

SPORT AND PHYSICAL ACTIVITY, MOTIVATION AND BARRIER AMONG
PRIMARY AND SECONDARY STUDENTS IN SRI JUBLI INTERNATIONAL
SCHOOL AT KLUANG

LORRETTA CHEREMAI KONG

A project report submitted in partial fulfilment of the
requirement for the award of the degree of
Master of Education (Educational Psychology)

School of Education
Faculty of Social Science and Humanities
Universiti Teknologi Malaysia

AUGUST 2021

DEDICATION

This project report is dedicated to family especially my father and mother, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my sister and grandmother, who taught me that even the largest task can be accomplished if it is done one step at a time.

ACKNOWLEDGEMENT

First of all, to my supervisor Assoc Prof Dr Azlina Mohd Kosnin who never gave up on me, I thank you most warmly for the never- ending guidance and for supervision throughout my journey. I am truly grateful to you for being patient with me and being the best supervisor, anyone could ever ask for. My gratitude knows no bounds and I appreciate everything you taught me.

Not forgetting to my parents for not questioning my decision to further my master study but believing in my potential, thank you for believing in me. Thank you for endlessly supporting me, mentally and financially, over the years. I want you both know how much I value your love and support.

To my group member for the assignment, Liau Ee Chien, Phang Fuey Ling, Go See Yee, Lee Fang Mei, Tey Seah Ying and Yee Yi Han. I thank you from the bottom of my heart for being the course mate that in completing my journey, through all ups and downs together. To all the other professor and Dr who participated in this study, please accept my sincerest thanks for being very supportive in helping me complete my study. I am really grateful for all your help and cooperation.

ABSTRACT

This study aimed to study the motivation and barrier in sport and physical activity among primary and secondary students from one and only private international school in Kluang which is Sri Jubli International School. In addition, the study also investigates gender differences between motivation and barrier among primary and secondary students in Sri Jubli International school at Kluang. The respondent of this study consists of 98 students from Year 1 to Year 6 from primary school and Form 1 to Form 5 students from secondary school. The data for this study collected from the questionnaire that send via WhatsApp in a form of google form. The findings of this study revealed that the motivation and barrier to help the school management to promote the important of sport and physical activity by investigating the main reason of the respondent in participate to do sport and physical activity. The result also revealed that most significant of the challenges face by the respondents in engage to do sport and physical activity. Therefore, in the future the school management can helps the students to cope the challenges their faces to do sport and physical activity.

ABSTRAK

Tujuan kajian ini adalah untuk mengkaji sukan dan aktiviti fizikal, motivasi dan halangan di dalam kalangan murid sekolah rendah dan menengah dari sebuah sekolah swasta yang dikenali sebagai Sri Jubli International School. Tambahnya, kajian ini juga bertujuan mengkaji perbezaan antara hubungan jantina dengan motivasi dan halangan di kalangan murid sekolah rendah dan sekolah menengah. Peserta yang terlibat dalam kajian ini adalah terdiri dari pada 98 orang murid di dalam kalangan murid sekolah rendah dari tahun satu enam hingga dan murid sekolah menengah dari tingkatan 1 hingga lima. Sehubungan itu, data kajian ini dikumpul dengan menggunakan kaedah soalan selidik dengan menyediakan link google form yang dihantar melalui WhatsApp. Keputusan kajian ini menunjukkan bahawa motivasi di kalangan murid-murid dapat dikenal pasti untuk pihak sekolah mempromosikan kepentingan sukan dan aktiviti fizikal terhadap kesihatan fizikal dan mental murid. Selain itu, pihak sekolah juga dapat mengenal pasti halangan yang dihadapi oleh murid-murid untuk melakukan aktiviti sukan dan aktiviti fizikal dan mencari jalan penyelesaian supaya halangan yang dihadapi oleh murid-murid dapat diatasi. Secara keseluruhannya, keputusan daripada kajian ini adalah untuk mengenalpasti motivasi dan halangan yang menyebabkan murid-murid untuk melakukan aktiviti sukan dan aktiviti fizikal secara berterusan.

TABLE OF CONTENTS

	TITLE	PAGE
	DECLARATION	ii
	DEDICATION	iii
	ACKNOWLEDGEMENT	iv
	ABSTRACT	v
	ABSTRAK	vi
	TABLE OF CONTENTS	vii
	LIST OF TABLES	xii
	LIST OF FIGURES	xiv
	LIST OF ABBREVIATIONS	xv
	LIST OF APPENDICES	xvi
CHAPTER 1	INTRODUCTION	1
1.1	Introduction	1
1.2	Background of the Study	3
1.3	Problem Statement	6
1.4	Research Objective	8
1.5	Research Question	8
1.6	Research Hypotheses	9
1.7	Significance of the Study	9
1.8	Theoretical Framework	11
	1.8.1 Sport and physical activity	11
	1.8.2 Motivation	12
	1.8.3 Barrier	12
1.9	Conceptual Framework	13
1.10	Delimitation of the Study	14
1.11	Definition of key Terms	15
	1.11.1 Sport and Physical Activitiy	15

