goals for success in their respective fields. Ying & Dai (2019) also discuss coaching leadership as a new leadership style in organizational behavior that can enhance employee mindset and promote innovative behavior.

Furthermore, Almansour (2012) states that the process of individual change and transformation reflects one's leadership. Harper (2012) further states in his research that this process includes changing needs, values, self-concepts, and team goals. Leaders need to exemplify the tasks and values required and demonstrate behaviors to fulfill the organizational vision. According to Dian et al (2020) in their study on leadership behavior theory, leaders can be shaped through education and training, focusing on their actions rather than their traits.

Previously, Aman (2005) also stated that leadership involves an individual's ability to seek influence and is not solely confined to paperwork. This leadership affects the feelings, beliefs, and behaviors of individuals in a team (Robinson, 2005). This finding aligns with the conclusions reported by Cakioglu (2003), emphasizing a similar situation where there is less emphasis on the relationship between leadership style and athlete satisfaction.

Leadership styles are largely determined by organizational culture. Behavioral leadership styles have been used by coaches to accomplish tasks in organizations. Four commonly identified leadership styles include democratic, autocratic, social support, and coaching and directive styles (Abbas et al., 2012). Additionally, in leadership theory, there is also sports coaching, which encompasses behaviors such as individual consideration, inspirational motivation, and fostering teamwork and athlete satisfaction (Takayuki et al., 2022).

Conceptual Framework
The conceptual framework for leadership studies can provide a clear perspective on the relationship between the variables involved in the study. By specifying the main variables and the relationships among them, this conceptual framework helps to guide the research and provide guidance for interpreting the study findings. In this study, the main variables are leadership styles such as directive and coaching leadership, democratic leadership, supportive leadership, and autocratic leadership. Additionally, the relationships between these variables can be delineated within the conceptual framework. For example, leadership styles are influenced by several other aspects involved in this study. Through this conceptual framework, researchers can gain a clear understanding of how each variable relates to one another and how it relates to the study's objectives. For instance, researchers can determine whether a particular leadership style has a positive or negative effect on athlete performance improvement, and how a coach influences leadership style and athlete performance enhancement. Thus, this conceptual framework helps guide research and provide guidance for analyzing and interpreting study findings. It also assists researchers in drawing conclusions and practical implications from the study.
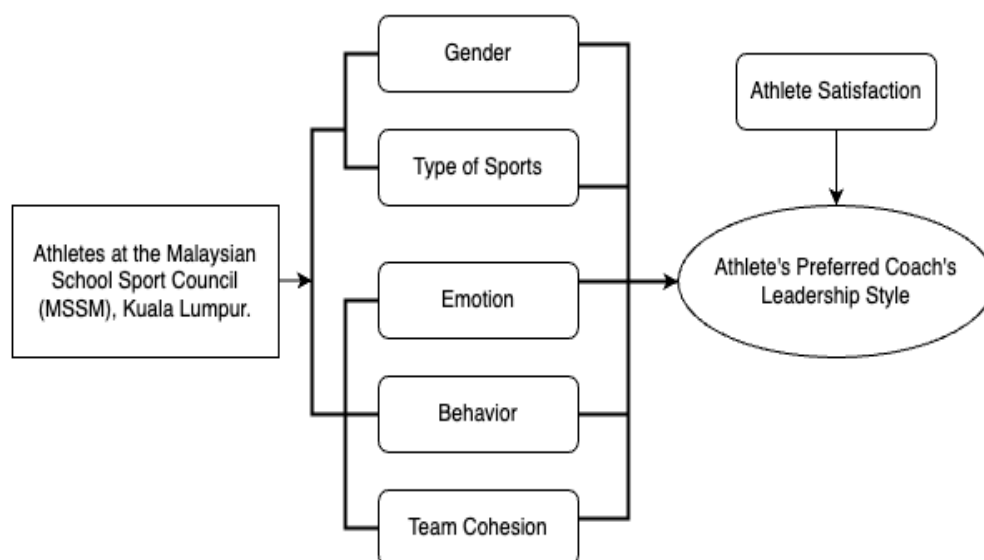

Figure 1. Conceptual Framework of the Study

Based on the conceptual framework of the study above, it provides a holistic view of the variables involved in the research, laying the foundation for understanding and analyzing the study as a whole. In the context of the relationship between coaching leadership styles and specific factors that may influence athletes' choice of leadership styles, this conceptual framework is formed by several key dimensions. By utilizing this conceptual framework, researchers can formulate hypotheses, design research methodologies, and interpret

findings more clearly, providing a comprehensive view of the differences and relationships between coaching leadership styles and relevant variables in sports.

