
THE LEVEL OF MOTIVATION TOWARDS PHYSICAL ACTIVITY CLASS AMONG PHYSICAL AND HEALTH EDUCATION STUDENTS IN UITM PUNCAK ALAM

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ABSTRACT

This research investigates the motivation levels of university students enrolled in physical activity classes, focusing on the Department of Physical and Health Education at UiTM Puncak Alam in Selangor. The study addresses four primary research questions: (I) What is the level of motivation among university students in physical activity classes? (II) What strategies can be implemented to enhance motivation in physical activity classes among university students? (III) What is the relationship between motivation levels and strategies to enhance motivation in physical activity classes? (IV) Are there differences in motivation levels in physical activity classes between men and women? By examining these questions, this research seeks to uncover factors that either contribute to or hinder students' motivation in physical activity classes within a university setting. The findings indicate that university students generally exhibit a high level of motivation in physical activity classes, highlighting the potential for educational institutions to leverage this motivation for long-term health benefits. Furthermore, the study underscores the importance of universities providing support and encouragement for physical activity through the availability of on-campus sports facilities. The data were collected from 165 students from the physical and health education department in UiTM Puncak Alam, Selangor. One instrument was used in this research to collect the data. Questionnaires were used to identify the students' motivation level in physical activity class and strategies used by the lecturers during the class. The results of this study add value to our understanding of the subject matter and have important implications for the education sector, particularly in enhancing teaching methodologies. The study's insights provide valuable guidance for optimizing the teaching and learning of Physical Education within academic settings.

Keywords: physical activity, motivation levels, educational institutions, sport facilities, teaching methodologies

INTRODUCTION

Physical activity plays a vital role in promoting holistic well-being and fostering a healthy lifestyle among individuals, including university students. Within the university setting, physical activity classes offer students an opportunity to engage in various forms of exercise and promote their overall fitness. However, Ntoumanis in 2001 found that the success and effectiveness of these classes greatly depend on the students; motivation level participating in them. Comprehending elements that affect student motivation in the context of physical activity classes is crucial for designing interventions and strategies to enhance engagement and maximize the benefits of such programs.

In recent years, many studies have focused on the impact of emotions and motivation during physical activity classes, demonstrating that both psychological aspects play major roles in determining the need to be physically active (Dishman, & Sallis, 1994). Students' motivation can be seen in the academic tasks they choose, the time and energy they invest in each task and their persistence in their studies (Pintrich & De Groot, 1990). Motivated students will be able to overcome obstacles in the learning process (Norsuhaily Abu Bakar et al. 2022). In the context of physical activity classes, we can see from the statement provided by Khoo, Poh, et al. (2020) according to the most recent National Health and Morbidity Survey (NHMS 2019), 74.9% of people in Malaysia were physically active, which is higher than the prevalence documented in the three previous surveys (NHMS 2006: 56.3%; NHMS 2011: 64.8%; NHMS 2015: 66.5%). This demonstrates how important it is for those students to enroll in a subject connected to physical activity since it will provide them with a more comprehensive understanding of the level and state of physical activity in Malaysia. Additionally, they might educate and increase awareness of the significance of physical activity in our lives.

Previous studies have emphasized the role of intrinsic and extrinsic motivation in fostering engagement in physical activity. Intrinsic motivation, driven by personal enjoyment and satisfaction, is often linked to sustained participation in physical activities, while extrinsic motivation, influenced by external rewards or pressures, can also play a significant role, especially in the initial stages of engagement (Ryan & Deci, 2000). Research by Ntoumanis and Standage (2009) highlighted that students who perceive physical activity classes as enjoyable and beneficial for their health are more likely to be motivated to participate. Additionally, social support from peers and instructors, along with a supportive learning environment, has been shown to enhance students' motivation and participation in physical activity (Cox et al., 2008). Therefore, it is imperative to explore these motivational factors within the context of university physical activity classes to design targeted strategies that can effectively increase student participation and maximize the health benefits of such programs.

This research aims to examine the degree of motivation among university students towards physical activity classes. By exploring the underlying factors that contribute to or hinder students' motivation, this study seeks to shed light on the key elements that impact their participation and enthusiasm in these classes. Through an examination of the students' perspectives and experiences, this research will make a contribution to the existing body of knowledge on motivation in the context of physical activity within the university setting. The findings of this research are expected to provide valuable insights for universities, faculty, educators, and governments involved in designing and implementing physical activity programs. By identifying effective strategies and interventions to enhance motivation, universities can establish a setting that promotes active student participation, fosters positive attitudes towards physical activity, and ultimately promotes the overall well-being and health of their student population.