	1.11.2	Motivation	15
	1.11.3	Intrinsic Motivation	15
	1.11.4	Extrinsic Motivation	16
	1.11.5	Barrier	16
	1.11.6	Student	16
1.12		Conclusion	17
CHAPTER 2		LITERATURE REVIEW	18
2.1		Introduction	18
2.2		Motivation	18
	2.2.1	Concept of Motivation	19
	2.2.2	Theory of Motivation	21
	2.2.2.1	Self-Determination Theory	22
	2.2.3	Other Theory of Motivation	24
	2.2.3.1	Maslow's Hierarchy of Needs Theory	24
	2.2.3.2	Achievement Goal Theory	25
	2.2.3.3	Incentive Theory	26
	2.2.3.3.1	Monetary Incentive	26
	2.2.3.3.2	Non-monetary Incentive	27
2.3		Type of Motivation	28
	2.3.1	Intrinsic Motivation	28
	2.3.2	Extrinsic Motivation	28
	2.3.3	How Intrinsic and Extrinsic Influence Motivation	29
	2.3.4	Gender difference between Motivation in Sport And Physical Activity	30
	2.3.5	Gender difference between Barrier in Sport And Physical Activity	30
2.4		Past Research	31
2.5		Conclusion	33
CHAPTER 3		METHODOLOGY	34
3.1		Introduction	34
3.2		Research Design	34

3.3	Population and Sample	35
	3.3.1 Population	35
	3.3.2 Sample	36
	3.3.3 Sample Size	37
3.4	Research Instrument	38
3.5	Data Collection Procedures	40
	3.5.1 Pilot Test	41
	3.5.2 Validity of the Instrument	42
	3.5.3 Reliability of the Instrument	42
	3.5.4 Data Collection Procedures	42
3.6	Data Analysis	44
	3.6.1 Descriptive Statistics	45
	3.6.2 Correlation Statistics	46
3.7	Conclusion	47
CHAPTER 4	DATA ANALYSIS AND FINDINGS	48
4.1	Introduction	48
4.2	Descriptive Analysis of Respondents' Background	48
	4.2.1 Gender	49
	4.2.2 Age	50
	4.2.3 Education level	51
	4.2.4 The frequency and percentage like or dislike sport and physical activity	52
	4.2.5 The Frequency goes for Sport and Physical activity in a week	53
4.3	Descriptive Analysis of the Research Questions	53
	4.3.1 What are the motivation in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang?	55
	4.3.2 What are the barrier in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang?	57
4.4	Correlation Analysis of the Research Questions	58
	4.4.1 Are there any gender differences between	

	motivation in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang?	59
4.4.2	Are there any gender differences between barrier in sport and physical activity among primary and secondary in Sri Jubli International School at Kluang?	63
4.5	Conclusion	68

CHAPTER 5	SUMMARY, DISCUSSION, CONCLUSION, IMPLICATION, RECOMMENDATION	69
5.1	Introduction	69
5.2	Summary of the Findings	70
5.2.1	Objective (i) To study the motivation in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang	70
5.2.2	Objective (ii) To study the barriers in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang	71
5.2.3	Objective (iii) To investigate the gender differences between motivation in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang	71
5.2.4	Objective (iv) To investigate the gender differences between barrier in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang	72
5.3	Discussion	72
5.3.1	Motivation in Sport and Physical Activity among Primary and Secondary Students	73
5.3.2	Barrier in Sport and Physical Activity among Primary and Secondary Students	74
5.3.3	Gender differences between Motivation in	

	Sport and Physical Activity among Primary and Secondary Students	74
	5.3.4 Gender differences between Barrier in Sport and Physical Activity among Primary and Secondary Students	76
5.4	Implication	77
	5.4.1 Theoretical Implications	77
	5.4.2 Practical Implication	79
5.5	Limitation and Future Research	80
	5.5.1 Limitation of the Research	81
	5.5.2 Future Research	81
5.6	Conclusion	82
	REFERENCES	83
	APPENDICES	88

LIST OF TABLES

TABLE NO.	TITLE	PAGE
Table 3.1	Krejcie and Morgan’s table for determining sample size	38
Table 3.2	The items in the questionnaire	40
Table 3.3	Summary of Research questions and data analysis by using descriptive statistics	44
Table 3.4	Summary of Research questions and data analysis by using Chi – square	46
Table 4.1	The Frequency and Percentage of the respondents’ Gender	49
Table 4.2	The Frequency and Percentage of the Respondents’ Age	50
Table 4.3	The Frequency and Percentage of the respondents’ Education Level	51
Table 4.4	The Frequency and Percentage of the Respondents’ for Like or Dislike Sport and Physical Activity	53
Table 4.5	The Frequency and Percentage of the Respondents’ go for Sport and Physical Activity in a week.	54
Table 4.6	The Frequency and Percentage of the respondents’ for Motivation in Sport and Physical Activity	56
Table 4.7	The Frequency and Percentage of the Respondent’s for Barrier in Sport and Physical Activity	57
Table 4.8	Crosstabulation of the respondents’ in gender differences Between Motivation	59
Table 4.9	Chi-Square test for Motivation in Sport and Physical Activity	60
Table 4.10	Analysis of the Chi-Square Post Host Test on the differences between Gender and Motivation in Sport and Physical Activity	61
Table 4.11	The Percentage between Gender and Motivation in Sport and Physical Activity	62
Table 4.12	Crosstabulation of the Respondents’ in gender differences between Barrier in Sport and Physical Activity	64

LIST OF TABLES

TABLE NO.	TITLE	PAGE
Table 4.13	Chi-Square Test of the respondents' in gender differences Between Barrier in Sport and Physical Activity	64
Table 4.14	Analysis of the Chi-Square Post Hoc test on the barrier in sport and Physical Activity	66
Table 4.15	The Percentage between Gender and Barrier in Sport And Physical activity	67

LIST OF FIGURES

FIGURE NO.	TITLE	PAGE
Figure 1.1	Show a conceptual Framework illustrating the Main components for this study	3
Figure 2.1	Maslow's Hierarchy of Needs	24
Figure 3.1	The Procedure of Population	36
Figure 3.2	The Data Collection Procedure of this Study	44
Figure 4.1	The percentage of the Respondent's Gender	49
Figure 4.2	The Percentage of the Respondent's Age	50
Figure 4.3	The Percentage of the Respondents' Educational Level	52
Figure 4.4	The Percentage of the Respondents'' for Like or Dislike Sport and Physical Activity	53
Figure 4.5	The percentage of the frequency for the Respondent's go for Sport and Physical activity in a week	54
Figure 4.6	The Percentage of the Respondents' for Motivation In Sport and Physical Activity	56
Figure 4.7	The Percentage of the Respondent's for Barrier in Sport and Physical Activity	57