Methodology

This quantitative and comparative research aims to explore the relationship between coaching leadership styles and athlete satisfaction. Specifically, it focuses on athletes representing Kuala Lumpur in national-level competitions. To ensure a representative sample from the large athlete population, a simple random sampling procedure was employed, following the guidelines provided by Krejcie and Morgan. With 500 athletes representing Kuala Lumpur in the Malaysian School Sports Council (MSSM) at the national level across various sports, a total of 223 respondents were selected to adhere to the specified guidelines. Furthermore, the researcher utilized the Athlete Satisfaction Questionnaire (ASQ) to assess the level of athlete satisfaction, which is related to the evaluation of athlete achievements. This questionnaire consists of 15 items that use a Likert scale to assess each item. Scoring options range from 1 (Strongly Disagree) to 5 (Strongly Agree).

Before distributing the questionnaire to respondents, the researcher first presented it to experts for validation and language accuracy, as the questionnaire was translated into Bahasa Malaysia. Upon completion, all data were processed using SPSS version 29, and a final report was generated to produce a comprehensive research report.

Findings
Table 1
Pearson Correlation of Coaching Leadership Style With

		Coaching Leadership Style	Athlete Satisfaction
Coaching Leadership Style	Pearson Correlation	1	.939**
	Sig. (2-tailed)		.000
	N	223	223
Athlete Satisfaction	Pearson Correlation	.939**	1
	Sig. (2-tailed)	.000	
	N	223	223
**. Correlation is significant at the level 0.01 (2-tailed)			

Kepuasan Atlet

The table above shows the Pearson Correlation analysis conducted. There is a significant relationship between coaching leadership styles and athlete satisfaction. In this context, the Pearson Correlation value between coaching leadership styles and athlete satisfaction is 0.939**. This positive value indicates a positive relationship between coaching leadership styles and the level of athlete satisfaction. Thus, the better the coaching leadership styles, the higher the level of athlete satisfaction.

Additionally, the reported significance value (Sig.) as <.001 indicates that the relationship between coaching leadership styles and athlete satisfaction is statistically significant. In other words, the likelihood of this relationship occurring by chance is very low. It is important to note that the ** symbol on the correlation value indicates that the relationship is significant at the 0.01 level (2-tailed), indicating a high level of confidence in this correlation result.

Therefore, the results of this relationship support that coaching leadership styles have a positive impact on athlete satisfaction in the context of this study.

Discussion

The results of the Pearson Correlation analysis conducted in the study indicate a significant relationship between coaching leadership styles and the level of athlete satisfaction in the context of sports in Kuala Lumpur. The positive correlation value of 0.939** signifies a strong and positive correlation between the two variables. This implies that the better the coaching leadership styles, the higher the level of athlete satisfaction. The study also demonstrates that a positive interaction between coaches and athletes can have a significant impact on athlete satisfaction. Effective leadership styles, which may involve open communication, emotional support, and clear guidance, can create a motivating training environment for athletes. Therefore, these correlation results provide a clear indication for further discussion on how coaching leadership styles can be enhanced in the school context to improve athlete satisfaction and performance at the school level.

Additionally, the very low significant value (Sig. <.001) indicates that the relationship between coaching leadership styles and athlete satisfaction is statistically significant. This means that the likelihood of this relationship occurring by chance is extremely low. Hence, the conclusions drawn from this analysis provide a strong basis for considering changes and improvements in coaching leadership strategies to achieve better athlete satisfaction in schools. These conclusions also support and provide deep understanding of the importance of leadership styles in shaping athletes' experiences in the sports arena at school.

Furthermore, the need for effective leadership styles in athlete development is crucial in the school sports context. Leadership styles that understand athletes' needs and aspirations, provide continuous support, and offer clear guidance can create a positive training environment and drive performance to higher levels. Therefore, coaches need to understand the implications of these correlation results to shape more effective leadership styles. In the school context, these results can open opportunities for improvement through coach professional development, leadership training programs, and initiatives aimed at understanding and enhancing athlete satisfaction in schools. These strategies may include improving communication skills, building positive relationships, and incorporating elements of sports psychology into training. Thus, the results of this Pearson Correlation analysis provide a clear framework for further action in developing more effective and satisfying sports programs in every school.

Conclusion

This research carries significant implications, especially for those involved in the fields of education, research, or service within the sports context. The study provides deep insights into the specific behaviors exhibited by coaches and the unique characteristics in their decision-making approaches and styles. The study results indicate that coaches who display characteristics of effective coaching behavior, particularly in technical and tactical aspects, as well as demonstrating a friendly attitude, are more effective in satisfying athletes. Therefore, this study can offer new perspectives to coaches on the essential behavioral characteristics to achieve athlete satisfaction. Additionally, awareness of effective coaching behavioral characteristics obtained through this study can also encourage self-reflection for coaches to continuously improve and refine their leadership styles to enhance the performance and well-being of the athletes they train.

