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FACTORS THAT MOTIVATE RECREATION PARTICIPATION AMONG UMK STUDENTS

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ABSTRACT

This study investigates the factors that motivate recreation participation among UMK students. The aim of this study is to identify the connection between the intrinsic and extrinsic motivation of UMK students to do recreation activity. The purpose of this study is to define the relationship between intrinsic and extrinsic motivation that activates the participation factor of those operations. Quantitative study was carried out to achieve the objective. The total respondents in this study was conducted through online surveys to gather the data from 327 UMK students. There is a high positive correlation between intrinsic and extrinsic motivation towards recreation participation among UMK student. The study finds out the most significant factors that have an impact on the recreational involvement is because they want to maintain physical health and well-being. We conclude that intrinsic and extrinsic motivation will increase the recreation participation.

Key words: Recreation Participation, Intrinsic Motivation, Extrinsic Motivation, Motivation.



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ABSTRAK

Kajian ini mengkaji faktor-faktor yang mendorong penyertaan rekreasi di kalangan pelajar UMK. Tujuan kajian ini adalah untuk mengenalpasti perkaitan antara motivasi intrinsik dan ekstrinsik pelajar UMK untuk melakukan aktiviti rekreasi. Tujuan kajian ini adalah untuk menentukan hubungan antara motivasi intrinsik dan ekstrinsik yang mengaktifkan factor penyertaan operasi tersebut. Kajian kuantitatif dilakukan untuk mencapai objektif. Jumlah responden dalam kajian ini dilakukan melalui tinjauan dalam talian untuk mengumpulkan data daripada 327 pelajar UMK. Terdapat hubungan positif yang tinggi antara motivasi intrinsik dan ekstrinsik terhadap penyertaan rekreasi di kalangan pelajar UMK. Kajian ini mendapati faktor yang paling penting yang mempengaruhi penglibatan dalam rekreasi adalah kerana mereka ingin menjaga kesihatan dan kesejahteraan fizikal. Kami menyimpulkan bahawa motivasi intrinsik dan ekstrinsik akan meningkatkan penyertaan rekreasi.

Kata kunci: Penyertaan Rekreasi, Motivasi Intrinsik, Motivasi Ekstrinsik, Motivasi.

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LIST OF ABBREVIATIONS

UMK	University Malaysia Kelantan
FHPK	Faculty of Hospitality, Tourism and Wellness
MERS-CoV	Middle East Respiratory System Coronavirus
SARS-CoV	Severe Acute Respiratory Syndrome Coronavirus
MCO	Movement Control Order
COVID 19	Coronavirus Disease 2019
SPSS	Statistical Package for the Social Sciences

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CHAPTER 1

INTRODUCTION

1.1 INTRODUCTION

This chapter included eight main sections which are background of the study, problem statement, research questions, research objectives as well as significances of study. This is followed by limitations of study, definition of terms and summary. The background of study will explain about the idea of this topic and problem statement will define the problem with more detail. Then, research questions are the questions that answerable inquiry into a specific issue, research objectives describe the aims of this research, significance of study is explaining the benefits from this study and definition of term is explains the term that use in this research. Next, limitation of study is the element that motives for participation and summary is the brief explanation of this chapter.

1.2 BACKGROUND OF STUDY

Nowadays, the modernization of the world with the development of sophisticated information, technological advances and communication tools has a

very negative impact on adolescents mostly for students. This sophistication has taken away time for these teenagers to actively participate in recreation at the same time can ruin their healthy lifestyle. This will also create an unhealthy culture for students in the future due to lack of recreational activities and sports. They also do not know the current issues outside about the flora of fauna or events that occur due to default with the gadget they have. But through recreation, they can have experience and can even keep the body healthy by spending time through available activities.

Recreational activities are an indispensable part of university life (Zorba, 2006). Thus, recreational programs in universities have a serious role and significance on university students. Recreation is a planned activity that is done to fill free time not for the purpose of competition but to gain pleasure, peace of mind, relax and keep the body healthy. Recreation is divided into two parts, namely in-door such as badminton, squash, bowling while outdoor recreation is abseiling, camping, and so on. Through these recreational activities can help students to fill the free time used to do fun activities and give satisfaction to someone.