LIST OF ABBREVIATIONS

AGT	-	Achievement Goal Theory
BMI	-	Body Mass Index
SDT	-	Self-Determination Theory
NST	-	News Strait Times
SOP	-	Standard Operating Procedure
SPSS	-	Statistic Package for the Social Sciences
WHO	-	Who Health Organization

LIST OF APPENDICES

APPENDIX	TITLE	PAGE
Appendix A	Questionnaire in English, Chinese and Malay	88
Appendix B	Permission Letter to conduct research	92

CHAPTER 1

INTRODUCTION

1.1 Introduction

Sport is more significant and important part in the lives of people in the world. Sport should be included in a person's life to keep healthy. So, there are many advantages included in the terms of health and to add their knowledge of the nature and surrounding environment (WHO, 2010). Besides that, sport is including some of human skill which are developed and exercised for their own good, several advantages and benefits. Sport not just keep our body fit but also keep our mind to development more positive, discipline our self and development human character to a better wellbeing.

In order to support the primary and secondary students active in sport and physical activity, on 9th June 2011, the Ministry of Education form a new policy to introduce to the school with Physical Education and Sport activities by launching "One Student One Sport" policy, which focused on producing and developing a well balance student in terms of physical, emotion, spiritual and intellectual. The Ministry of Education encourage the primary and secondary pupils to participate at least one sport in school. The policy is same part with the National Sport Policy to cultivate sport in the community and must be started in school through different two strategies, that is "Sports For All and Sport For Excellence." The aims are including emphasize on sporting culture so that they become active, balanced in everyday life and healthy lifestyle in cultivate good values and self-discipline and making good record toward sport and physical activities. This not only apply to the government school but also to the private school to ensure that the student always in healthy state (Lim, 2015).

In addition, “One Student One Sport” policy target students that have different health background or disabilities, less active student, give chance to every students with their special talents and potential to be polished to represent their own states or Malaysia at higher lever and provides access to every of the students in obtaining benefits from the involvement in sport (Elumalai and Saryono, 2015). Some students have a talent but there no platform to show their talent. Therefore, the students that have special talent need some organization to discover and groom the potential students to become trained athlete that can present our country. It also a good movement of Ministry Education to make the less active student to stay active in sport to keep healthy and fit. It provides students in school to stay active to generate a healthy life style. It also away to promote a healthy lifestyle among the students to stay mentally and physically fit.

Besides that, Youth and Sports and Education ministries started an event called “ National Sport Day or “Hari Sukan Negara”. National Sport Day begin from 2015 which is celebrated for one day in the second week of Saturday in October. The aim of National Sport Day is promoting healthy lifestyle among students in Malaysia. Apart from that, it also create a physical and mental health fitness awareness among young generation in Malaysia and using sport as a tool in boosting better understanding, peace and harmony.

On top of that, sport and physical activity cause positive impact to health care, ability and the quality of life has been proven to minimise the risk of heart disease and fatal diseases. The term physical activity refers to “any bodily movement produced by skeletal muscle that results in energy consumption (Yong and Bee, 2013). Physical activity such as jogging, running, yoga or gym work have been the focus to increase activity level (Allender, Comburn and Foster, 2006). Furthermore, sport is form of physical activity either informal or formal to express or improve physical health and mental health (Council of the European, 2001). Hence, sport and physical activity

bring out an important impact in human life to keep fit or stay healthy in life. Always healthy is important to stay active in our daily life.

Besides that, sport and physical activity in daily life keep out mentally healthy. It keep out mind fresh and active. Somerset and Hoare(2018) stated that a person show benefit of actively engage in sport and physical activity in terms of mental and physical health. Regularly participate in sport and physical activity also been link to a better quality of life which bring more positive lifestyle. Besides, the student with healthy mental more confident with themselves in doing everyday life routine and decision in life.

In summary, sport and physical activity are needed by the people to be healthy, fit , smart and good looking. Collin (2003) said that sport and physical activity are the constituents of enhancing health and enriching the social interconnection to support a meaningful life to people all over the world.

Key word:

Sport and Physical Activity, students, motivation, barrier, Self-determination theory, intrinsic motivation, extrinsic motivation

1.2 Background of the Study

Bailey (2006) said that sport and physical contributed toward the integrated development of mind and body, positively enhances self- confidence, self -esteem, enhances social and cognitive development and academic achievement. In addition, actively participated in sport and physical activity also related to the personality

development, psychological well-being, self- confidence, release stress or tension and efficiency in work or project.

Our country success also depend on the young generation who is equip with degree, master or PHD and others skill but still need to have a fit body. Health is wealth. Hence, young generation should not neglected to acquire a substantial level physical fitness. So, it is important for young generation especially primary school student from age 7 to 18 years old actively participation in sport and physical activity to stay healthy. According to Egan et al (2019) to help the students develop the knowledge , skills and character, they need sport and physical activities which is essential to build a physical active life. There are many scientific studies is proven the positive result of sport and physical activities on health care and promotion (Lim, Yusof, Fauzee, Ahmad, Aman and Elumala, 2016) . On top of that, a primary school student who actively engaged in sport and physical activities will bringing an improvement in mental and physical characteristic, they would be look great, feel better and improve faster than anyone else that less active in sport and physical activities (Masten, Dimec, Donko and Tusak, 2010) .