Overall, the findings of this study also provide potential for new ideas to coaches. By recognizing specific forms of behavior that contribute to increased athlete satisfaction, coaches can develop more effective strategies. The study results can also contribute to coaching development programs and assist in designing coaching education or sports coaching leadership structures and programs in a more detailed and systematic manner. Furthermore, the study results can contribute to understanding the importance of aspects such as communication, motivation, and leadership in the context of training and competition. By understanding how these factors interact with athlete satisfaction, coaches can hone their skills in delivering information, motivating, and leading athletes more effectively, thereby strengthening the coach-athlete relationship and enhancing overall team performance.

References

Abbas, G., Iqbal, J., Waheed, A., & Naveed Riaz, M. (2012). Relationship between Transformational Leadership Style and Innovative Work Behavior in Educational Institutions. Journal of Behavioural Sciences Vol. 22

Abdulrahman, M., Dhamiri, A. (2022). The Role of Training in Overcoming Leadership and Administrative Challenges. Archives of Business Research, doi: 10.14738/abr.1012.13619

Adzhar, R. Z. I. R., Abd Aziz, S., Zakaria, J., Osman, N., & Azmi, S. H. (2019). Correlation between leadership style and athlete motivation among males and females adolescents. Malaysian Journal of Movement, Health & Exercise, 8(2), 45-56.

Ahmad, Hamidi., Herman, Subarjah. (2023). Relationship between Coach's Leadership Style and Motivation of Male Athletes. Jurnal Maenpo: Jurnal Pendidikan Jasmani Kesehatan dan Rekreasi, doi: 10.35194/jm.v13i1.3161

Ahmed, I. (2011). Relationship between Motivation and Job Satisfaction: A Study of Higher Educational Institutions. Journal of Economics and Behavioral Studies. 3. 94-100. 10.22610/jebs.v3i2.259.

Almansour, Y. M. (2012). The relationship between leadership styles and motivation of managers: Conceptual framework. *Journal of Arts, Science and Commerce, 3*(1), 161–166.

Cakioglu, A. (2003). Leadership and satisfaction in soccer: Examination of congruence and players' position. Master Thesis, Department of Physical Education and Sport: Middle East Technical University.

Chelladurai, P., & Saleh, S. D. (1980). ._Lhote1958.pdf. Leadership, 34–45.

Dian, Marlina, Verawati, & Hartono, B. (2020). Effective leadership: From the perspective of trait theory and behavior theory. *Jurnal Riset Manajemen (JRM)*, 4(1). https://doi.org/10.31002/RN.V4I1.2147

Jawoosh, H. N., Alshukri, H. A., Kzar, M. H., Kizar, M. N., Abdul Ameer, M. A., Abdul Razak, M. R., & Radzani, M. (2022). Analysis of coaches' leadership style and its impact on athletes' satisfaction in university football teams. *International Journal of Human Movement and Sports Sciences*. Advance online publication. https://doi.org/10.13189/saj.2022.100602

Jin, H.-Y., Kim, S.-P., Love, A., Jin, Y., & Zhao, J. (2022). Effects of leadership style on coach-athlete relationship, athletes' motivations, and athlete satisfaction. *Frontiers in Psychology*. Advance online publication. https://doi.org/10.3389/fpsyg.2022.1012953

Harper, S. R. (2012). Race without racism: How higher education researchers minimize racist institutional norms. Review of Higher Education: Journal of the Association for the Study of Higher Education, 36(Suppl 1), 9–29.

Karlsen, J. T., & Berg, M. E. (2020). Coaching leadership style: A learning process. *International Journal of Knowledge and Learning*. Advance online publication. https://doi.org/10.1504/IJKL.2020.10033158

Kinoshita, K., MacIntosh, E., & Sato, S. (2021). Creating sport environments for youth to thrive: Understanding the mechanism to intentions to continue sport and subjective well-being. *International Journal of Sport and Exercise Psychology*. Advance online publication. https://doi.org/10.1080/1612197X.2023.2203699

Li, L., Huang, G., & Yan, Y. (2022). Coaching leadership and employees' deviant innovation behavior: Mediation and chain mediation of interactional justice and organizational identification. *Psychology Research and Behavior Management*. Advance online publication. https://doi.org/10.2147/PRBM.S381968

Kabiri Naeini, M., Hosseini, M., & Elahi, Z. (2023). The effect of social support on the motivation of health workers of Yazd with the mediating role of job stress. *Medical Science and Health Sciences Journal*, 7(4), 12177.
https://doi.org/10.18502/mshsj.v7i4.12177

Aman, M. S. (2005). *Asas pengurusan sukan*. Kuala Lumpur: Penerbit Universiti Malaya.

Natsuhara, T., Nakayama, M., Kawakita, H., Araki, K., & Ichimura, S. (2022). Transformational leadership in sport coaching. *Japan Journal of Physical Education, Health and Sport Sciences*. Advance online publication. https://doi.org/10.5432/jjpehss.21123

Dai, Y. (2019). Coaching leadership, job motivation and employee innovation behavior. https://doi.org/10.2991/SSCHD-19.2019.120