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**THE FACTORS THAT INFLUENCE PHYSICAL ACTIVITY
INVOLVEMENT AMONG UNIVERSITI MALAYSIA
KELANTAN (UMK) KAMPUS KOTA STUDENTS**

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LIST OF SYMBOLS AND ABBREVIATIONS

NHMS	National Health and Morbidity Surveys
WHO	World Health Organisation
MOH	Ministry of Health Malaysia
SPSS	Statistical Package Social Science
UMK	Universiti Malaysia Kelantan

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ABSTRACT

This research aims to find out the factors that influence the involvement of Universiti Malaysia Kelantan (UMK) Kampus Kota students in physical activity. There are several factors that influence student involvement in physical activity. The objective of this study is to determine whether psychological factors, environmental factors and intrinsic factors may influence student's involvement in physical activity. Physical activity provides many benefits to an individual's body. The researcher used quantitative methods when conducting this study. The questionnaire was distributed to the respondents online to facilitate the researcher and also the respondents when conducting this study. The selected respondents are students of Universiti Malaysia Kelantan Kampus Kota. The results of this study found that students' involvement in physical activities can improve their mental and physical health.

Keywords: Physical activity, physiological factors, environmental factors, intrinsic factors

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ABSTRAK

Tujuan kajian ini dijalankan adalah untuk mengetahui faktor yang mempengaruhi penglibatan pelajar Universiti Malaysia Kelantan (UMK) Kampus Kota dalam aktiviti fizikal. Terdapat beberapa faktor yang mempengaruhi penglibatan pelajar dalam aktiviti fizikal. Objektif kajian ini adalah untuk menentukan sama ada faktor psikologi, faktor persekitaran dan faktor dalaman akan mempengaruhi penglibatan pelajar dalam aktiviti fizikal. Aktiviti fizikal memberikan banyak manfaat kepada badan seseorang individu. Pengkaji menggunakan kaedah kuantitatif semasa menjalankan kajian ini. Borang soal selidik diedarkan kepada responden secara atas talian untuk memudahkan pengkaji dan juga responden semasa kajian ini dijalankan. Responden yang dipilih adalah dari pelajar Universiti Malaysia Kelantan Kampus Kota. Hasil kajian ini mendapati penglibatan pelajar dalam aktiviti fizikal dapat meningkatkan tahap kesihatan mereka sama ada dari segi mental mahupun fizikal.

Kata kunci: Aktiviti fizikal, faktor fisiologi, faktor persekitaran, faktor intrinsik/dalaman

CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

The background of the research, the statement of problems, the study's factors, issues of research, research objectives and research questions, significant of the study, definitions of terms, and summaries of the final chapter are covered in the following section. This chapter will discuss about issues which is related to the factors of influencing participation physical exercises. Physical activities are important to help with the treatment and prevention of noncommunicable illness like cancer, diabetes, heart attack, and stroke. The aim of this research is to determine factors of influencing involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.



1.2 BACKGROUND OF THE STUDY

Sport is any competitive or physically demanding game, competition, or activity that is played or carried out in accordance with rules for enjoyment or as a profession. Other than that, using the Council of Europe's definition of sport is broad and inclusive (2001). Male and female college students alike, according to study, are often dissatisfied with their appearance (Muth, J. L., & Cash, T. F.). Males are much less likely than females to develop the perfect type of body, according to research. College students are given descriptions of their body types and attractiveness in order to increase their sexual attraction. You can have a slender or slim body shape through physical activity, which also helps you deal with social awkwardness (Abdullah et al., 2021).

Sports include all physical activities that involve both structured and unstructured participation and aim to express or enhance physical and mental health, promote social interaction, or produce outcomes in all levels of competition. (Coalter, F., 2005). Physical activity has numerous advantages in regarding one's mental, emotional, and physical well-being as well as the prevention of chronic diseases. Regular physical activity can help you achieve better fitness and general health.

Physical activity is any physiological movement involving an energy expenditure from skeletal muscles, according to the World Health Organization (WHO). All movement counts as physical activity, whether it's done for exercise, to go to and from work, or for other reasons. Health is improved by engaging in both moderate and intense physical activity. Popular forms of exercise involve active activities such as playing, athletics, cycling, and wheeling, all of which can be performed by anyone and at any skill level. Noncommunicable diseases like diabetes, heart disease, stroke, and

many cancers are managed and prevented have also been demonstrated to benefit from regular exercise.

Moreover, to preventing hypertension and maintaining a healthy body weight, exercise also improves mental health and general well-being, and overall wellbeing. By teaching their kids to exercise, parents should learn how to do the same. Consider engaging kids in physical activity and recreation every weekend. Physical activity is another important strategy for assuring an individual's involvement. Students' participation in physical activity can encourage good health while also enhancing everyone's satisfaction. Despite the numerous health advantages of regular exercise, people in developing nations as a whole do not completely embrace healthy culture. (Abdullah et al., 2021).

Similarly, sport and physical activity are frequently used in the same sentence. Sport is a type of physical activity that relates to any institutionalised and organised practise that follows specified regulations. Some people who are very active might not be athletes, despite the fact that they regularly train and demonstrate a high level of physical activity. This distinction is important in public health messages because patients may be afraid of the term "sport," but what is necessary is a higher or more consistent level of physical activity engagement (Thivel, D., et al).

Physical activity promotes a healthy lifestyle and positive self-esteem. Male and female students both joint in physical activity to maintain good health and prevent health problems, which suggests that regular exercise is the best method to minimise your chance of acquiring a non-communicable disease (Abdullah et al., 2021).

Therefore, this study's aim is to identify whether or not the factors have an impact on university students. University students are strongly encouraged to exercise because it has so many positive effects.



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1.3 PROBLEM STATEMENT

Physical activity can be defined with various meanings that can be explained through various aspects. For this study, the location is located at the Universiti Malaysia Kelantan Kampus Kota which has a large number of students compared to Universiti Malaysia Kelantan Bachok and Universiti Malaysia Kelantan Jeli and the location also has various facilities that can be obtained by students in that place. The large number of students, the area that is not wide and the time constraints cause physical activity among students to be disrupted because it is influenced by the surrounding conditions and emotions. Feelings of anxiety and also the temperature of the environment are also related to physical activity. Therefore, this will be a factor in leisure in doing physical activities for Universiti Malaysia Kelantan (UMK) Kampus Kota students.

The majority of students now lead fewer active lifestyles. The majority of students have demonstrated that they engage in these physical activities with less frequency, resulting in poor levels of physical fitness (Lim, 2002, Maxine Tresize, 1990, Rubiah Ismail, 1993). In addition to reading assignments, students place increasing emphasis on entertainment-related leisure activities such television viewing, music listening, and computer or device gaming. The emergence of the COVID-19 pandemic previously caused students to become less productive and active in doing any physical activity because they had to follow certain conditions to avoid contracting the disease such as not being allowed to leave the house. Sitting for too long at home without doing physical activity causes students to become accustomed to doing activities that use technology.

In addition, there is anxiety among students to do physical activities. This becomes one of the elements influencing students' involvement in physical activity. This is because there is concern about the views of others when doing it or a lack of self-confidence, especially for students who do not socialize. Depression and temperature are also one of the factors involved in students engaging in physical activity. Therefore, the emphasis on the involvement of physical activities among students is important to ensure that their bodies are healthy and fit. To date, there is no study looking at factors that influence UMK student's involvement in physical activity during post pandemic era. It is imperative to have this data to determine underlying factors of students' participation and their associations in physical activity.

1.4 RESEARCH OBJECTIVES:

This study has three objectives, which are as follows:

1. To determine whether psychological factor may influence students' involvement in physical activity among Universiti Malaysia Kelantan (UMK) Kampus Kota students.
2. To determine whether environment factor may influence students' involvement in physical activity among Universiti Malaysia Kelantan (UMK) Kampus Kota students.
3. To determine whether intrinsic factor may influence students' involvement in physical activity among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

1.5 RESEARCH QUESTIONS:

This study has three questions, which are as follows:

- Is physiological a factor in students' involvement in physical activity?
- Is environmental a factor in students' involvement in physical activity?
- Is intrinsic a factor in students' involvement in physical activity?

1.6 SIGNIFICANT OF STUDY

This case focus on the factors that influence the involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students. The results of this research will enable readers to understand how UMK students' involvement is effect by physiological, environmental and intrinsic factors. The findings of this study may be very useful in determining how well Universiti Malaysia Kelantan Kampus Kota student understand how physiological factors and environmental factors relate to students' participation in sports. They will be more prepared to handle any conditions that lead to the occurrence of psychological issues. (Normaizatul Akma Saidi, 2019)

Besides, physical activity is important for UMK students to improve their capacity for daily activities, maintain their weight, lower their risk of disease, build stronger bones and muscles, and enhance the health of their brains. They can focus on their studies very well. It's also can improve student fitness and reduce stress almost anywhere they go or exercise such as cycling, jogging, yoga, walking, dancing and others. Besides, in terms of attitudinal and personality traits, intrinsic motivation, and awareness, psychological advantages are taken into consideration. The relationship between enjoyment and psychological well-being appears to be strong enough to deserve careful consideration by those who utilize physical activity as a treatment for illnesses like anxiety and depression, even though the exact mechanism connecting the two are unknown. (Wankel, L. M. (1993).

Moreover, stress has an impact on the rest of the body because of the extensive network of nerve connections in the brain. It is because student's brain full of assignments, projects, tutorial or exercises, exams will make their feel stress and they think to do something to relief it. So, it makes sense that your thinking would improve if

your body did. Especially, Exercises or physical activity cause the brain chemicals endorphins, which act as natural painkillers, to be released. Additionally, they improve sleep quality, which reduces stress.

In conclusion, The UMK, researcher, and UMK Kampus Kota students will also be able to inform the less experienced players about physiological, environmental and intrinsic factors in sports through this study. Additionally, following the study's advice will help students perform better in sports.

1.7 DEFINITION OF TERMS

1.7.1 PHYSICAL ACTIVITY

Physical activity is a body action made by the skeletal muscles that involves energy expenditure and is performed for at least 150 to 300 minutes through a week (WHO, 2022). All motions, whether done for fun, to get to and from various locations, or as part of one's job, are considered to be a part of this physical activity. Physical activity of both a moderate and vigorous level benefits the body's health.

1.7.2 PHYSIOLOGICAL

The study of physiological is the behaviour and the mind (Brazier, 2018). Physiologist are strongly interested in learning about and comprehending the mechanisms underlying the mind, the brain, and behaviour. It involves intangible things that can't be seen physically, such as ideas, feelings, memories, dreams, experiences, and other things.

1.7.3 ENVIRONMENTAL

The definitions of these two concepts, environmental change and the natural world, are based on the meaning of the word "natural" as it is used in everyday speech and dictionaries. Any alteration or disturbance to the land, the soil, or the environment that is deemed harmful or undesirable is referred to as degradation in the three phrases environmental, land, and land degradation (Johnson, 1997). Land regeneration, the sixth concept, is the process of restoring degraded land using biological, chemical, and physical agents. Environmental quality, air quality, soil quality, and water quality are all defined in relation to the needs of one or more biotic species as well as any purpose or need of people.