In recent years, people around the world less active in sport and physical activity is leading to risk factor of mortality and morbidity. According to WHO (2012), there are approximately 3 million deaths and 32 millions disabled people life are connected with inactive in sport and physical activity. Indeed, Sport and physical activity such an important activity in our daily life to stay healthy and fit. In Malaysia, the survey that conducted by Institute for Public Health (2011) stated that 36% of adults did not apply sport and physical active lifestyle. Apart from that, Malaysia Adults Nutrition Survey and a states of Penang (Malaysia) sample, Cheah (2011) found the evidence that only 11- 15 % of adults in Malaysia were physically active.

For a person who actively engage in sport and physical usually needs a motivation. Guay et al (2010) mention that a motivation is the reasons underlying behaviour. While, Arnold et al (1991) stated that, the motivation have three

components which are the objective what a person trying to achieve, put an hard effort and the continues persistence of a person. For a person to do sport and physical activity such be the motivation that strive them to do it. There are many reason actively participation in sport and physical activity such as want to keep healthy, want to improve health, reduce stress, for leisure time and adopt an active lifestyle. When a person have the direction to do it, they would try to move in the direction in order to achieve the result. After the person have a direction or set the goal, then how much effort the will put in to achieve the goal. People will motivated when attainment a goal and a valued reward that one satisfies their need and wants. A motivated person will very persistence to achieve their right direction. As long their move toward the right direction they would try until the end.

There also several barrier that cause the students less actively doing sport and physical activities in daily. Lack of support from parents might one of the reason why the students less active in sport and physical activities. Nowadays, the parents more encourage the students focus more to study and doing school homework or task sheet rather than go for sport or physical activity. Then, the parents, themselves also less go for sport and physical activity. Usually the students follow what their parents foot step or listen to them. Then, the students no choice to follow their parents.

On top of that, money constraint also cause the students less active doing sport and physical activity. Not every sport and physical activity is free of charge but sometimes needs to pay extra fee. Everyone might have their own preferer sport and physical activity that their like to do. So, it could be different sport and physical activity need to pay extra fee to join. For example, Sammy like to play badminton. He loves to play badminton very much. He needs to buy racket and shuttlecock in order to play. But, he could not afford to buy badminton and shuttlecock as it is very expensive. Besides, badminton should be playing indoor only can play better. Another extra fee is booking the indoor court to play badminton. It is not cheap to book a badminton court to play as he only come from a moderate family income that could not pay for the extra expenses.

To summarize, by actively involving in sport and physical activity bring a lot of benefit to a person such as a slim body figure, reduce stress and meet new friends.

1.3 Statement of the Problem

The fast speed growth of development of the urbanization and industrialization in Malaysia has been increasing rapidly for the several decades cause the healthy lifestyle, physically fit and sport performance of Malaysia people decreasing gradually (Poh, Safiah, Tahir, Halisda and Norazlin, 2010). The issue of obesity among the adults, teenagers and children keep on increasing every years this cause a major concern. It is not a good trend for the development of our country. As the adult, teenagers and children is our country assets so that Malaysia can continue development in many field such economy, technology, sport and many more. A survey that conducted by the National Health Morbidity investigated that there are half a million children and adult are in the category of obese or overweight (Institute for Public Health, 2011). Besides that, the World Health Organization (WHO) collected a data that showed, there are 42% of Malaysian adults are overweight or obese (NST, April 10, 2013). It showed that almost half of the Malaysia adults are applied unhealthy lifestyle such as unactive in sport and physical activities, unhealthy eat habits and so on.

In the modernization world, advance in technologies make adolescent, teenagers and children less active in sport and physical activities. Adolescent and youngsters less efficiency than before. They prefer glued to their handphone, tablets, laptop and others electronic devices. Teenagers and children would spend few hours with their handphone by playing games, watching movie, social networking and chit chat. These will let to the obesity among the Malaysia peoples. Based on the WHO (2019) data, Malaysia showed one of the highest rate of obesity and overweight among Asian countries with 64% of male and 65% of female population either obese or

overweight. Obesity and overweight will cause unhealthy body condition and sickness among the Malaysia People. For instance, these are the major cause of obese and overweight such as diabetes, hypertension, , cardiovascular diseases, non-communicable diseases(NCDs), kidney failure and so on. Between the period of 9 years from 2006 to 2015, the percentage of diabetes among adult aged from 18 years and above had increased from 11.6% to 17.5% (WHO, 2019). Consequently, the percentage of hypertension remain high around 30% every years (WHO,2019). Whereas, 50% of high blood pressure and diabetes still undiagnosed. Adolescent, teenagers and children with chronic diseases could let increasing in dead rate higher.

There are many factors that are affecting the level of sport and physical activity among the children. The five factors that would cause the motivation of physical activity among children decrease such as different seasonal factors, environment, safety, exercise facilities availability, transportation factor and daily activity (Loucaides et al, 2004) . In addition, there are many others factor that contributed to the level of sport and physical activity of the children in participating in sport event and physical education classes in the school such as transport problem, electronic device and on screen based entertainment that happen because of the socio cultural changes (Dollman et al, 2005). These are the reason why the children might actively and unactive participant in sport and physical activity. With these factors, the children less motivation in sport and physical activity. So, they choose to stay at home watch television, play computers games, social online and so on. To them, it is more convenient stay at home doing something else. Dollman et al (2005) also wrote that the youngster nowadays are more “preferred” do not participating in sport event but they prefer choose activities such as party with friend and sleeping as their top activities as it more comfortable for them. To them sport and physical activity is not important.