METHODOLOGY

The primary goal of this research is to identify the level of motivation toward physical activity class among Physical and Health Education students in UiTM Puncak Alam. The type of research instrument used for this research is a questionnaire, which will be administered through Google Forms. The set of questions for the questionnaire will be prepared by the researcher to obtain answers to the research objectives and research questions. The researcher will employ an adaptive method, wherein he will search for questionnaires from various sources. He believes that the selected instruments can provide him with valuable data for his research. According to Fazwan Kharuddin et al. (2020), when the population size is known, the sample size for a study can be determined using the Krejcie and Morgan Sample Size Determination Table introduced in 1970. This table is widely adopted by academics and researchers for determining appropriate sample sizes.

In this questionnaire, Section A is dedicated to capturing the demographic profile of the respondents. This section will include three items aimed at understanding the respondent's age, gender, and semester. This information will provide a broader perspective on the student's situation. Section B is designed to assess the level of motivation towards physical activity classes. Cooper (1998) states

that the people or groups the researcher wants to include in the study make up the study's population.

The respondents are required to answer all the questions honestly, and they are encouraged to freely ask any questions regarding the questionnaire. All the information and data collected from the questionnaire will be carefully gathered and analyzed. The purpose of this analysis is to identify strategies that can be implemented to enhance motivation in physical activity classes among university students. The researcher will use the findings to develop effective approaches that can positively impact the motivation levels of the students.

Normality Test

Table 1. Normality Test

	Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Motivation Level	Male	.179	95	.000	.944	95	.000
	Female	.269	70	.000	.876	70	.000
Strategies	Male	.117	95	.003	.963	95	.009
	Female	.186	70	.000	.849	70	.000

Based on table 1, shows the results of the Kolmogorov-Smirnov and Shapiro-Wilk test of normality. The $n > 50$, Kolmogorov-Smirnov test had been used. From the table above, strategies that enhance students' motivation in physical activity classes are the independent variable, and level of motivation is the dependable variable.

The test result shows for males 0.179 and females 0.269 for the level of motivation and it shows that the data is normal because of < 1 and > -1 .

RESULTS

In this chapter, the data gathered from the research survey underwent analysis utilizing SPSS software. The analysis was conducted following the two research questions posed in this study. Initially, the researcher will elaborate on and clarify the demographic details acquired from the survey. Next, the researcher will address the first research question, which measures the level of motivation in physical activity classes among university students. Following that, the researcher will analyze the second research question, which identifies and explores effective strategies that can enhance student motivation in classes.

Demographic Findings

This study surveyed Physical and Health Education students from UiTM Puncak Alam, Selangor consisting of semester 1-semester 6 students. This section provides insight into the demographics of the study's respondents to better understand their backgrounds.

Table 2. Demographic findings of respondents

		Frequency	Percent	
Valid	Age of Respondents	19-20	21	12.7
		21-22	89	53.9
		23-24	55	33.3
		Total	165	100.0
	Gender	Male	95	57.6
		Female	70	42.4
		Total	165	100.0
	Semester	Semester 1	25	15.2
		Semester 2	30	18.2
		Semester 3	25	15.2
Semester 4		28	17.0	
Semester 5		28	17.0	
Semester 6		29	17.6	
Total		165	100.0	

Table 2 presents the distribution of respondents based on their ages, gender, and semester. It reveals that 21 individuals, or 12.7% of the total, belong to the 1.00 agecategory which is 19-20 years old, while 89 respondents, accounting for 53.9%, fall into the 2.00 age category (21-22 years old). Additionally, there are 55 respondents in the 3.00 age category (23-24 years old), making up 33.3% of the total. This data provides insights into the age composition of the surveyed population. Next, the table illustrates the gender distribution among respondents. It shows that 95 respondents are male, constituting 57.6% of the total, while 70 respondents are female, making up the remaining 42.4%. The table above also provides a breakdown of respondents based on their current semester. It reveals that 25 respondents are in Semester 1, accounting for 15.2% of the total. Semester 2 includes 30 respondents, representing 18.2%, and Semester 3 has 25 respondents, also making up 15.2%. Semester 4 and Semester 5 each have 28 respondents, comprising 17.0% each. Lastly, Semester 6 includes 29 respondents, accounting for 17.6% of the total.

Finding for Research Questions

In this section, the researcher explained and discussed the findings of all three research questions of this study. All research questions were analysed by using SPSS software.

What is the level of motivation among university students in physicalactivity classes?