Then it will increase the development of tourism. According to (Isa & Aziz, 2014), Malaysia has abundant natural resources that suitable for recreational activities. It can develop some nature area to attract visitors with nature tourism for their outdoor recreation. Tourism industry can get the idea to increase the quality and quantity of the recreation program in Malaysia. The process of development the recreation program was rare. There was a problem about the lacking of attractive recreation to attract people join actively with outdoor and indoor recreation. This

research can help them more understand the student behaviour in Malaysia. The development of recreation in tourism industry can help to attract domestic or international travellers come and join the activities.

Consequently, the year of 2020, the world is shocked by pandemic of covid-19 disease or coronavirus (Cov) which is a family of viruses that cause various diseases from the flu to more serious diseases such as MERS-CoV and SARS-Cov. The disease has spread widely throughout the world, including in Malaysia, causing many factors in Malaysia to be affected. The pandemic has also affected recreational activities in the country. This causes activities in this country to be limited to some places that are not polluted by Covid 19. Among the effects of Covid 19 disease on recreation is that most facilities or activities had to be closed and cancelled, especially out-door recreational activities.

With regard to the Kelantan state, PengkalanChepa was chosen as a case study for this research. The small town of Pengkalan Chepa is one of the neighbourhoods of Kelantan, the capital of the state of the same name in Malaysia. It is a coastal area and a small town near Kota Bharu Airport, with around 14,000 inhabitants. The city is a small educational place where there are a few very good community and private schools and colleges. The subjects comprised of University Malaysia Kelantan (UMK) students at City Campus, Pengkalan Chepa in Faculty of Hospitality Tourism and Wellness (FHPK). There are three majors in the faculty which is SAP, SAW and SAH. This study will shed light on the factors that motivate for recreation participation among UMK students and we focused among FHPK students.

A events implemented or planned ought to be cancelled to avoid any . On the other hand, in-door recreational activities are still open to the public such as badminton playing activities, bowling and so on but conditional not being grouped or exceeding the set limits. Therefore, the participation of students is quite limited to do recreational activities nowadays to do recreational activities. The COVID-19 virus spreads primarily through droplets of saliva or discharge from the nose when an infected person coughs or sneezes. This has caused the movement of people is limited, people were not allowed to gather in public area.

1.3 PROBLEMS STATEMENT

During this pandemic season, it is hard for students to do a recreation leisurely. As we are restricted to Movement Control Order no large mass gathering, two persons in each household only allowed to go out and no interstate travels. But, participation in sports during Movement Control Order have been updated recently. There are several activities that can be done by UMK students despite being in MCO period. Researcher wanted to know the correlation of intrinsic and extrinsic factors towards FHPK students.

Recreation or physical activity is important for students physical and health. Regardless of age, gender and socioeconomic. People can still participate in recreation. Recreation consists of three domains which are outdoor activities, indoor

activities and resource-based activities. High percentage of recreation participation by students takes place of indoor activities and outdoor activities. Examples of indoor activities are watching television, dining out, visiting, attending lectures and doing hobbies. These activities can be done despite in MCO period.

While for outdoor activities required students to be out of the house, but still obligating the MCO rules. Some activities that can be done with outdoor activities are gardening, jogging and cycling around house area, badminton and tennis. Given is statistics of time spending on recreation activities in leisure time by Malaysians during MCO period. According to a survey conducted by (R. Hirschmann, 2020) on Malaysians' media consumption during the Movement Control Order (MCO) period, 52% respondents spending less than half an hour per day for exercise, 65% respondents spending 1 to 3 hours for gardening and 33% respondents spending 3 to 5 hours to watch entertainment content in leisure time. Most studies believe motivation is a major role of recreational participation among students. But there are others intrinsic factor and extrinsic factors that should be put in mind. The intrinsic factor is health issues. According to (Sherwood & Jeffery, 2000), Malaysians was less involves into various types of physical activity. Students have less desire to engage in recreation activities. According to (Lian, Bonn, Han, Choo & Piau, 2016), the participants that did not engage in physical activity which are 9.9% in light exercise, 16.3% in moderate exercise, and 28.1% during vigorous exercise. Students think that there was no impact to their health.

Hence, students did not take action to participate in recreational activity. According to (Radzi, Jenatabadi, Alanzi, Mokhtar, Mamat & Abdullah, 2019),

Malaysian university students have many prevalence overweight and obesity, which higher than some other countries. Recreation participation in the university is very important to maintain student's physical and mental health. If student less focus on health issues they will easily get diseases such as obesity, heart disease and hypertension. Participating actively into recreation activity will help students to be healthier and more energetic. Recreation activity will help students to temporary escape from their academic pressure, decrease anxiety and depression feeling. Students can take the opportunity to relax and release stress. Recreation activity will increase quality of life and led life better and value.