Due to less doing sport and physical activity mostly the cause of obesity among students. Although, there are some students know clearly that they are obese but they did not do anything about it. The students that are obese will easy get tired, difficult to move and less active in daily life. They less motivation or did not get any support from

their family, friends or school. They prefer to choose easy way such as control their food intake such as control intake of carbohydrates, meat, dessert and so on. However, it is still improper way to stay healthy and keep fit. It is unhealthy to cut the intake of food only. The students in the process of growth should take a balanced meal and do sport and physical activity to keep mental health and fit body to stay active and healthy in daily life.

To conclude, by engaging in sport and physical activity still the proper way to stay healthy and physical fit.

1.4 Research Objectives

The objective of the study are :

- i. To study the motivation in sport and physical activity among primary and secondary students in Sri Jubli International school at Kluang.
- ii. To study the barriers in sport and physical activity of the primary and secondary student in Sri Jubli International School at Kluang.
- iii. To investigate gender differences between motivation in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang.
- iv. To investigate gender differences between barrier in sport and physical activity among primary and secondary school in Sri Jubli International school at Kluang.

1.5 Research Questions

1. What are the motivation in sport and physical activity among primary and secondary students in Sri Jubli International school at Kluang?
2. What are the barriers in sport and physical activity among primary and secondary students in Sri Jubli International school at Kluang?
3. Are there any gender differences between motivation in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang?
4. Are there any gender differences between barrier in sport and physical activity among primary and secondary school in Sri Jubli International school at Kluang?

1.6 Research hypotheses

H₀1 There is no significant gender differences between motivation in sport and physical activity among primary and secondary students in Sri Jubli International School at Kluang.

H₀2 There is no significant gender differences between barrier in sport and physical activity among primary and secondary school in Sri Jubli International school at Kluang.

1.7 Significance of the Study

Since the percentage of obese and overweight among Malaysian rapidly increase every year cause a major concern to the Malaysia development. The development of our country depends on the young people who are not only success in academic but also success in non-academic such as sport. Thus, it is importance an individual in achieving physical fit and mentally fit need actively participation in sport and physical activity.

So, in order to more understanding the problem of sport and physical activities participation behaviour, this proposal is to find the primary school and secondary school students motivation and barrier in sport and physical activity. Apart from that, to find what are the most motivation that could lead the student to invovle actively in sport and physical activity. The research result could be used to attract more student to engage in sport and physical activity. The students need to nurture at young age to be motivate engage participation in sport and physical activity.

The study also involvement of the students in sport and physical activity to keep fit and healthy in daily life. It is also to study the reason of students in Kluang could lead them to active in sport and physical activity. It also what are the motivation of student in Kluang engage actively in sport and physical. Either teachers or parents might be the cause of the student in Kluang participate in sport and physical activity that would bring positive lifestyle of the students.

Besides, that the barrier is to identify what are the challenges could lead the students less motivation or prevent them from engaging in sport an physical activity. Identify the barrier can solve the problem and the students can actively participate in sport and physical activity to improve healthy, reduce stress, keep body fit and others.

In addition, which gender have more motivation in sport and physical activity. They would choose which motivation as a reason for them to engaging in sport and physical activity.

1.8 Theoretical Framework

The concept of the sport and physical activity and barrier has been the focus of in this study. It is undeniable that sport and physical activity is part of the human life to stay healthy or to have a desire body figure, same goes with the students. Therefore, a motivation theory was applied as a guide in this study. A framework of the study also served as a reference.

1.8.1 Sport and Physical Activity

As the title suggest , this study is concerned with the “Sport” and “Physical Activity” among the students. Sport is when the people involves in the physical movement and technique as the primary focus of the activity, with the elements of competition where rules and pattern of behaviour is existing in the activity in formal through the organization and accepted by the society (Cheah, 2011). Sport such as tennis, badminton, basketball, netball, volleyball, taekwondo and many more. According to Parks, Quaterman and Thibault (2007), sport neither have to be competitive, nor does it always requires special equipment in facts sport activities such as swimming, sprinting and karate. On the other hand, physical activity can do in different ways such as cycling, walking, dance, yoga and so on. On top of that, physical activity can also carry out at workplace and around the house area. Every forms of physical movement can provide health benefits if do it regularly and in sufficient of duration and intensity (WHO, 2018). In this context, sport and physical activity is a person use any body movement to perform a range of activities to keep healthy, fit,

smart, mentally and psychology outcomes. Lim et al (2016) also stated that sport and physical activity improved health and mental well-being of a person.

1.8.2 Motivation

The student needs a motivation to do something. They need a motive or direction to move toward the goal in order to achieve something. According to Eggen and Kauchak (2016) wrote that motivation is continuing toward goal directed activity that would help us initiating and sustain the effort to reach the each of the goal.

The main motivation theory of this study is Self- determination theory (SDT) . Next, from the SDT, it stated two different types of motivation such as intrinsic motivation and extrinsic motivation.

In addition, there are many others motivation theories such as Maslow's hierarchy of needs, achievement goal theory, and incentive theory.