Table 3. Descriptive level of motivation in physical activity classes among university students

<i>Descriptive Statistics</i>					
	N	Minimum	Maximum	Mean	Std. Deviation
I find the physical activity classes motivating and engaging me	165	3.00	5.00	4.4424	.53364
I feel motivated to set and achieve personal goals in the physical activity classes	165	3.00	5.00	4.4000	.66991
The physical activity classes have improved my motivation in the class because it can increase my overall fitness level	165	3.00	5.00	4.3394	.59977
The scheduling and timing of the physical activity classes will affect the motivation and focus of the students	165	3.00	5.00	4.4485	.64775
The physical activity classes are adequately challenging and push me to improve	165	3.00	5.00	4.2970	.63653
The physical activity classes provide a positive impact on my overall well-being and mental health	165	3.00	5.00	4.6242	.52209
Valid N (listwise)	165				

Table 3 shows the descriptive analysis of the level of motivation in physical activity classes among university students. To accomplish the research questions, the respondents were asked about what they felt during the physical activity classes. From the table above, there are a total of six items included in Part B of the survey. Likert scale is used in Part B of the analysis where these are every digit's description (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). All the items show means above 3.0 where item number 4: "The physical activity classes provide a positive impact on my overall well-being and mental health" has the highest mean with 4.62 and item number 3: "The physical activity classes are adequately challenging and make them improve themselves" have the lowest mean with 4.29.

Table 4. Overall Descriptive of the level of motivation in physical activity classes among university students

	N	Minimum	Maximum	Mean	Std.Deviation
Motivation Level	165	3.17	5.00	4.4253	.32945
Valid N (listwise)	165				

Table 4 shows that a dataset of 165 university students enrolled in physical activity classes, the descriptive statistics for the variable "Motivation Level" reveal that the students exhibit a generally high level of motivation, with a mean motivation level of approximately 4.4253. The motivation levels range from a minimum of 3.17 to a maximum of 5.00, indicating variability within the group but centred around the mean. The relatively low standard deviation of approximately 0.32945 suggests that the motivation levels tend to be consistent and closely clustered around the mean value, indicating a relatively homogenous group in terms of motivation for participating in physical activity classes.

What strategies can be implemented to enhance motivation in physical activity classes among university students?

Table 5. Descriptive of strategies that can be implemented to enhance motivation in physical activity classes among university students

	N	Minimum	Maximum	Mean	Std.Deviation
The lecturer provides clear instructions and guidance during the physical activity classes	165	3.00	5.00	4.4000	.54994
The students will have a better understanding when the lecturer shows a demonstration while explaining a procedures of the activity	165	3.00	5.00	4.4970	.63076
The physical activity classes provide a supportive and inclusive environment for all students	165	3.00	5.00	4.2545	.72964
The use of technology enhances my motivation and engagement in the physical activity classes	165	3.00	5.00	4.4242	.64535
The feedback and encouragement I receive from the lecturer positively influence my motivation in the physical activity classes	165	3.00	5.00	4.3273	.61648
The physical activity classes provide a variety of activities such as hands-on activity, game-based learning, inquiry-based learning that keep me interested and motivated in the class	165	3.00	5.00	4.4970	.56981
The physical activity classes help me develop important skills, such as teamwork and leadership	165	3.00	5.00	4.3818	.53503

continued

The physical activity classes offer opportunities for social interaction and building friendships with other students	165	3.00	5.00	4.5879	.54087
The lecturer providing a reward to the students will make the students feel a sense of achievement and personal satisfaction	165	3.00	5.00	4.4848	.56962
Valid N (listwise)					

From Table 5, there are a total of 9 items that are included in Part B of the survey for strategies that can be implemented to enhance motivation in physical activity classes among university students. The Likert scale is also used in this question where these are every digit's description (1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree). All of the items show means above 4.0. Item 8: "The physical activity classes offer opportunities for social interaction and building friendships with other students" has the highest mean which is 4.58. Item number 2 and 6 have the same mean which is 4.49 while item number 3, "The physical activity classes provide a supportive and inclusive environment for all students" has the lowest mean (4.25).

All of the items have a standard deviation below 1.0 with item 7: "The physical activity classes help me develop important skills, such as teamwork and leadership", record the lowest standard deviation which is 0.53.

Table 6. Overall descriptive of strategies that can be implemented to enhance motivation in physical activity classes among university students

	N	Minimum	Maximum	Mean
Std.Deviation				
Strategies	165	3.11	5.00	4.4283
Valid N (listwise)	165			.31908

Table 6 shows 165 university students enrolled in physical activity classes, the descriptive statistics for the variable "Strategies" indicate that, on average, students tend to perceive a high level of strategies that can be implemented to enhance motivation, with a mean score of approximately 4.4283. The range of perceived strategies extends from a minimum score of 3.11 to a maximum score of 5.00, suggesting variability in the students' perceptions. However, the small standard deviation of approximately 0.31908 indicates that the student's perceptions are relatively consistent and clustered closely around the mean value. This suggests that there is a generally shared perception among the students regarding the strategies that can be employed to enhance motivation in their physical activity classes.

What is the relationship between the motivation level and strategies to enhance motivation in physical activity classes?