1.7.4 INTRINSIC

The meaning of life is enhanced by social connections, but it is diminished by loneliness. Life purpose and loneliness have a bad relationship with one another. Significant and consistent patterns were found in their relation to individually assembled measures of whole-brain functional connectivity. Denser and fewer links between the frontoparietal and default modules, attentional, and perceptual networks are related to greater loneliness. Reduced meaning in life is correlated with stronger inter-network connection, while lower loneliness is correlated with more modular brain connectivity (Mwilambwe-Tshilobo, 2019).

1.8 SUMMARY

This research is based on issue that with physical activities. The researcher gave the overview of the investigation of the factors that influence participation in physical activity among UMK Kampus Kota students. The main goal of this study is to look into the issues with physical activities UMK Kampus Kota student understand how physiological factors relate to their participation in sports. In addition, in significance of study will discuss important of physical activities among UMK students. The researcher has defined the problem. Furthermore, measures to provide more facilities which can help students can involve in physical activities to improve their health condition and remove their stress. The research topic is also introduced in this chapter, along with the background and rationale for the current study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

The study's independent and dependent variables are covered in this chapter. The involvement physical activities as a DV and the IV are physiological, environmental and intrinsic factors will be discussed in this second chapter. The relationship between the variables will then be better understood with the use of a conceptual framework and hypotheses. All of the discussion's points will be addressed in the conclusion.

2.2 THEORY

Any activity that gets your body moving counts as physical activity. There are many levels of physical exercise, such as walking, running, climbing stairs, and even housecleaning. Both internal and external influences might affect the kind and volume of physical exercise you choose to engage in. Understanding habits in the context of activity might help us greater understanding the factors that may contribute to the formation of exercise habits and the extent to which exercise can become "habitual. Organisations interested to develop interventions to improve physical activity participation for health promotion and chronic disease prevention may find it useful to

identify habits. Physical activity is any kind of exercise that has the potential to enhance health. This can include both formal exercise such as running or attending a "cross fit" class and informal exercise such as taking a walk as well as accidental physical activity such as cycling to work, and using stairs in the workplace. Therefore, it is thought of as a "behavioural category" that includes a variety of activities (Hagger, M. S., 2019).

Malaysia is one of the top or famous ten least physically active countries in the world, according to a survey published in July 2012 by The British Scientific Journal Lancet, with 61.4% of Malaysians aged 15 and over falling into this category. In emerging nations, including Malaysia, the percentage of people who are physically inactive is rising. According to a solid body of research, demographic such as age and gender, psychological such as self-efficacy and sense of fun, and social such as social support from family and friend's characteristics all have the potential to affect how much university students engage in physical activity. This demonstrates a decline in community involvement in physical activity. Students can increase their physical activity levels more easily and with greater benefits in a university environment. But unlike in primary and secondary schools, there isn't a suitable structure in place for programmes that promote health, physical education, and awareness in universities, which prevents students from making the most of the facilities that are provided (Majeed NA et al., 2017). Students become disinterested in campus physical activities as a result of this and start to take them for granted.

2.3 LITERATURE REVIEW

2.3.1 PHYSICAL ACTIVITY

Physical activity is any skeletal muscle-based movement of the body that needs the use of energy. (WHO, 2022). All movements are regarded as being a component of this physical activity, whether they are made for amusement, to get to and from other areas, or as part of one's employment. The health of the body is improved by both moderate and vigorous physical activity.

Any movement of the body involving the skeletal muscles and using energy is considered physical activity. Whether it's done for fun, to go to and from places, or as part of a person's employment, any movement is viewed as physical exercise. Non-communicable diseases like diabetes, heart disease, stroke, and a variety of cancers can all be treated and prevented with exercise, according to research. Additionally, it helps maintain a healthy body weight, lowers blood pressure, and enhances quality of life and mental health. (World, 2022).

Physical activity can be defined by its modality, frequency, intensity, duration, and practise environment. Any movement of the body brought on by the contraction of skeletal muscles is considered exercise and results in an increase in energy expenditure over resting metabolic rate. Exercise is a planned, scheduled, repetitive physical activity that promotes the maintenance or

improvement of physical fitness, according to Caspersen's definition from 1985 (Thivel et al., 2018).

Three components make up physical activity like family, university resources, and individual factors. In order to preserve excellent health and fend against chronic diseases, (Li et al, 2016) found that physical activity is crucial for people of all ages, especially teenagers and young adults. Poor cardiovascular and metabolic health, 2 types of diabetes, a variety of malignancies, and an increase in obesity rates have all been related to insufficient physical activity.

Young adults who are starting university are more likely to have the time and opportunity to engage in regular physical activity or exercise, according to research by Roberts, S., Reeves, & Ryrie (2015). Based on information provided by the World Health Organization, around 70% of university students don't actually engage in regular exercise during their free time. High levels of inactivity continue even after graduation, which raises worries that future university students will develop obesity. This section will examine the research from the perspective of the previously mentioned theoretical models.

Physical activity is commonly acknowledged that exercise is essential for adolescents' development and lifestyle maintenance (Saez et al., 2021). There is currently strong research that shows the different benefits related with involvement in regular sporting events or physical activity on a bodily, psychological, aesthetic, and social level. Daily activities have also been demonstrated to promote health, lower the risk of chronic disease, lower the occurrence of mood and anxiety problems, and minimise the risk of bone

disorders and fragmentation. Inactivity has been related to a number of diseases, including breast cancer, high blood pressure, high cholesterol, and pre-diabetes.

According to wellness and well-being assessments, physical activity is recognised as a key component of an optimal health lifestyle and as a major factor in preventing chronic diseases, particularly cardiovascular disease (Martins et., al, 2015). However, physical activity, which typically begins at a young age, was also linked to the acceptance of healthier lifestyles, will support the development of physical health in adulthood, will allow the standard of living to rise over time, and will eliminate some moderately active lifestyles in a more long-term situation.

2.3.2 PHYSIOLOGICAL FACTOR

STRESS

Stress is a physical and emotional reaction to life's ever-increasing challenges. Stress is a factor in a number of diseases, both mental and physical and causes feelings of anxiety, helplessness, helplessness, anger, and guilt in some students (Normaizatul Akma Saidi, 2019). Stress is a perceived differently depending on the individual. Numerous powerful external factors, both physiological and psychological, including stress can result in the general adaption syndrome, a physiological reaction. The student's health and performance may be impacted by this stress, which can also cause physical and

mental suffering. Distress symptoms include anxiety, depression, phobia, wrath, anxiety, and tension in addition to bodily issues such insomnia, tiredness, dizziness, and tachycardia (Al-Wadei[12], 2013). Assignments or thesis, term papers, midterm examinations, and final exams all have varying degrees of stress potential. Participating in physical activity is one way to deal with these stressors.

According to the findings, taking part in physical education sessions enabled students to manage the stress associated with their coursework (Al-Wadei, 2013). Physical activity is supposed to reduce stress and improve mood, which may better understand that depression, stress, and health outcomes are related (Hamer, M, Endrighi, R, Poole, L,2012). Daily physical functions and social functions are significantly impacted by a common type of psychological distress. It even results in impairments comparable to those caused by diabetes, hypertension, or arthritis. Both happy and unhappy moods independently affect physical health and longevity. The evidence for the beneficial biological and physiological impacts of happiness, pleasure, joy, optimism, enthusiasm, and sense of humour is growing. So, finding happiness is a cornerstone to greater health, along with combating long-term stress and reducing negativity.

2.3.3 ENVIRONMENTAL FACTOR

Environmentally connected health issues are complicated and can arise for a number of causes, including a person's genetic susceptibility as described by scientists to contracting a disease or other ailment (Biddle, 2018). Problems

with environmental health may be related to biological, physical, or even economic reasons. The way our bodies work, the air we breathe, the water we drink, the food we consume, as well as the homes, buildings, and locations where we live and work, can all have an impact on environmental illnesses.

Environment-related factors several environmental elements have an impact on our health. This includes things like increased computer use, pesticides, lead, carcinogens in food, and air pollution. (Carolyn M. Hutter, 2022). Environmental factors must be understood in order to understand genetics. Environmental influences may result in genetic mutations that causes to disease. Gene-environment interactions, or a complex interaction between genes and environment, can influence the risk and start of disease.

If not taken carefully, environmental factors like the temperature during a tournament can hinder performance. Body temperature is basically 37°C (98.6°F). Wearing the proper equipment will enable you to perform well in both hot and cold conditions. We must properly warm up, wear appropriate clothing, and hydrate in order to lower the chance of injury and poor performance. Water intake is important in extremely hot and/or humid conditions. (SIRC, 2019).

2.3.4 INTRINSIC FACTORS

Internal factors that affect physical activity include your familiarity with the activity, your experience with it, your preferences for the activity, and more. Instead of being informed by others, inner influence comes from the inside,

depending on your own thoughts and the experience and information you have. As a result, each person must pay close attention to this internal component because it will affect them, whether for the better or worse. This is said to be the case because a person's desires can affect their decision-making. Additionally, everyone has a right to their own opinions, even those about energetically demanding physical activity. Even if they are aware that engaging in physical activity like running, walking, and other similar activities has numerous benefits, some people dislike it since they find it to be exhausting. Stronger inter-network connections are associated with poorer life meaning, whereas lower levels of loneliness are associated with more modular brain connectivity (Mwilambwe-Tshilobo, 2019).

2.4 Relationship between physiological factors, environmental factor and intrinsic factor with physical activities.

2.4.1 The relationship between physiological factors that influence involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

Studies investigating the connection between physical activity and exercise has been shown to provide preventative or stress-reducing effects. The multimodal, dynamic, and complex nature of stress must be taken into consideration when studying the psychological mechanisms by which exercise can reduce stress. (M.Philippaerts, July 2007). Physical fitness was not shown to be a moderating factor in the relationship between stresses and distress,

although some evidence suggesting otherwise. This was true for both psychological and physical distress. In the current research, we concentrate on how physical fitness affects both psychological and physical well-being when dealing with life's stresses. (Walter M. Ensel, 11 December 2003).

Physical activity is frequently suggested as a stress-reduction method. Physical activity seems to protect against stress and other negative emotions while also increasing positive emotions. In contrast, prior research has shown that people increase health-promoting behaviours like physical activity and healthy eating when faced with stress and negative emotions while decreasing such behaviours when faced with pleasant emotions. Physical activity is associated with improved mood, reduced stress, and adverse effects on the following several hours of daily life. (Dana Schultchen, 22 January 2019).

By simulating the effects of stress, such as the flight or fight response, and by giving your body's systems practise working together through those effects, exercise can help your body handle stress. Physical activity can decrease your overall stress levels while improving both your mental and physical health. By reducing the tension, anxiety, wrath, and moderate sadness that typically accompany stress, regular exercise can help you feel better. We have argued that the documented decline in infectious disease linked to routine physical activity is brought on by exercise's indirect stress-reduction health benefit. Recent studies have shown that frequent, moderate exercise might reduce stress. (Fleshner, July 2005).

H1: There is a positive relationship between physiological factor that influence the involvement physical activities among Universiti Malaysia Kelantan UMK Campus Kota students.

2.4.2 The relationship between environmental factors that influence involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

UMK students in Kelantan contribute to an unbalanced inactive lifestyle because most of them spend their free time on social media or other inactive activities. Whether a person wants a healthy lifestyle or not depends on their point of view. For example, UMK students in Kelantan spend more time watching dramas on social media than doing active physical activities due to environmental factors such as heat. This is one of the factors that influence student involvement in physical activity.