1.8.3 Barrier

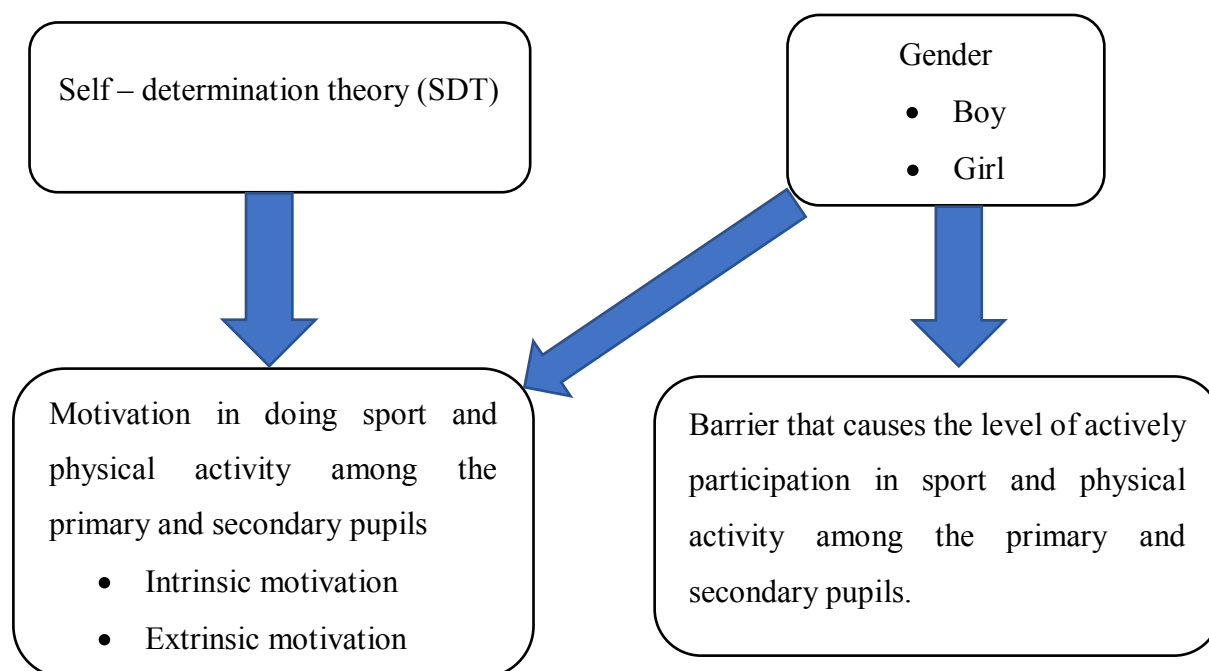
There are many barrier why are the students could not actively doing sport and physical activity such as no transportation, no facilities , money restriction, lack of parent support, and no friends to join with. According to Lim et al (2015) Malaysia students not actively no sport and physical activity because the spot of the facilities is faraway from house, not enough facilities, my friends does not have a time to join me and my friends lack of skills. Apart from that, Thatcher (2009) also said that the barrier of active in sport and physical activity including the lack of facilities, the student physical factor, lack of motivation, the condition of the weather, health problem and lack of time.

In short, sport and physical is important part of human life. It helps us to improve physical and mental health. Therefore, sport and physical activity are essential for people to stay healthy, fit body, smart and to have good appearance similar to sport and physical activity are entertaining and fun due to many facts (Elumalai and Saryono, 2015). Azhari Osman (2009) also said that sport and physical are the huge economy market for our country. It also can increase Malaysia economy toward better future.

1.9 Conceptual framework

The conceptual framework of this study provides level of sport and physical activity, motivation, and barrier among the primary and secondary students. It also involvement of the student in sport and physical activity is affecting by the motivation and barrier of the students. The conceptual framework is built based on the assumption that the frequency of involvement of the student per week in sport and physical activity relates with the student motivation and barrier according to past researches.

Figure 1.1 Show a conceptual framework illustrating the main components for this study.



There researcher focus on the level of sport and physical activity among the primary and secondary pupils. As the researcher also focus on what are the motivation and barrier of the pupils to active in the sport and physical activity . The level of sport and physical activity of the pupils were measured through designated survey questionnaires. So the pupils are allowed to answer the questionnaires distributed or google form at their convenience time and submit to the researcher within stipulated period upon completion. The selection of the participants is conducted by convenience sampling, which the participants are choosing from private in the primary and secondary school in Kluang.

1.10 Delimitation of the Study

There are several delimitations of the study. Firstly, sample of this study is limited to respondents among primary and secondary school students at Kluang in Johor. However, this technique is consider sampling bias and the sample is not representative of the entire population of primary and secondary pupils in Kluang. The external validity and reliability my affected. The researcher may choose random sampling from several school in Kluang.

Secondly, the sample of this study are taken from the primary school age between 6 – 9 years old, 10 -12 years old; while, secondary school between 13-15 years and 16- 18 years old students to answer the questionnaires the level of sport and physical activity, motivation and barrier.

Thirdly, the race, ethnicity and religion of the sample is not assessed as a variable and not related to this study. Lastly, the study are using questionnaires. The

reliability and validity of this study is depend on the students interest and honesty in answering the questionnaires. Their understanding on their interpret about questionnaires status will affect the reliability and validity as well.

1.11 Definition of key terms

In order, to define the term of the keywords for the current study, below are the definition of terms are included.

1.11.1 Sport and physical activity

Yong and Bee (2013) stated sport and physical activity means that a person use any body movement to perform a range of activities to keep healthy, fit, smart, mentally and psychology outcomes. In addition, sport and physical activity are essential to people to be always healthy, fit body, smart and good appearance similarly sport and physical activity are entertaining and fun due to many facts (Elumalai and Saryono, 2015).

1.11.2 Motivation

Celcima (2017) wrote that motivation refers to general process through which behaviour begins and then it directed towards a certain goal. A motivation is a force that attribute us to moves toward something.

1.11.3 Intrinsic motivation

Pintrich and Shrunck (2002) mentioned that intrinsic motivation is the motivation to be involved in a process of learning activity for its own sake. Internal force that cause to trigger to do something according to own desire.

1.11.4 Extrinsic motivation

According to Moreno (2010), she wrote that extrinsic motivation is the motivation to be involved in a learning activity as a mean to an end. It is external force that to do something but stop doing it after achieve the target.