Table 7. Relationship between the motivation level and strategies to enhance motivation in physical activity classes

		Motivation Level	Strategies
Motivation Level	Pearson Correlation		.536**
	Sig. (2-tailed)	1	.000
	N	165	165
Strategies	Pearson Correlation	.536**	1
	Sig. (2-tailed)	.000	
	N	165	165

Table 7 shows that 0.536 indicates a moderate positive correlation, suggesting that as the effectiveness of strategies increases, the motivation level of students also tends to increase. 0.000 for both correlations. This highly significant result ($p < .05$) implies that the correlation observed is very unlikely to be due to chance. The correlation coefficient of 0.536 is significant, indicating a reliable and positive relationship between the implementation of strategies and the motivation level of students in physical activity classes.

Is There any differences in the level of motivation in physical activity class between men and women?

Table 8. The comparison of the level of motivation in physical activity between gender

		Gender	N	Mean		
Motivation Level		Male	95	4.4684		
		Female	70	4.3667		
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Motivation Level in Physical Activity	Equal variances assumed	9.288	.003	1.978	163	.050
	Equal variances not assumed			1.813	96.885	.073

In Table 8, a comparison of the level of motivation in physical activity between male and female university students is presented. It appears that there were 95 male students and 70 female students included in the analysis.

The mean motivation level for male students is approximately 4.4684, while for female students, it is approximately 4.3667. This suggests that, on average, male students tend to have a slightly higher level of motivation in physical activity compared to female students. With a p-value of 0.003 (which is less than the commonly used significance level of 0.05), the test suggests that the variances are not equal, indicating that there might be variability in motivation levels in physical activity between male and female students.

DISCUSSION

The research examined the motivation levels of university students in Physical and Health Education classes at UiTM Puncak Alam. The results indicated that, on average, these students displayed a high degree of motivation for participating in physical activity classes. The relatively low standard deviation implied that motivation levels were consistent and not widely dispersed.

The study also examined strategies aimed at enhancing motivation in physical activity classes among 165 university students. The data revealed that, on average, students had a positive view of these strategies, with a mean score of approximately 4.4283. The high mean indicated that the majority of students agreed with the effectiveness of these strategies. The findings underscored the importance of social interaction and friendship-building opportunities within these classes, with Item 8 receiving the highest mean score. While there were variations in students' perceptions, the small standard deviations emphasized consensus among students regarding the importance and impact of these strategies.

According to Martin in 2008, Motivation, in the context of education and learning, represents a fundamental psychological concept that plays a pivotal role in shaping students' academic experiences and outcomes. It can be thought of as the inner force or energy that propels students toward their goals, both short-term and long-term. This internal drive serves as the engine behind their willingness to engage actively in their learning processes, put forth effort, and persist in the face of challenges. Motivation encompasses various facets that collectively influence a student's behaviour in the educational setting. Firstly, it involves the desire to learn and acquire knowledge. This aspect of motivation reflects a student's curiosity, interest, and enthusiasm for the subject matter, which fuels their eagerness to explore and comprehend new concepts. Secondly, motivation relates to the commitment to working effectively and efficiently.

Additionally, the research explored gender differences in motivation levels within the context of physical activity classes. The results showed that, on average, male students reported slightly higher motivation levels than their female counterparts. While the difference in means was not large, the statistical analysis indicated that these variations were significant. Recognizing these gender-related distinctions is crucial when designing strategies to enhance motivation in educational settings.

In summary, the research findings highlighted the generally high level of motivation among university students in physical activity classes, the positive perception of strategies to enhance motivation, and the significance of gender differences in motivation levels within this context. These insights can inform the development of tailored approaches to promote motivation and engagement among diverse student populations in physical activity education.

CONCLUSION

This section provides a comprehensive overview of the research findings, directly addressing the study's research questions. The investigation into university students' motivation to participate in physical activity classes reveals a generally high level of motivation among the participants. Additionally, the study highlights the positive reception of strategies designed to enhance motivation, emphasizing their potential for improving student well-being. A noteworthy observation is the slight difference in motivation levels between genders, with male students showing marginally higher motivation on average. This insight is particularly valuable for educational institutions seeking to develop targeted approaches that effectively engage both male and female students, thereby fostering a culture of physical activity and promoting overall health within the university community.

Moreover, the detailed analysis and discussion underscore the relevance of these findings for educational policy and practice. Educational institutions can leverage this information to prioritize physical activity as a key component of student well-being. By understanding the impact of motivational strategies and considering gender-based differences, these institutions can create an inclusive and supportive environment that encourages active participation in physical activities. This approach not only enhances physical health but also contributes to the academic and emotional well-

being of students, offering a blueprint for institutions to integrate physical activity more effectively into the educational experience.

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