Environmentally related health problems are complex and can result from a variety of factors, such as an individual's genetic propensity for developing a disease or other condition as explained by scientists (Biddle, 2018). Environmental health problems are complicated and can be caused by various factors, such as the genetic predisposition of individuals to develop diseases or other conditions as explained by scientists (Biddle, 2018). Students who are less involved in physical activity is because of the hot environment. It causes them to feel difficult or less interested in doing physical activity in hot temperatures because they experience discomfort in the temperature environment. Therefore, environmental factors also affect students' involvement in physical activity.

H2: There is a positive relationship between environmental factor that influence the involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

2.4.3 The relationship between intrinsic factors that influence the involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

Students of UMK Kota Campus are independent individuals. They are not swayed by other people's opinions because they have different tastes, hence this is believed to be the case. For instance, some students prefer to engage in physical activity, while others dislike it and prefer to engage in limited activities instead, such as playing video games online or using social media. Intrinsic factors are one of the factors that influence physical activity.

Physical activity is crucial for it is well accepted that keeping a healthy lifestyle is important for young people's growth. There is now substantial evidence supporting the numerous physical, psychological, aesthetic, and social advantages of regular participation in sports or physical activity. Regular exercise has been shown to improve overall wellbeing, fight sarcopenia and fragility, reduce the risk of developing several chronic diseases, as well as depression and dementia. Youth sports involvement is highly valued in society because adults and elderly are more likely to develop physical and psychological problems as a result of sedentary habits throughout childhood and adolescence. (Sáez, I. et al., 2021).

Increased risk factors for osteoporosis, colon cancer, breast cancer, type II diabetes, hypertension, and cardiovascular disease are associated with inactivity. According to many researches, quitting organised sports increases the likelihood of receiving a psychiatric diagnosis within three years by 10% to 20%. Student athletes, for instance, express higher levels of mental health, self-

care, self-clarity, emotional control, psychological endurance, and overall well-being when compared to non-athletes. Numerous needs must be met for physical activity to be beneficial. They have certain interests, and each one engages in these activities for a variety of very specific and unique reasons. Compared to the general population, university students exercise for similar reasons. According to the literature, the most frequent and consistent explanations are those involving friendship, fun activities, and group involvement, along with explanations including competitiveness, learning new skills, adventure, and fitness connected to body image (Sáez, I. et al., 2021).

H3: There is a positive relationship between intrinsic factor that influence the involvement physical activities among Universiti Malaysia Kelantan (UMK) Campus Kota students.

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2.5 HYPOTHESIS

In accordance with the conceptual framework, the independent variables for this study were factors that influence in physiological factor, environmental factor and intrinsic factor. There are the three independent variables that have been presented. The involvement physical activities are the Dependent Variables.

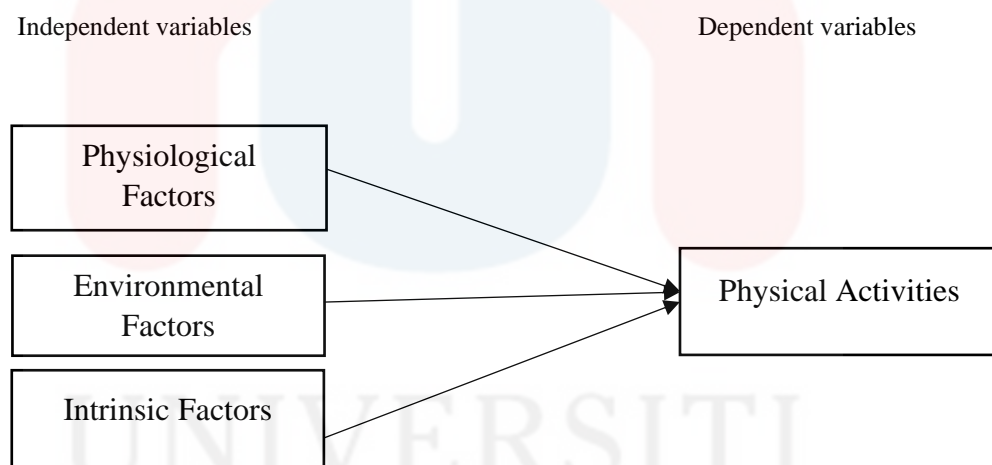
H1: There is a positive relationship between physiological factor that influence the involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

H2: There is a positive relationship between environmental factor that influence the involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

H3: There is a positive relationship between intrinsic factor that influence the involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

2.6 CONCEPTUAL FRAMEWORK

The factors that influence the involvement physical activities among UMK Kampus Kota students are illustrated in the model below. Many scholars have clarified and discussed the idea of conceptual framework. The part of a literature review was suggested as a study method to investigate the connection between the factors that influence in physiological factor, environmental factor and intrinsic factor. Three independent variables have been presented, and they are as follows. The dependent variables are the involvement in physical activities (Normaizatul Akma Saidi, 2 DECEMBER 2019).



Source: (Khan Mamun, S. 2019)

Figure 2.6: Conceptual Framework of the relationship between factors that influence in physiological factor, environmental factor, and intrinsic factor.

2.7 SUMMARY

In conclusion, the justification of this research was to describe about factor that influence the involvement physical activities very well. In addition, the involvement physical activities are influenced by independent variables including physiological factor, environmental factor and intrinsic factor. There is a positive relationship between intrinsic factor that influence the involvement physical activities among UMK Campus Kota students as indicated by the hypothesis and the involvement physical activities are the Dependent Variables. As a result, the conceptual framework of this study is based on recent findings, research questions, and specific research goals that incorporate both independent and dependent variables.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

Research methodology defines a researcher's intended technique of study. When carrying out this study, the researcher used the most effective way to get the data. This chapter's goal is to identify, understand, and describe the factors that influencing in physical activities involvement among Universiti Malaysia Kelantan (UMK) Kampus Kota students. Introduction, study design, population, sample size, method of sampling, data collection process, research instrument, data analysis, and summary are some of the topics covered in this chapter.

3.2 RESEARCH DESIGN

The research design is the research strategy used to obtain research objectives or test hypotheses. The goal is to ensure that any proof derived from the data may be used to solve the research question. Exploratory, descriptive, and causal research are the three basic research designs that can be used to explain how the researcher achieves the research objectives. Researchers can learn about the relationship between independent variables there are physiological factors, environmental factors, and intrinsic factors and dependent variables in this method is physical activity. This study was conducted using

quantitative research methods by the researcher. The researcher gathered information from UMK Kampus Kota students who completed a questionnaire.

3.3 TARGET POPULATION

The target population is the group of people who the researcher specifically targets in order to gather data and information for the study. Students at Universiti Malaysia Kelantan (UMK) Kampus Kota are the target population for this study. This study included a total of 7000 students. The researcher chose UMK Kampus Kota students because that is where the researcher studied. During the course of this research, some respondents were chosen at random from the UMK Kampus Kota using a questionnaire.

3.4 SAMPLE SIZE

In any empirical investigation where the objective is to draw statistical findings from the sample, the sample size is an important consideration. The random sample needs to be large enough to allow generalisation without bias or sampling error. An overview of survey sample size calculations for social research and information systems research is provided in this paper (Taherdoost, 2017). Sample size is a portion of the population needed to guarantee there is enough data to make conclusions. The Krejcie and Morgan sample size will be used in the study by the researcher. That use a Krejcie

& Morgan (1970) table, suggested for easy reference, a given total sample size can be determined.

This study targets the existing population at UMK Kampus Kota students have been selected to be the sampling frame of this study as respondent. The population of University Malaysia Kelantan Kampus Kota students are total of 7000. The sample of this study is 364 respondents in Universiti Malaysia Kelantan (UMK) Kampus Kota. This is because the sample size will increase along with the population. Additionally, the sample size is determined by the population. (Bougie, 2016).

Table 3.4: Determine sample size of a known population

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	530	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Source: Krejcie and Morgan (1970)



3.5 SAMPLE METHOD

Sampling is an academic method of collecting information to absorb more about a specific population by examining the results of a sample of people rather than focusing on some particular individuals (Turner, 2020). The process of choosing a subset (statistical sample) of respondents from the statistical population in order to simulate the characteristics of the entire population is known as sampling. Sampling has two advantages to evaluating the entire population, namely lower costs and faster data collecting. Additionally, it is important to spend time fine-tuning the sample of populations and population problems since it raises a lot of concerns, ambiguities, and problems that would otherwise be ignored at this time.

This study used both probability sampling and non-probability sampling, the two main methods for sampling. Probability sampling uses random samples, allowing inferences to be drawn regarding the overall demography. (Stratton, 2021). Non-probability sampling frequently has something to do with qualitative research and how research articles are put together (Taherdoost, 2016). In this study, the sample design was determined upon using a non-probability approach, such as a simple sampling method. Simple random sampling will be used for this study. This method will help in time and resource savings. Relevant when the population is small, homogeneous, and easily accessible. The biggest number of samples is offered.

In addition, a sampling frame or list of the population is needed by the researcher before they can collect the sample. The units to be chosen are then chosen using a table of random numbers. Through the use of this technique, the researcher will be able to select a random respondent and collect unique data from each person. People

of a target population who meet the requirements, such as simple accessibility, geographic location, capacity at a particular time, or want to engage, will be included in the study through the use of facility sampling, a non-probability or non-random sampling technique (Etikan et al., 2016.). Especially in pre-hospital and disaster research, facility sampling is a form of sample that is frequently used in population studies. Additionally, facility sampling is popular because it is affordable, quick compared to other sampling techniques, and convenient (Stratton, 2021).

3.6 DATA COLLECTION

Data collecting is a method for gathering information from the outside world to answer research questions, test hypotheses, and evaluate the results of the study. There are two different approaches to gathering data. Both primary and secondary data is collected. Additionally, it helps decision-making by simplifying the process and improving consistency. Based on the feedback, it aids in resolving issues and enhancing the consistency of the good or service. The researchers will conduct their study online using a Google Form. Students at the UMK Kampus Kota will receive the surveys via social media platforms like Twitter, Facebook, Telegram, and WhatsApp. The information will be gathered through an online questionnaire with four-point Likert scale ratings for each item. In this study, information and data are gathered using both primary and secondary data.

i. PRIMARY DATA

Primary data is information collected by researchers directly from sources like questionnaires, inquiries, and interviews. The most crucial sort of information in this study is primary data, which is obtained directly from the original data source. The cover letter will go into further detail about the research's motive for the respondents. Thus, the study's goal and motive will be known to the respondents. Respondents are required to check one of the three boxes in this section, and the data they provide is what we use for the study. The questionnaire will be sent by online to the 364 respondents via Google Forms was used as the primary data collection for this study.

ii. SECONDARY DATA

Any information that has been gathered specifically for the current study question from published sources is considered secondary data. Materials like books, journals, articles, websites, and blogs are examples of secondary data sources. The purpose of secondary data is to gather details on descriptions in order to clarify decision-making. As a result, the researcher may be able to save time. Secondary data is considered to be more accessible than primary data. There isn't much need for research or effort while using these sources.

3.7 RESEARCH INSTRUMENT

A research tool is an instrument that you can use to compile, quantify, and assess data on the topics of your choosing. These instruments are most frequently used in the social sciences, health sciences, and education to evaluate patients, clients, students, teachers, staff, and others. A checklist, a test, a survey, or an interview guide are all examples of research tools. The researcher frequently selects the research instrument, which is connected to the research design. (Research Instrument, 2022).