1.11.5 Barrier

Thatcher (2009) said that the barrier is the cause of the student why they could not active in sport and physical activity maybe of these reason namely lack of facilities, the student physical factor, lack of motivation, the condition of the weather, health problem, money problem, family discourage and time constraint.

1.11.6 Student

In this research, the student refer to the “primary and secondary school students” in Sri Jubli International School at Kluang which age between 6 years old to 18 years old.

1.12 Conclusion

In this chapter, the introduction , the background of the study, the statement of problem, the research objective, the research questions, the hypotheses of the study, the significance of the study , the theoretical and conceptual framework of the study, the scope of study , the delimitation and the definition of the terms used in conducting the study have been discussed. The issues that raise in this study are discussed as a whole. In addition, the importance of justification of the problem and the deficiencies in the existing literature and practise regarding the issue.

REFERENCES

- Allender, S., Cowburn, G. and Charlie Foster. (2006). Understanding participation in sport and physical activity among children and adult: A Review of Qualitative Studies. Oxford, UK: University of Oxford, 21(6), 826-835. doi:10.1093/her/cy1063.
- Aminuddin, Y., Abdullah, M.N.H., Fauzee, M.S., Soh, K.G., Ismail, I.A., Abdullah, A.L, and Adam, Y. (2009). Kajian penglibatan program golongan belia dan masyarakat dalam sukan. Universiti Putra Malaysia: Laporan Akademi Sukan
- Amorose, A.J. (2006). Intraindividual variability and self- evaluation in the physical domain: prevalence, consequences and antecedent. *Journal of Sport Exercise Psychology*, 23, 222- 224
- Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes, *Journal of School Health*, 76(8): 398-401. doi:UDC10.11.11/j.1746-1561.2006.00132.x.
- Benson, N.C. (1998). *Psychology: A graphic guide*. North Road, London: Clay Ltd, Elcograf S.p.A.
- Bouchard, C., Shephard, R.J, and Stephen, T. (1993). Physical ctivity, fitness, and health : Consesus Statement Champaign, IL: Human Knetics.
- Brophy, J. (2010). *Motivating students to learn* .3rd ed. New York: Routledge
- Buckworth, J. and Dishman, R.K. (2002). *Exercise psychology*, Champaign, IL: Human Kinetics.
- Centers For Disease Control and Prevention. (2010). The association between school-based Physical activity, including physical education, and academic performance. Atlanta, CA: US. Department of Health and Human Services
- Cheah, Y.K. (2011). Influence of socio-demographic factors on physical activity participation in a sample of adult in Penang, Malaysia. *Mal J Nutr.* 16(1), 13-37
- Ciocan, D.M., and Milon, A. (2017). Study regarding the motives of children participation in sport activities, *LUMEN International Scientific Conference Rethinking Social Action*, 1, 159-168. doi.org/10.18662/lumproc.rsacvp20017.15

- Commonwealth of Australia. (2011). National sport and active recreation policy framework. licensed from the Commonwealth of Australia under a Creative Commons Attribution 3.0 Australia Licence.
- Council of Europe. (2001). The European Sports Charter (Revised). Retrieved from <http://www.Sportdevelopment.org.uk./htm/eucharter.html>. (Accessed : 25 December 2020)
- Creswell,J.W. (2012). *Educational research: planning, conducting and evaluating quantitative and qualitative research* .4th ed. Boston MA : Allyn & Bacon.
- Deci,E.L. and Ryan,R.M (1991). Self-determination theory : A macrotheory on human motivation, development and health. *Canadian Psychology*, 49, 182-185
- Dollman,J., Norton,K., and Norton,L. (2005). Evidence for secular trends in children's physical Activity behaviour .*bjsprtmed*.
- Dobre ,O. (2013). Employee motivation and organizational performance. URL: ftp://ftp.repec.org/opt/ReDIF/RePEc/rse/wpaper/R5_5_DobreOvidiuIliuta_p53_60.pdf . (Accessed: 13 January 2021)
- Egan,C.A., Webster,C.A., Steward,G.L., Weaver,R.G., Russ,L.B.B., and Stodden,D.F. (2019). Case Study of health optimizing physical education-based comprehensive school physical Activity program evaluation and planning, 72,106-117.
- Eggen,P.D. and Kauchack,D.P. (2016). *Education Psychology: Window on Classrooms*. 10th ed. England : Pearson Education Limited
- Elijah,G.R and Eric,D.K,N (2012). Motivational Gender differences in Sport and Exercise participation among University Sport Science Students. Kenya: University of Nairobi . *Journal of Physical Education and Sport*, 12(2),180-187
- Elumalai,G and Saryono. (2015). Sport culture one student one sport policy in Malaysia. University Yogyakarta. *Journal Physical Education Indoneisa*, 11(1), 1-5
- Foster,G.C., Lane,D., Scott,D., Hebl, Mikki,G. , Rudy,O.D, and Zimmer,H. (2018). An Introduction to Psychological Statistics. Rice University : Open Educational Resources Collection.
- Gavin,J., Keough, M., Abravanel,M. and Moudrakovski,T. (2014). Motivation for participation in physical activity across the lifespan. *Int.J. Wellbeing* (4)