The questionnaire method was employed by the researcher for this investigation. A questionnaire is a research tool consisting up of a collection of questions designed to collect information from respondents. (Saul McLeod, 2018). One sort of written interview is the questionnaire. Students have the option of completing it, on the phone, online, or by mail. A quick, simple, and inexpensive method for collecting a lot of data from a big sample of people is to use questionnaires. Data collection can happen quickly because the researcher need not be present while the questionnaire is being filled out. For large populations where doing interviews would be impractical this is helpful.

Table 3.7: Table of questionnaire's (IV)

No.	Variable	Source (Year)	No of item	Items
1.	Physiological factor	(Loke Jin Hong, H. A. (2019))	6	<ol style="list-style-type: none"> 1. The pressure can make my performance better. 2. I have trouble relaxing and hard to sit still before the exercise or tournament start. 3. I become annoyed and irritable during the tournament or exercise. 4. I have negative thought patterns during tournaments, exercise or training. 5. I feel down or depressed after watching opponent the tournament and training. 6. After the tournament, training or exercise, I had trouble sleeping at night.
2.	Environmental factor	(Loke Jin Hong, H. A. (2019))	6	<ol style="list-style-type: none"> 1. The hot temperature affects me during tournaments, training or exercise. 2. The sudden change of temperature will cause me sick during tournaments, exercise or training. 3. The cold temperature affects me during tournaments, training or exercise. 4. The change in temperature affects my focus and concentrate on exercise or tournament.

			<ol style="list-style-type: none"> 5. The high Altitude affects me during my tournament, exercise or training. 6. High altitude makes me fatigue or lose energy easily.
3.	Intrinsic factor	(Oluyinka & Endozo, 2019)	6
			<ol style="list-style-type: none"> 1. There is no fitness Centre that I could get into. 2. I have no exercise equipment at home that I use. 3. My family or friends do not encourage me to exercise. 4. My parents give academic success priority over exercise. 5. I have no leisure time for exercise because of my busy lesson schedule. 6. I have no leisure time for exercise because of my social and family responsibilities.



Table 3.7: Table of questionnaire's (DV)

No.	Variable	Source (Year)	No of item	Items
1.	Physical Activity	(Oluyinka & Endozo, 2019)	6	<ol style="list-style-type: none"> 1. I've been thinking about exercise is difficult and too tiring. 2. I have no energy as much as to be able to do exercise. 3. I've been thinking about other recreational activities with my friends are more entertaining than exercise. 4. I have not been thinking about exercise has positive effects on my health. 5. I've been worried about my looks when I exercise. 6. I have not been thinking about my ability to exercise

RESULTS OF RELIABILITY TEST (PILOT TEST)

In this study, a reliability test was utilized to assess the validity of the distributed questionnaire and the accuracy of a number of scale items. The data, whose values range from 0 to 1, has been shown using Cronbach's alpha. The reliability of the independent and dependent variables was assessed using the Cronbach's Alpha. The values of the Cronbach's Alpha Coefficient for the study's dependent variable (Physical Activity) and independent variables (Physiological Factor, Environmental Factor, and Intrinsic Factor) are shown in the tables below. The tables showed that all of the independent variables and the dependent variable were over 0.6. As a result, the questionnaire has been verified as legitimate. The table 3.8, which is about Cronbach's Alpha Coefficient is the basis for this study's strength of association.

Table 3.8: Rules of Thumb about Cronbach's Alpha

Cronbach's Alpha Coefficient	The Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 < 0.9	Very Good
0.9	Excellent

Source: Essential of Business Research Method (Hair et.al, 2003)

PHYSIOLOGICAL FACTOR

Table 3.9: Reliability Test on Physiological factor

Variable	Items	Cronbach Alpha	Explanation
Physiological Factor	6	0.926	Excellent

Six questions have been used in this study to measure the physiological factor may influence involvement physical activity among Universiti Malaysia Kelantan (UMK Kampus Kota students. Table 3.9 demonstrates that the physiological factor's Cronbach's alpha coefficient is 0.926, resulting in an excellent degree of association. As a result, the coefficient determined for the physiological factor variable's questions is acceptable.

ENVIRONMENTAL FACTOR

Table 3.10: Reliability Test on Environmental Factor

Variable	Items	Cronbach Alpha	Explanation
Environmental factor	6	0.942	Excellent

Six questions were utilized in this study to measure the environmental factor may influence involvement physical activity among Universiti Malaysia Kelantan (UMK Kampus Kota students. Table 3.10 shows that environmental factor is 0.942 which result as excellent of association. The coefficient discovered for the environmental factor variable questions is therefore accurate.

INTRINSIC FACTOR

Table 3.11: Reliability Test on Intrinsic factor

Variable	Items	Cronbach Alpha	Explanation
Intrinsic factor	6	0.944	Excellent

Six questions were utilized in this study to measure the the intrinsic factor may influence involvement physical activity among Universiti Malaysia Kelantan (UMK Kampus Kota students. Table 3.11 demonstrates that the intrinsic factor's Cronbach's alpha coefficient is 0.944, indicating excellent correlation. The coefficient that was determined for the questions relating to the intrinsic factor variable is therefore valid.

PHYSICAL ACTIVITY

Table 3.12: Reliability Test on Physical Activity

Variable	Items	Cronbach Alpha	Explanation
Physical activity	6	0.926	Excellent

Six questions were utilised in this study to evaluate the intrinsic component that could impact participation in physical activity among Universiti Malaysia Kelantan (UMK Kampus Kota students. Table 3.12 shows that Cronbach's alpha coefficient of intrinsic factor is 0.926 which resulted as excellent of association. The coefficient found for the questions involving the variable of physical activity is thus acceptable.

3.8 DATA ANALYSIS

Data analysis is a technique used to examine records using logic, reasoning, and statistics. The Statistical Package for the Social Sciences is an analytical tool for data. Using SPSS software, researchers can select the most effective statistical techniques to use. Statistics like the cumulative percentage and valid percentage will be explained using SPSS data. The researcher will use SPSS-created tables for data entry and analysis. Researchers can collect data for industry research in addition to performing descriptive, reliability and correlation analyses.

3.8.1 DESCRIPTIVE ANALYSIS

The main phase of organising the statistical analysis will be descriptive analysis. Descriptive analysis tries to improve the distribution of data and makes it possible to conduct additional statistical analysis by determining the link between variables. Researchers can efficiently present data using descriptive analysis while giving clear explanations. The goal of descriptive analytics is to find patterns and relationships using both recent and historical data.

Table 3.8.1: The Relationship between Mean and Level of Agreement

Mean level	Level of agreement
4.50 – 5.00	Strongly agree
3.50 – 4.49	Agree
2.50 – 3.49	Neutral
1.50 – 2.49	Disagree
1.00 – 1.49	Strongly disagree

Source: Atef & Munir, 2009

The strength of association is indicated by the average score, which ranges from 4.50 to 5.00. The agreed-upon range is 3.50 to 4.49. While the range starting from 1.50 to 2.49 will disagree, the range mean starting from 2.50 until 3.49 will be neutral. Starting from 1.00 and going until 1.49, strongly disagree.

3.8.2 RELIABILITY TEST

Reliability assesses the stability or consistency of test results. Consider it as the capacity to replicate a test or study finding. It may also refer to how often the same response can be given. Because the researcher discovered that a part of the questionnaire can be used for research on the factors that influencing in physical activities involvement among UMK Kampus Kota students, the researcher has utilised several previous surveys while performing the study.

The results of reliability analysis processes will be utilised to compute figures that are frequently used to determine the reliability of a scale and to get information about specific scale components. Decisions regarding how to instruct and evaluate the factors that influencing in physical activities involvement among UMK Kampus Kota students will be based on the significance of reliability testing. In this research, the scale of reliability was measured, and Cronbach's Alpha was used to evaluate internal consistency. George and Mallery (2016) claim that values greater than 0.9 are reliable results, while values lower than 0.4 are unacceptable results. The item's internal consistency reliability increases as the value draws nearer to 1. The Cronbach's Alpha Coefficient Range can be seen in the table below.

Table 3.8.2: Cronbach's Alpha Coefficient Range

Cronbach's Alpha Range	Level of Reliability
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Sources: Adopted from George & Mallery (2016)

3.8.3 CORRELATION TEST

Correlation analysis is a numerical technique for evaluating the overall importance of the link between two variables. Low correlations show that the variables

are almost unrelated, whereas strong correlations show that there is a strong relationship between two or more variables. The correlation could be used to create great quality positive (+) and negative (-) figures. If the correlation coefficient is higher than one, it is assumed that the two variables have a positive correlation. The two variables are thought to be positively correlated if the correlation coefficient is 1, or 1. Pearson correlation was used to assess whether the independent variables and dependent variable were associated. The findings from assessing the strength of the relationship between the independent variable and the dependent variable are displayed in Table 3.10.

Table 3.8.3: Rules of Thumb about Correlation Coefficient Size

Correlation Coefficient Size	The Strength of the Relationship
1.00	Perfect Positive Correlation
0.50 to 1.00	Strong Positive Correlation
0.50	Moderate Positive Correlation
0 to 0.50	Weak Positive Correlation
0	No Correlation
0 to -0.50	Weak Negative Correlation
-0.50	Moderate Negative Correlation
-0.50 to -1.00	Strong Negative Correlation
-1.00	Perfect Negative Correlation

Source: Jurse et al (2003)

The positive correlation coefficient has a value between 0 to 1.00. Table 3.10 indicates that when the correlation coefficient is 1.00, the correlation between the variables is 100 percent positive. When the coefficient value is between 0.50 and 1.00,

there is a substantial correlation. When the size exceeds 0.50, it denotes a moderately high correlation, and values between 0 and 0.50 denote a mild positive correlation. A value of 0 denotes the absence of such a relationship. When the negative correlation size is between 0 and -0.50, it implies a modest negative connection. A correlation with a value of -0.50 is considered mildly negative. The correlation is perfectly negative if the coefficient value is between -0.50 and -1.00 and there is a significant negative correlation between the variable and the magnitude of the correlation coefficient -1.00.

3.9 SUMMARY

In conclusion, the researcher has successfully conducted the study and gathered data for this methodology section regarding the factors that influencing in physical activities involvement among Universiti Malaysia Kelantan (UMK) Kampus Kota students. In this research, the researcher applied quantitative research methods and techniques. A questionnaire that is given to respondents helps the researcher gather data and information. The researcher used a variety of techniques during the research process, including reliability test, Pearson correlation, and more.

CHAPTER 4
RESULT AND DISCUSSION

4.1 INTRODUCTION

The major goal of this chapter is to thoroughly analyse the questionnaire that was distributed to respondents in order to conduct an online survey and collect data. The findings of the data analysis performed on the survey's 364 participants are reported in this chapter. The Statistical Package for Social Sciences (SPSS) system, version 27.0, was used to compile the survey data given out to respondents. As a result of the descriptive analysis, reliability test, and Pearson's correlation analysis, the conclusion was reached.

4.2 RESULTS OF DESCRIPTIVE ANALYSIS

The demographic data of the respondents who participated in this research was analyzed using a descriptive analysis of the data in Section A.

4.2.1 RESPONDENT'S DEMOGRAPHIC PROFILE

This section shows an evaluation of the respondent's demographic information, including gender, age, race, faculty, and year of study.

4.2.1.1 NUMBER OF RESPONDENTS BASED ON GENDER

Table 4.1 displays the gender distribution of the 364 respondents who contributed information during data collection.

Table 4.1: Frequency Analysis on Respondent's Gender

Gender	Frequency (n)	Percent (%)
Male	139	38.2
Female	225	61.8
Total	364	100.0

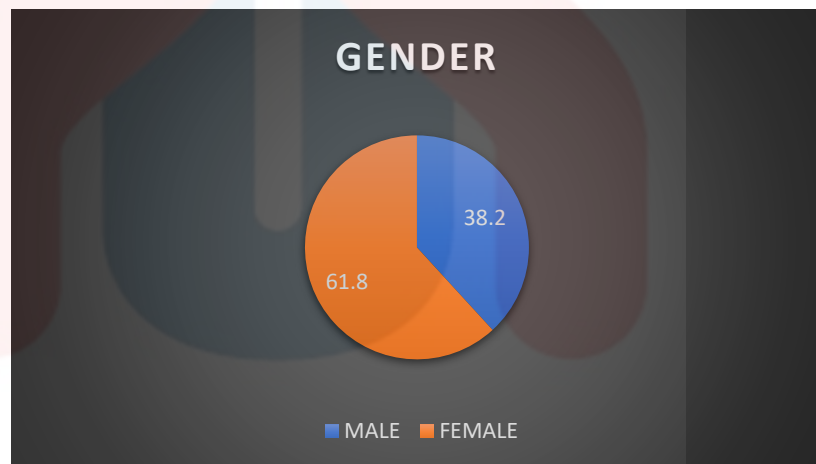


Figure 4.1: The Percentage of Gender

The pie chart in Figure 4.1 shows how the 364 respondents were divided by gender. Male respondents made up 38.2% (n=139) of the sample, as shown in the pie chart above, while female respondents made up 61.8% (n=225). Because female was more likely to fill out the survey than male, there were more female respondents than male respondents. Females were much easier to contact and were more ready to contribute

the time to complete the questionnaire, which made it much easier to collect the data.

4.2.1.2 NUMBER OF RESPONDENTS BASED ON AGE

Table 4.2 shows the age distribution of the 364 respondents that provided age information during data collection.

Table 4.2: Frequency Analysis of Respondent's Age

Age	Frequency (n)	Percent (%)
18-21 years	56	15.4
22-25 years	255	70.1
26-29 years	43	11.8
30 years and above	10	2.7
Total	364	100.0

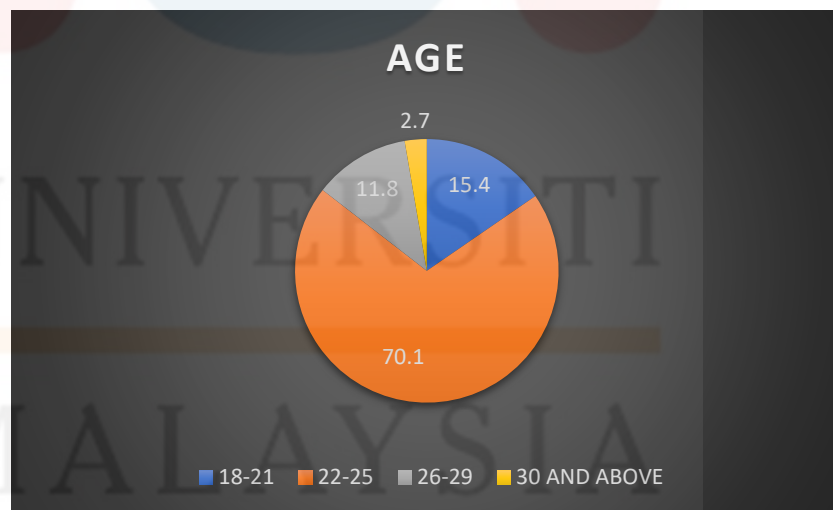


Figure 4.2: The Percentage of Age

Figure 4.2 displays the 364 respondents' age distribution. All of these four age groups, respondents aged 22 to 25 made up the largest

percentage (70.1%) (n=255). With 56 responses, the age group of 18 to 21 years old had the second-highest percentage of respondents (15.4%). 26 to 29 years old on average, with a rate of 11.8% (n=43). While the lowest percentage of respondents, 2.7% (n=10), belonged to the 30-year-old and above age group.

Those between the ages of 22 to 25 years old received the majority of responses. This might be a result of the fact that students in this age group are more start face-to-face classes and it gives the opportunity to get respondents to fill out the google form by online. While the lowest number of answers came from students aged 30 and above, respondents 30 years and above are less able to fill in the google form because most students in this age group start working part time and do not have time to fill in our google form.

4.2.1.3 NUMBER OF RESPONDENTS BASED ON RACE

Table 4.3 presents the race distribution of a total 364 of respondents collected from the data collection.

Table 4.3: Frequency Analysis of Respondent’s Race

Race	Frequency (n)	Percent (%)
Bumiputra Sabah	2	5
Bumiputra Sarawak	1	3
Chinese	72	19.8
Christian	1	3
Indian	71	19.5
Malay	217	59.6
Total	364	100.0

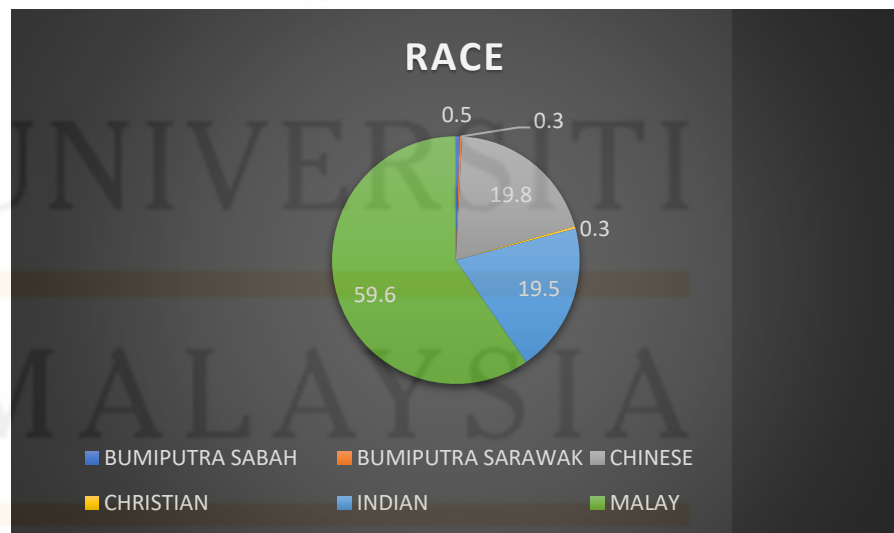


Figure 4.3: The Percentage of Race

Table 4.3 and Figure 4.3 below reveal the number and percentages of respondents by race. The responses have been divided into six groups according on their race: Chinese, Christian, Indian, Malay, Bumiputra Sabah, and Bumiputra Sarawak. According to the study, 59.6% (n=217) of the respondents that took part in this questionnaire identified as Malay. Chinese had the second-highest percentage, at 19.8% (n = 72). 19.5% (n=71) of the respondents, or the third-highest respondents, were Indian. While, second lowest respondents are Bumiputra Sabah which is 0.5%(n=2). The remaining respondents were same percentage, which is Bumiputra Sabah and Christian, which consists of 0.3% (n=1). Probably since majority university students are Malay, a significant proportion of respondents are Malay as well. Other races have the lowest response rates in this survey because they have the fewest university-enrolled major students.

4.2.1.4 NUMBER OF RESPONDENTS BASED ON FACULTY

Table 4.4 presents the faculty distribution of a total 364 of respondents collected from the data collection.

Table 4.4: Frequency Analysis of Respondent’s Faculty

Faculty	Frequency (n)	Percent (%)
FHPK	154	42.3
FKP	133	36.5
FPV	49	13.5
FSDK	28	7.7
Total	364	100.0

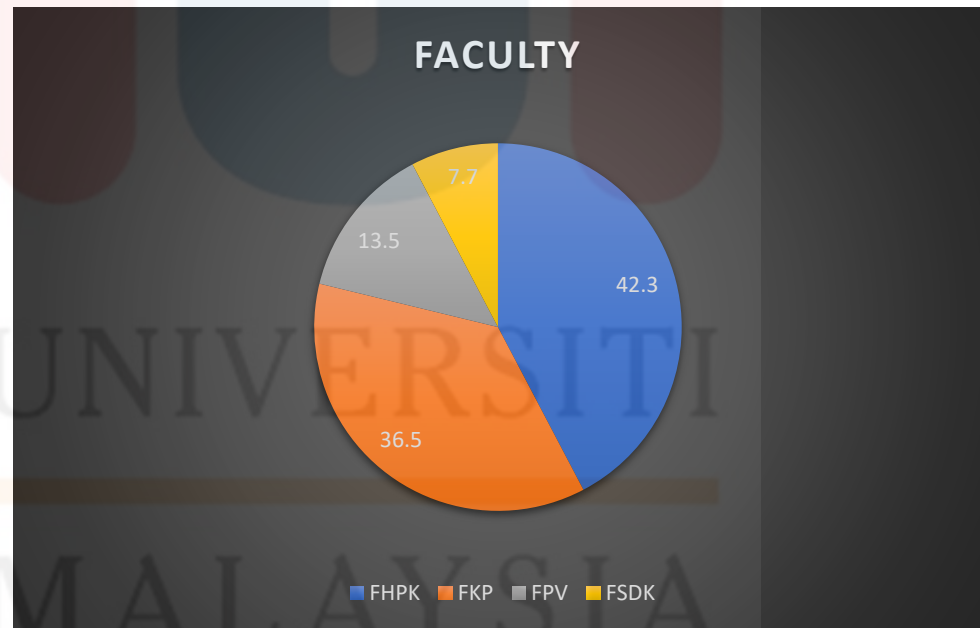


Figure 4.4: The Percentage of Faculty

In Table 4.6 and Figure 4.6 above, the number and percentage of respondents by student faculty are shown. The four categories of faculty from this questionnaire were FHPK, FKP, FPV, and FSDK. So, 42.3%

(n=154) of the respondents that participated in this survey and made up the majority of the respondents were FHPK. The second-highest rate, however, came from FKP and was 36.5% (n=133). The third percentage of students' faculty is FPV which is 13.5%(n=49). FSDK, with 7.7% (n=28) of the faculty respondents, has the lowest percentage of respondents. The FHPK faculty students provided the highest number of responses, which may be because those students are more likely to participate in courses related to wellness, hospitality, and tourism as a result of our research's title and questionnaires being more appropriate for that faculty, while other faculties may have a lower number of students than FHPK.

4.2.1.5 NUMBER OF RESPONDENTS BASED ON YEAR OF STUDY

Table 4.5 presents the year of study distribution of a total 364 of respondents collected from the data collection.