- Grareffer,F.J and Wallman,L.B. (2013). *Statistical for the Behavioral Science* . 9th ed. USA: Wadsworth, Cengage Learning.
- Hafizah,M.H., Raja,H.R.M.A., and Halinda,H. (2020). Participation in physical activity: The motivation and its impact on business students' academic performance, *International Journal of Psychosocial Rehabilitation*, 23 (2), doi:10.6007/Ijarbss/v10-113/6888
- Hoare,E., Stavresli,B., Jennings,G.L. and Kingwll,B.A. (2017). Exploring motivation and barrier to physical activity among active and inactive Australian adults. Basel, Switzerland : Licensee MDPI, *Sports*, 5(47), doi:10.3390
- Institute for Public Health. (2011). The fourth National Health and Morbidity Survey (NHMS IV). General findings.Kuala Lumpur: Ministry of Health Malaysia.
- Johnson, B. and Christensen, L., (2008). *Educational research: Quantitative, qualitative, and mixed approaches* .3rd ed. United States of America: Sage Publications
- Juvenon,J. (2006). *Handbook of educational psychology: Sense of belonging, social bonds, and school functioning*. 2nd ed. Mahwah,NJ: Erlbaum
- Lai,R.E. (2011). *Motivation: A literature review*. Pearson : Research report
- Legault,L. (2016). Intrinsic and Extrinsic Motivation. doi:10.1007/978-3-319-28099-8_1139-1
- Levesque,C., Stanek,L., Zuehlke,A.N. and Ryan,R. (2004). Autonomy and competence in German and American University student: A comparative study based on self-determination theory. *Journal of Education Psychology*,90(1),68-84.
- Lim,K.C., Yusof,M.M., Fauzee,M.S.O., Othman,A.T., Aman,M.A., Elumalai,G. and Ali,H.M. (2016). Examining sport and physical activity, motivation and challenge among young Malaysia. Canadian Center of Science and Education *Asian Social Science*, 12(1), 159-171, <http://dx.doi.org/10.5539/ass.v12n1p159>
- Loucaides,C.A.,Chedzoy,S.M., and Bennett,N. (2004). Differences in physical activity levels between urban and rural school children in Cyprus. Health
- Majid,M. (2018). Research fundamentals : Study Design, Population and sample size. *URNCSST Journal*.2 (1),1-7.doi.org/10.26685.urncst.16

- Masten,R., Dimec,T., Donko,A.I., and Tusak,M. (2010). Motives for sports participation, attitudes to sport and general health status of Slovenian armed forces employees. *kinesiology*, 42(2), 153-163.doi :UDC 796.012:316.62:355.1(497.4).
- Molanorouzi,K. (2015). *Measuring Motives for Physical Activity in Adult*. Kuala Lumpur: University of Malaya
- Moreno,R. (2010). *Educational Psychology*. United States of America: John Wiley & Son, Inc.
- Olubusayoa F.H., Stephenb ,I. A. and Maxwell O. (2014). Incentives Packages and Employees' attitudes to Work. 3, 63-74.
- Osman,A. (2009). Cardiovascular risk and adult morbidities. *Medical Journal of Malaysia*, 56 (2), 13-19
- Peluso,M.A.M., Abdrade,LH.S.G. (2005) Physical Activity and mental health: The association between exercise and mood. *Clinicis*, 60,61=70
- Philip,J.A. (2013). *HMEF5093: Quantitative Research Methodology*. 2nd ed. Open University Malaysia: Meteor Sdn. Bhd.
- Poh,B.K., Safiah,M.Y., Tahir,A., Siti Halisda,M.D., and Siti Norazlin,N. (2010). Physical activity pattern and energy expenditure of Malaysia adults: Findings from the Malaysia adult Nutrition survey. *Malaysia Journal of Nutrition*. 16(1), 13-37.
- Preston,V. (2009). Questionnaire Survey. *International Encyclopedia of Human Geography*, 46-52.doi: 10.1016/b978-008044910-4.00504-6
- Printrich,P., and Shrunk,D. (2002). *Motivation in education: Theory, Research, and Application*. 2nd ed. Upper Sadle River,NJ : Prentice Hall.
- Porter,S. (2002). *Physical Activity : An exploration of the issues and attitudes of teenage girls*. London : Scott Porter Research and Marketing
- Riel,M. (2010). *Understanding Action Research*. Center for collaboration action research, Pepperdine University. <http://cadres.pepperdine.edu/ccca/define.html>. (Assessed: 22 December 2021)
- Ryan,M and Deci (2000). *Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions*
- Ryan,R.M, Fredick, C.M., Lepas, D , Rubio, N and Sheldon,K.M. (1997). Intrinsic motivation and exercise adherence intro, *J. Sport Psychology*, 28, 335- 354.

- Salamudin, N., and Harun, M.T. (2013). Physical activity among Malaysia youth. *Asian social Science*, 9(12), 99-104. <http://dx.doi.org/10.5539/ass.v9n12p99>.
- Sevil, J., Praxedes, A., Abarca-sos, A., Villar, F.D., and Gonzalez, L.G. (2015). Level of physical activity, motivation and barriers to participate in University Students. 56
- Somerset, S. and Hoare, D.J. (2018). Barriers to voluntary participation in sport for children: A systematic review. Nottingham, England: National Institute for Health Research. <http://doi.org/10.1186/s12887-018-1014-1>
- The New Strait Times (2013, April 10). *Obesity cause for concern*. Retrieved from <http://my.velx.com/vod/chidhood-obseity-cause-for-concern-among-schoolchildren-526620874>. (Assessed on 20 December 2020)
- Who health Organization (WHO). (2003). *Diet, nutrition and the prevention of chronic diseases*. Report of a joint HO/FAO expert consultation. HO technical report series 916. Geneva: WHO
- World Health Organization (WHO). (2010). *Global Health Observatory: Prevalence of insufficient physical activity*. http://www.who.int/gho/ncd/risk_factor/physical_activity_text/em.in.index.html. (Accessed : 18 November 2020)
- Who Health Organization (WHO). (2018). *Global action plan on physical activity 2018-2030: More active people for a Healthier World*. Switzerland: Geneva
- World Health Organization (WHO). (2019). *Malaysia and WHO call for more investment in Primary health care the 21st century*. Malaysia: Kuala Lumpur