Table 4.5: Frequency Analysis of Respondent’s Year of Study

Year of Education	Frequency (n)	Percent (%)
Final year (Year 4&5)	73	20.1
Year 1	45	12.4
Year 2	80	22.0
Year 3	166	45.6
Total	364	100.00

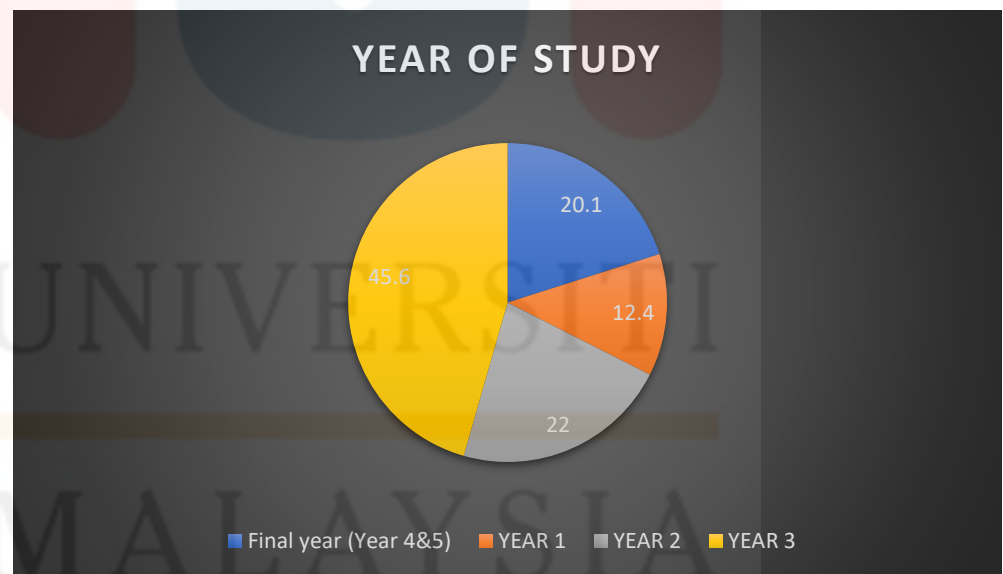


Figure 4.5: The Percentage of Year of Study

The year of study that 364 respondents received is shown in Figure 4.5 above. First year, second year, third year, and final year (Years 4 and 5) were the four categories used to define the study year in

this questionnaire. In accordance with the chart and table above, third-year students have the highest percentage, at 45.6% (n=166), while first-year students have the lowest percentage, at 12.4% (n=45). Students in the second year, at 22.0% (n = 80), and students in the last year (years 4 and 5), at 20.1% (n = 73), are in between. Students in their third year have the highest percentage of students who have time to complete the Google form, while first-year students have the lowest number of students who don't know anything more about their university.

4.2.2 CENTRAL TENDENCIES MEASUREMENT OF CONSTRUCT

Physical activity is the dependent variable, and physiological factors, environmental factors, and intrinsic factors are the independent variables. The frequency distribution, mean, and standard deviation are displayed using the measurements obtained for the various variables. There are six questions in each section for sections B and C of the questionnaire. A five-point Likert scale and SPSS software are used to analyze all of the items in Sections B (an independent variable) and C (a dependent variable). The following values were used to evaluate each Independent Variable and Dependent Variable item on a five-point Likert scale: Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA).

4.2.2.1 PHYSIOLOGICAL FACTOR

Table 4.7 presents the Central Tendencies Result of the Physiological factor collected from 364 respondents.

Table 4.7: Central Tendencies Result of the physiological factor

Item	Frequency					Mean	Std. Deviation
	SD	D	N	A	SA		
PF1	The pressure can make my performance better.	64 17.6%	89 24.5%	57 15.7%	94 25.8%	60 16.5%	2.99 1.368
PF2	I have trouble relaxing and hard to sit still before the exercise or tournament start.	18 4.9%	74 20.3%	69 19.0%	137 37.6%	66 18.1%	3.44 1.147
PF3	I become annoyed and irritable during the tournament or exercise.	21 5.8%	79 21.7%	73 20.1%	111 30.5%	80 22.0%	3.41 1.211
PF4	I have negative thought patterns during tournaments, exercise or training.	25 6.9%	66 18.1%	100 27.5%	122 33.5%	51 14.0%	3.30 1.126
PF5	I feel down or depressed after watching opponent	23 6.3%	77 21.2%	70 19.2%	116 31.9%	78 21.4%	3.41 1.215

	the tournament and training.						
PF6	After the tournament, training or exercise, I had trouble sleeping at night.	36 9.9%	86 23.6%	108 29.7%	91 25.0%	43 11.8%	3.05 1.164

The frequency, mean, and standard deviation for the items used for determining the Physiological Factor (PF) are displayed in Table 4.7. The item PF2 statement, "I have trouble relaxing and hard to sit still before the exercise or tournament start," had the highest mean of the six (6) questions measured, 3.44. Of the 364 respondents, 203 (55.7%) agreed and strongly agreed with item PF2. The PF1 item, however, had the lowest mean measurement (2.99). There was "The pressure can make my performance better" statement. 60 respondents (or 16.5%) selected "strongly agree" for item PF1. For the other four (4) items, the respective mean values for PF3, PF4, PF5, and PF6 were 1.211, 1.126, 1.215, and 1.164.

Therefore, most of the respondents agreed that "I have trouble relaxing and hard to sit still before the exercise or tournament start" is the most impactful statement in physiological factor that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

4.2.2.2 ENVIRONMENTAL FACTOR

Table 4.8 presents the Central Tendencies Result of the Environmental Factor collected from 364 respondents.

Table 4.8: Central Tendencies Result of Environmental Factor

Item	Frequency					Mean	Std. Deviation	
	SD	D	N	A	SA			
EF1	The hot temperature affects me during tournaments, training or exercise.	9 2.5%	23 6.3%	56 15.4%	185 50.8%	91 25.0%	3.90	0.933
EF2	The sudden change of temperature will cause me sick during tournaments, exercise or training.	7 1.9%	40 11.0%	52 14.3%	183 50.3%	82 22.5%	3.80	0.972
EF3	The cold temperature affects me during tournaments, training or exercise.	8 2.2%	48 13.2%	75 20.6%	177 48.6%	56 15.4%	3.62	0.971
EF4	The change in temperature affects my focus and concentrate on exercise or tournament.	8 2.2%	24 6.6%	87 23.9%	182 50.0%	63 17.3%	3.74	0.898

EF5	The high Altitude affects me during my tournament, exercise or training.	10	20	105	168	61	3.69	0.910
		2.7%	5.5%	28.8%	46.2%	16.8%		
EF6	High altitude makes me fatigue or lose energy easily.	8	27	101	173	55	3.66	0.900
		2.2%	7.4%	27.7%	47.5%	15.1%		

Table 4.8 shows the frequency, mean, and standard deviation for the items used to assess the students' environmental influences. The item EF1 on the statement "The hot temperature affects me during tournaments, training, or exercise" had the highest mean of the six (6) questions measured, 3.90. Out of 364 respondents, 276 respondents (75.8%) strongly agreed and agreed to item EF1. The EF3 item, however, had the lowest mean (3.62) when measured. There was "The cold temperature affects me during tournaments, training or exercise." statement. There was a total of 177 respondents (48.6%) answer agreed for item EF3. The second highest mean value is on item EF2 "The sudden change of temperature will cause me sick during tournaments, exercise or training" with 3.80. Out of 364 respondents, 265 respondents (72.8%) strongly agreed and agreed to item EF2. The three (3) other items' respective mean scores for EF4, EF5, and EF6 were 3.74, 3.69, and 3.66.

Therefore, most of the respondents agreed that "The hot temperature affects me during tournaments, training or exercise" is the most persuasive argument for mental health that has an effect on environmental factor has on influence the involvement in physical

activities among University Malaysia Kelantan (UMK) Kampus Kota students.

4.2.2.3 INTRINSIC FACTOR

Table 4.9 presents the Central Tendencies Result of Intrinsic Factor collected from 364 respondents.

Table 4.9: Central Tendencies Result of Intrinsic Factor

Item	Frequency					Mean	Std. Deviation
	SD	D	N	A	SA		
IF1 There is no fitness Centre that I could get into.	21 5.8%	100 27.5%	73 20.1%	121 33.2%	49 13.5%	3.21	1.156
IF2 I have no exercise equipment at home that I use.	16 4.4%	75 20.6%	45 12.4%	173 47.5%	55 15.1%	3.48	1.110
IF3 My family or friends do not encourage me to exercise.	31 8.5%	110 30.2%	58 15.9%	118 32.4%	47 12.9%	3.11	1.215
IF4 My parents give academic success priority over exercise.	22 6.0%	79 21.7%	59 16.2%	138 37.9%	66 18.1%	3.40	1.185
IF5 I have no leisure time for exercise because of my busy lesson schedule.	20 5.5%	60 16.5%	68 18.7%	165 45.3%	51 14.0%	3.46	1.091

IF6	I have no leisure time for exercise because of my social and family responsibilities.	24	85	73	131	51	3.27	1.160
		6.6%	23.4%	20.1%	36.0%	14.0%		

The frequency, mean, and standard deviation for the items used to calculate the Intrinsic Factor (IF) are shown in Table 4.9. Item IF2 on the statement "I have no exercise equipment at home that I use" had the highest mean of the six (6) questions examined, 3.48. Out of 364 respondents, 228 respondents (62.6%) agreed and strongly agreed to item IF2. On the other hand, the IF3 item had the lowest mean (3.11), which was measured. There was "My family or friends do not encourage me to exercise" statement. There was a total of 165 respondents (45.3%) selected agree for item IF3. Item IF5 has the second-highest mean value of the statement which is "I have no leisure time for exercise because of my busy lesson schedule" with 3.46. Out of 364 respondents, 216 respondents (59.3%) strongly agreed and agreed to item IF5. For the other four (4) items, the respective means for IF1, IF4, AND IF6 were 3.21, 3.40, and 3.27.

Therefore, most of the respondents agreed that "I have no exercise equipment at home that I use" is the most influential statement in intrinsic factor that gives impact on the involvement in physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

4.2.2.4 PHYSICAL ACTIVITIES

Table 4.10 presents the Central Tendencies Result of the Physical Activities collected from 364 respondents.

Table 4.10: Central Tendencies Result of Physical activity

Item	Frequency					Mean	Std. Deviation
	SD	D	N	A	SA		
PA1	I've been thinking about exercise is difficult and too tiring.	13 3.6%	99 27.2%	56 15.4%	126 34.6%	70 19.2%	3.39 1.176
PA2	I have no energy as much as to be able to do exercise.	16 4.4%	90 24.7%	53 14.6%	151 41.5%	54 14.8%	3.38 1.137
PA3	I've been thinking about other recreational activities with my friends are more entertaining than exercise.	18 4.9%	64 17.6%	68 18.7%	153 42.0%	61 16.8%	3.48 1.112
PA4	I have not been thinking about exercise has positive effects on my health.	30 8.2%	130 35.7%	39 10.7%	118 32.4%	47 12.9%	3.06 1.236
PA5	I've been worried about my looks when I exercise.	19 5.2%	65 17.9%	84 23.1%	144 39.6%	52 14.3%	3.40 1.095

PA6	I have not been	21	65	72	154	52	3.41	1.111
	thinking about my	5.8%	17.9%	19.8%	42.3%	14.3%		
	ability to exercise.							

The frequency, mean, and standard deviation for the items used to measure physical activity (PA) are displayed in Table 4.10. There were six (6) questions, and item PA3 with the statement "I've been thinking about other recreational activities with my friends are more entertaining than exercise" had the highest mean (3.48) out of the six. Out of 364 respondents, 214 respondents (58.8%) agreed and strongly agreed to item PA3. The lowest mean measurement, 3.06, was made for the PA4 item. There was "I have not been thinking about exercise has positive effects on my health" statement. 160 respondents in total (43.9%) chose "disagree" for item PA4. As for the statement, 118 respondents (32.4%) voted to agree. The average scores for the remaining four (4) items for PA1, PA2, PA5, and PA6 were, respectively, 3.39, 3.38, 3.40, and 3.41.

Thus, the majority of respondents believed that "I've been thinking about other recreational activities with my friends are more entertaining than exercise." is the most influential statement in physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

4.3 RESULTS OF RELIABILITY TEST

The accuracy of a number of scale items and the reliability of the disseminated questionnaire were assessed in this study using a reliability test. The data, which range from 0 to 1, were displayed using Cronbach's alpha. The Cronbach's Alpha, which is used to evaluate the reliability of the independent and dependent variables, was utilized to define the alpha coefficient. The Cronbach's Alpha Coefficient values for the study's independent variables (physiological factor, environmental factor and intrinsic factor) and dependent variables (physical activity) are displayed in the tables below. The tables show that the dependent variable and all independent factors were all over 0.7. As a result, the questionnaire has been approved and is legitimate. Table 4.11, which is a generalization of Cronbach's Alpha Coefficient, provides the basis for the strength of association in this study.

Table 4.11: Rules of Thumb about Cronbach's Alpha

Cronbach's Alpha Coefficient	The Strength of Association
< 0.6	Poor
0.6 to < 0.7	Moderate
0.7 to < 0.8	Good
0.8 < 0.9	Very Good
0.9	Excellent

Source: Essential of Business Research Method (Hair et.al, 2003)

4.3.1 PHYSIOLOGICAL FACTOR

Table 4.12: Reliability Test on Physiological Factor

Variable	Items	Cronbach Alpha	Explanation
Physiological Factor	6	0.899	Very Good

Six questions were utilized in this study to evaluate the physiological factor variable that affects participation in physical activities among University Malaysia Kelantan (UMK) Campus Kota students. Table 4.12 show that the Physiological Factor's Cronbach's alpha coefficient is 0.899, demonstrating a very strong degree of association. As a result, the coefficient found for the Physiological Factor questions is accurate.

4.3.2 ENVIRONMENTAL FACTOR

Table 4.13: Reliability Test on Environmental factor

Variable	Items	Cronbach Alpha	Explanation
Environmental factor	6	0.876	Very Good

Six questions were utilised in this study to assess the environmental factor variable that influences participation in physical activity among University Malaysia Kelantan (UMK) Campus Kota students. Table 4.13 demonstrates that the environmental factor's Cronbach's alpha coefficient is 0.876, showing a very strong degree of association. As a result, the coefficient obtained for the Environmental Factor variable's questions is accurate.

4.3.3 INTRINSIC FACTOR

Table 4.14: Reliability Test on Intrinsic Factor

Variable	Items	Cronbach Alpha	Explanation
Intrinsic Factor	6	0.894	Very Good

Six questions have been used in this study to determine the intrinsic factor variable that affects participation in physical among University Malaysia Kelantan (UMK) Campus Kota students. Table 4.14 shows the intrinsic factor's Cronbach's alpha coefficient is 0.894, showing a very strong degree of relationship. As a result, the coefficient found for the variables relating to the intrinsic factor is reliable.

4.3.4 PHYSICAL ACTIVITY

Table 4.15: Reliability Test on Physical Activity

Variable	Items	Cronbach Alpha	Explanation
Physical Activity	6	0.921	Excellent

Six questions used in this study to evaluate the physical activity variable. Table 4.15 show that Physical Activity has a remaining strength of association with a Cronbach's alpha coefficient of 0.921. The coefficient determined for the questions related to the physical activity variable is therefore valid.

4.4 RESULTS OF INFERENCE ANALYSIS

The relationship between the independent and dependent variables is examined using inferential analysis. Physical activity is the dependent variable, while the independent variables are physiological factor, environmental factor, and intrinsic factor. Based on the size of the correlation, the Pearson correlation is used to evaluate both the strength and the direction of a link between an independent variable and a dependent variable. The Pearson correlation is used to evaluate both the strength and the direction of a link between an independent variable and a dependent variable. Additionally, the significance of the correlation coefficient and the identification of the hypothesis that should be accepted or rejected are both determined by Pearson Correlation Analysis. The general rule about correlation coefficient size is provided in table 4.16. It is signified by r and is represented by designs with a range of -1 to 1. The value of r increases with the strength of the correlation between the variables. As a result, there is no relationship between the variables when the value of r is 0 (Hair, 2015).

Table 4.16: Rules of Thumb about Correlation Coefficient Size

Coefficient Range (r)	Strength of Association
± 0.91 to ± 1.00	Very High
± 0.71 to ± 0.90	High
± 0.41 to ± 0.70	Moderate
± 0.21 to ± 0.40	Weak
± 0.01 to ± 0.20	Very Weak

(Source: Hair (2015). *Essential of Business Research Method*)

4.4.1 PHYSIOLOGICAL FACTOR

Table 4.17: Pearson Correlation of Physiological Factor and Physical Activity

		Physiological Factor	Physical Activity
Physiological Factor	Pearson	1	0.765**
	Correlation		
	Sig. (2-tailed)		.001
	N	364	364
Physical Activity	Pearson	0.765**	1
	Correlation		
	Sig. (2-tailed)	.001	
	N	364	364

** Correlation is significant at the 0.01 level (2-tailed).

H1: There is a significant relationship between physiological factor and physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

Table 4.17 indicates the relationship between physiological factor that influence the involvement in physical activities among University Malaysia Kelantan (UMK) Campus Kota students is high positive with correlation coefficient of 0.765. This implies that relationship between physiological factor is high related to the involvement in physical activities among University Malaysia Kelantan (UMK) Campus Kota students. The lifestyle p value is 0.001, below the very significant level of 0.01. Therefore, there is a strong correlation between physiological factors and students at University Malaysia Kelantan (UMK) Campus Kota getting involved in physical activities.

4.4.2 ENVIRONMENTAL FACTOR

Table 4.18: Pearson Correlation of Environmental Factor and Physical Activity

		Environmental Factor	Physical Activity
Environmental Factor	Pearson	1	0.418**
	Correlation		
	Sig. (2-tailed)		.001
	N	364	364
Physical Activity	Pearson	0.418**	1
	Correlation		
	Sig. (2-tailed)	.001	
	N	364	364

** Correlation is significant at the 0.01 level (2-tailed).

H2: There is a significant relationship between environmental factor and physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

According to Table 4.18, the University Malaysia Kelantan (UMK) Campus Kota students' association between environmental factor and physical activity is moderate positive with a correlation coefficient of 0.418. This suggests a positive and moderate correlated association between environmental factors and students at the University Malaysia Kelantan (UMK) Campus Kota's participation in physical activity. The lifestyle p value is 0.001, below the very significant level of 0.01. Therefore, there is a significant relationship between environmental factor is positive and moderately influence to the involvement in physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

4.4.3 INTRINSIC FACTOR

Table 4.19: Pearson Correlation of Intrinsic Factor and Physical Activity

		Intrinsic Factor	Physical Activity
Intrinsic Factor	Pearson	1	0.793**
	Correlation		
	Sig. (2-tailed)		.001
	N	364	364
Physical Activity	Pearson	0.793**	1
	Correlation		
	Sig. (2-tailed)	.001	
	N	364	364

** Correlation is significant at the 0.01 level (2-tailed).

H3: There is a significant relationship between intrinsic factor and physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

According to Table 4.19, University Malaysia Kelantan (UMK) Kampus Kota students have a strong association between intrinsic factors and physical activity, with a correlation coefficient of 0.793. This implies that relationship between intrinsic factor is high related to the involvement in physical activities among University Malaysia Kelantan (UMK) Campus Kota students. The lifestyle p value is 0.001, below the very significant level of 0.01. Therefore, there is a significant relationship between intrinsic factor is highly influence to the involvement in physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students.

4.5 DISCUSSION BASED ON RESEARCH OBJECTIVES

4.5.1 PHYSIOLOGICAL FACTOR

Table 4.20: The relationship between physiological factors that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

Research Objective	Results	Interpretation
To determine whether psychological factor may influence students' involvement in physical activity.	$r = 0.765, p < 0.01$	Accepted

Hypothesis 1: Physiological Factor

H₁ – There is a positive relationship between physiological factor that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

Table 4.20 have been show the Pearson Correlation coefficient between physiological factors that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students is 0.765. The p-value is 0.001, below the level of significance of 0.01. The relationship between physiological factor that influence the involvement physical activities among UMK Campus Kota students is a high positive coefficient. As a result, this study accepts Hypothesis 1 (H1).

4.5.2 Environmental Factor

Table 4.21: The relationship between environmental factors that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

Research Objective	Results	Interpretation
To determine whether environmental factor may influence students' involvement in physical activity.	$r = 0.418, p < 0.01$	Accepted

Hypothesis 2: Environmental Factor

H₂ – There is a positive relationship between environmental factor that influence the involvement physical activities among UMK Campus Kota students.

Table 4.21 show that the Pearson Correlation coefficient between environmental factor that influence the involvement physical activities among UMK Campus Kota students is 0.418. The p-value is 0.001, below the level of significance of 0.01. The relationship between environmental factors that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students is a moderate positive coefficient. As a result, this study accepts Hypothesis 2 (H₂).

4.5.3 Intrinsic Factor

Table 4.22: The relationship between intrinsic factors that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

Research Objective	Results	Interpretation
To determine whether intrinsic factors may influence students' involvement in physical activity.	$r = 0.793, p < 0.01$	Accepted

Hypothesis 3: Intrinsic Factor

H₃ – There is a positive relationship between intrinsic factor that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

Table 4.22 show that the Pearson Correlation coefficient between intrinsic factor that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students is 0.793. The p-value is 0.001, below the threshold of significance of 0.01. The relationship between intrinsic factor that influence the involvement physical activities among University Malaysia Kelantan (UMK) Campus Kota students is a highly positive coefficient. As a result, this study accepts Hypothesis 3.

4.6 SUMMARY

After using SPSS version 27.0 to examine the relationships between the variables. The researchers can also draw the conclusion that there is a moderate to strong positive link between physiological factors, environmental factors, and intrinsic factors that affect participation in physical activities among University Malaysia Kelantan (UMK) Campus Kota students. The result has been shown by correlation coefficients – physiological factor (0.765), environmental factor (0.418) and intrinsic factor (0.793). The physiological, environmental, and internal factors were all statistically significant independent variables in this study. This is due to the fact that the p value, which is 0.001, is within the ranges of 0.41 and 0.70 and 0.71 and 0.90 and is lower than the alpha value of 0.01. The entire chapter explains how reliability analysis, descriptive analysis, and Pearson correlation analysis are used to evaluate the researchers' obtained data.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

The purpose of this study is to identify the factors that affect University Malaysia Kelantan, Kampus Kota students' participation in physical exercise. Physiological factor, environment factors, and intrinsic factors are the three main elements that were used to collect the data for this study. There are five questions, one for every factor. The data from this study were analysed using SPSS, Statistical Package for the Social Sciences, to be precise. The previous chapter described the study's conclusions. This section will focus on the discussions on recapitulation of the study's findings, limitations, and suggestions.

5.2 RECAPITULATION OF THE FINDINGS

Table 5: Result of Hypothesis about Research Objective

Research Objective	Hypothesis	Results	Supported
To determine whether physiological factor may influence students' involvement in physical activity among Universiti Malaysia Kelantan (UMK) Kampus Kota students.	There is a significant relationship between psychological factor and students' physical activities among University Malaysia Kelantan (UMK) Campus Kota students.	$r = 0.765$, $p < 0.01$	Yes
To determine whether	There is a significant relationship	$r = 0.418$,	Yes

environmental factor may influence students' involvement in physical activity among Universiti Malaysia Kelantan (UMK) Kampus Kota students.	between environmental factor and students' physical activities among University Malaysia Kelantan (UMK) Campus Kota students.	$p < 0.01$	
To determine whether intrinsic factor may influence students' involvement in physical activity among Universiti Malaysia Kelantan (UMK) Kampus Kota students.	There is a significant relationship between intrinsic factor and physical activities among University Malaysia Kelantan (UMK) Campus Kota students.	$r = 0.793,$ $p < 0.01$	Yes

5.2.1 PSYCHOLOGICAL FACTOR

Table 6: Relationship between Physiological Factor and Physical Activities

Research Objective 1:	To determine whether physiological factor may influence students' involvement in physical activity among University Malaysia Kelantan (UMK) Kampus Kota students.
Research Question 1:	Is physiology a factor in students' involvement in physical activity among University Malaysia Kelantan (UMK) Campus Kota students?
Hypothesis 1:	There is a significant relationship between physiological factor and physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

The findings of hypothesis H1 from Chapter 4 were assessed to provide a response to the first research question. The primary research goal is to determine whether physiological factor influence students' involvement in physical activity. As a result of the findings, H1 concluded that there is a positive correlation between

physiological factors and physical activity. The results indicate that the relationship is highly positive, with a correlation coefficient of 0.765. The physiological factor associated with physical activity has a p value of 0.001, which is below the highly significant level of 0.01. As a result, H1 has been accepted.

This study proves that there is a positive relationship between physiological factor and physical activity. The results showed that students' ability to control the stress brought on by their homework was improved by participating in physical education lessons. (Al-Wadei, 2013). Exercise is intended to improve mood and reduce stress, which may help people understand the connection between stress, depression, and health outcomes. (Hamer, M., Endrighi, R., and Poole, L., 2012). With this, it can be concluded that physiological factor influences students' involvement in physical activity.

5.2.2 ENVIRONMENTAL FACTOR

Table 7: Relationship between Environmental Factor and Physical Activities

Research Objective 2:	To determine whether environment factor may influence students' involvement in physical activity among University Malaysia Kelantan (UMK) Campus Kota students.
Research Question 2:	Is environment a factor in students' involvement in physical activity among University Malaysia Kelantan (UMK) Campus Kota students?
Hypothesis 2:	There is a significant relationship between environmental factor and physical activities among University Malaysia Kelantan (UMK) Campus Kota.

To answer the second research question, the outcomes of hypothesis H2 in Chapter 4 were evaluated. The second research objective is to determine whether environmental factor influence students' involvement in physical activity. As a result of

the findings, H2 concluded that there is a positive correlation between environmental factors and physical activity. The results indicate that the relationship is positive and moderate, with a correlation coefficient of 0.418. The environmental factor associated with physical activity has a p value of 0.001, which is below the highly significant level of 0.01. H2 was therefore approved.

This study proves that there is a positive relationship between environmental factor and physical activity. Environmental conditions also affect a person in doing physical activities. Several elements of the environment affect our health. These include things like increased use of computers, pesticides, lead, carcinogens in food and air pollution (Carolyn M. Hutter, 2022). Therefore, it can be concluded that environmental factors influence students' involvement in physical activity.

5.2.3 INTRINSIC FACTOR

Table 8: Relationship between Intrinsic Factor and Physical Activities

Research Objective 3:	To determine whether intrinsic factor may influence students' involvement in physical activity among University Malaysia Kelantan (UMK) Campus Kota students.
Research Question 3:	Is intrinsic a factor in students' involvement in physical activity among University Malaysia Kelantan (UMK) Campus Kota students?
Hypothesis 3:	There is a significant relationship between intrinsic factor and physical activities among University Malaysia Kelantan (UMK) Campus Kota students.

The results of hypothesis H3 were assessed in Chapter 4 as a means to respond to the third research question. The third research objective is to determine whether intrinsic factor influence students' involvement in physical activity. As a result of the findings, H3 concluded that there is a positive correlation between environmental

factors and physical activity. The results indicate that the relationship is highly positive, with a correlation coefficient of 0.793. The intrinsic factor associated with physical activity has a p value of 0.001, which is below the highly significant level of 0.01. H3 has consequently been approved.

This study shows that intrinsic factors and physical activity have a positive connection. Even if they are aware that exercising regularly, such as walking or jogging, has many advantages, some people despise it because they find it exhausting. Stronger inter-network connections are associated with poorer life meaning, whereas lower levels of loneliness are associated with more modular brain connectivity (Mwilambwe-Tshilobo, 2019). Thus, it can be concluded that intrinsic factors influence student involvement in physical activity.

5.3 LIMITATIONS

There must be obstacle or limitation in any research and this study is no exception. The researchers found it difficult to complete this study due to its limitations. First off, the data collection and analysis are where this study comes out. It takes a lot of time for researchers to gather and analyse the data. Additionally, when answering the questionnaire, respondents do not give their full cooperation and provide accurate and exact information.

Besides, the lack of cooperation is this study's limitation. This study use questionnaire to collect the data from respondents. This method makes the researcher have difficulty collecting data from respondents because some of them do not give their best and full cooperation when answering the questionnaire. In addition, when researchers distribute the questionnaire, respondents are not willing to answer because they find it takes their time and feel lazy and troublesome when they see the questionnaire. This will affect the study because it will take time to gather the respondents.

Next, the limitation of this study is limited in time. In order to perform this study and produce accurate results, the researcher needs a large number of participants. As a result, the researcher takes a long time to gather the data from the questionnaire distributed to the respondents due to a shortage of time. To get the findings from the study, it is also necessary to assess the data that was obtained. Due to the delayed data gathering, data analysis must be completed quickly in order to make up for the time lost during the collection of respondents.

Other than that, the limitation of this study is that it is difficult to discover a good and relevant literature review. This is allegedly the case since there are so few

accessible previous articles that are related. Other relevant articles that need access, however, cannot be accessed due to restrictions or a fee to access and open the content.

5.4 RECOMMENDATIONS

The primary goal of the research study is to analyse and present the findings of the data analysis from the previous chapter in order to improve understanding of research problems. According to the research, there is a correlation between physical activity and the independent variables of physiological, environment, and intrinsic factors. Some suggestions for future research are as follows:

1. In future studies, the first recommendation is that the questionnaire should be simpler and easier to understand. This is because respondents always answer the questionnaire without reading or understanding the sentence. Therefore, if the questionnaire is simpler and shorter, it will save the respondent's time and make it easier for the respondent to understand the question. The results can also be more effective because of the good response from the respondents.
2. The second suggestion is to improve facilities and equipment to help students. This is because we already know about physiological factors, environmental factors, and intrinsic factors that affect physical activity which is the topic of this study. This helps to make better decisions in the future.
3. The third suggestion is related to the approach taken by the researcher when answering the questionnaire. Before the researcher gets favourable survey results, respondents must complete the information in the questionnaire. This survey can simplify matters and can improve the accuracy of information.

5.5 SUMMARY

In conclusion, the goal of this research was to conclude the result from the study. From the finding part, researcher shows the results obtained from the data that has been analysed which is the result of the study. The Pearson Correlation Coefficient was used to assess these independent and dependent variables. This shows that there is a relationship between the independent and dependent variables. This research shows that psychological factor, environment factor and intrinsic factor influence students' involvement in physical activity. In addition, there is also some limitation when researchers conducting this study such as lack of cooperation from respondents, limited in time, difficult to discover a good and relevant literature review and more.

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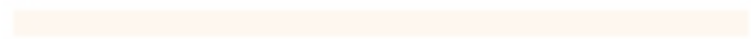
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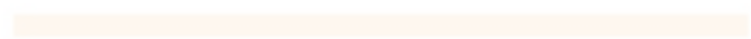
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MALAYSIA



KELANTAN

APPENDICES

APPENDIX A: QUESTIONNAIRE

THE FACTORS THAT INFLUENCE PHYSICAL ACTIVITY INVOLVEMENT
AMONG UNIVERSITI MALAYSIA KELANTAN (UMK) KAMPUS KOTA
STUDENTS.

Dear respondents, we are undergraduate students of Bachelor Degree in Entrepreneurship (Wellness) with Honor, from Faculty of Hospitality, Tourism and Wellness (FHPK), University Malaysia Kelantan, Pengkalan Chepa, Kota Bharu, Kelantan. We are currently doing our third-year research project and we will be conducting the above study. The purpose of this study is to examine the factors that influence the involvement physical activities among Universiti Malaysia Kelantan (UMK) Kampus Kota students. We believe you are the best person who can give us insights into this study. We are hopeful that you can provide us with the information by completing the questionnaire. Your responses will be kept strictly confidential and will be used for academic purposes only. Thank you for your cooperation.

SECTION A: Demographic Information

Gender:

Male	
Female	

Age:

18–21	
22–25	

26 and 29	
30 and above	

Race:

Malay	
Chinese	
Indian	
Others	

Faculty:

FKP	
FHPK	
FPV	
FSDK	

Year of Study:

1	
2	
3	
4 & 5	

Instruction: Respondents are required to indicate the extent to which they agree or disagree with each statement by using 5 Likert Scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Please click **ONE** option for each question below.

INDEPENDENT VARIABLE:

SECTION B:

Physiological factor

No.	Items	Scales				
		1	2	3	4	5
1.	The pressure can make my performance better.					
2.	I have trouble relaxing and hard to sit still before the exercise or tournament start.					
3.	I become annoyed and irritable during the tournament or exercise.					
4.	I have negative thought patterns during tournaments, exercise or training.					
5.	I feel down or depressed after watching opponent the tournament and training.					
6.	After the tournament, training or exercise, I had trouble sleeping at night.					

Environmental factor

No.	Items	Scales				
		1	2	3	4	5
1.	The hot temperature affects me during tournaments, training or exercise					
2.	The sudden change of temperature will cause me sick during tournaments, exercise or training					
3.	The cold temperature affects me during tournaments, training or exercise					
4.	The change in temperature affects my focus and concentrate on exercise or tournament					

5.	The high Altitude affects me during my tournament, exercise or training					
6.	High altitude makes me fatigue or lose energy easily					

Intrinsic factor

No.	Items	Scales				
		1	2	3	4	5
1.	There is no fitness Centre that I could get into					
2.	I have no exercise equipment at home that I use					
3.	My family or friends do not encourage me to exercise					
4.	My parents give academic success priority over exercise					
5.	I have no leisure time for exercise because of my busy lesson schedule					
6.	I have no leisure time for exercise because of my social and family responsibilities					

DEPENDENT VARIABLE:

SECTION C: PHYSICAL ACTIVITIES AMONG UMK KAMPUS KOTA STUDENTS

No.	Items	Scales				
		1	2	3	4	5
1.	I've been thinking about exercise is difficult and too tiring					
2.	I have no energy as much as to be able to do exercise					
3.	I've been thinking about other recreational activities with my friends are more entertaining than exercise					
4.	I have not been thinking about exercise has positive effects on my health					
5.	I've been worried about my looks when I exercise					
6.	I have not been thinking about my ability to exercise					