Next, students lack of self-confident to do recreation activity. According to (Ibrahim, Karim, Oon, & Ngah, 2013), many Malaysians thinks that physical activity is challenging, no rewarding, less interest, dangerous, uncomfortable and no convenient for them. Students think that recreation activities do not bring benefit to them. Students were prefers to do part time job during their leisure time to earn extra money for expenses. According to (Cherney, 2018), students with the pressure of exams, grades and financial aid requirements which made them do not have enough time for a proper workout. Students have many tasks which need to complete every week. For example, they need to do assignment, homework, revision and study. Students need to have a good control of time management to arrange their recreational activity. Recreation activity will help student more discipline and happy. It will also help students to refresh mind and came out with creative ideas. Some of the activities required knowledge and skill to process. This was, the chances to train students to learn new skills and experiences. Each student has different characteristic and it depends on the student's leisure attitude to participate the activities.

According to (Yahya & Maruthaveeran, 2012), the level to exploring with outdoor recreation activities in Malaysia was low. There were less outdoor recreational activities can be explored with students in Malaysia. According to (Sidi & Radzi, 2017), outdoor recreation activities in Malaysia were less which only conducted in some public universities and low conducted in private universities. The student needs to search more information by their own before they go explore the adventure. According to (Franklin& Hardin, 2008), students need some recreation program that inside the campus which can provides or deliver information for them. As for the purpose of the study UMK have very limited facilities and recreation area for students to enjoy recreation activities. Recreation activities that offered by UMK was also limited. Students do not have many choices of recreation participation due to lack of outdoor activity that provided by university. Student need to find another recreation program from outside campus to fulfil their desire and needs. Recreation activities can help students to be independent and develop themselves.

Most of the students went back to their hometown due to the pandemic. There was difficult for student to processing, recreation participation program in university campus. Student loss the chances to have a trip with their friends to gain their experience and learn some extra knowledge. Every course has change into online model to reduce the risk and contact of COVID 19. The student needs to keep a social distance in their hometown or campus. There is limited outdoor activity can be participated by student, but it was a high participation in indoor recreation activity during the COVID 19. Outdoor recreation activity can help students more understand environmental value and increase their social responsibility. Student will spend their leisure time to participate individual or group activity outside the home. Student like

to participate in outdoor activity with their friend to enjoy nature environment. They will choose to do some adventure activity which was challenging and help them close to the nature and gain experience.

There are intrinsic and extrinsic motivation factor that influence UMK students to do recreation participation. Students have different personality and they were easy to influence by surrounding. Students have various leisure pursuits and different expectations with the recreation participation. They will find the recreation activity that suitable to them and meet their needs and interest. It is very important to provide more information to them. This research is worth to explore because researcher wants to increase the involvement of students in recreation participation. This research is trying to solve the problem and find out the motivate factor which motivate student to participate into recreation activity.

1.4 RESEARCH QUESTIONS

A research question is an answerable investigation into a particular issue or problem. In a research project, it is the original phase. The 'original step' means that the research question is the first active step in the research project after you have an idea of what you want to study. Therefore, for this study there are three research questions have been developed to be answer. There are:

- I. Is there any relationship between intrinsic motivation towards recreation participation among UMK students?
- II. Is there any relationship between extrinsic motivations towards recreation participation among UMK students?
- III. What is the best factor in influencing recreation participation among UMK students?

1.5 RESEARCH OBJECTIVE

Research objectives concisely explain what the research is attempting to accomplish. Researcher should read about all the trends in research field before developing a research target, and identify knowledge gaps that need to be addressed.

Therefore, this research aims to achieve three research objective which are:

- I. To examine the relationship between intrinsic motivation towards recreation participation among UMK students.
- II. To examine the relationship between extrinsic motivation towards recreation participation among UMK students.
- III. To determine the best factor in influencing recreation participation among UMK students.

1.6 SIGNIFICANCE OF STUDY

The significance of study was important. This study will help people know about the factor that motivate student to participate in recreation. It tries to explain the motivation of university student to join indoor or outdoor recreation around their area. The significance of study will bring benefit to different field of people and help them more focus on the importance to participate actively in recreation. According to (Li & Wang, 2012), recreation helps people to increase people social interactions, sense and effective the use of time. The potential benefits will make people more focus on recreation activities and try to solve existing problem that affects it.

The first significant is extend the body of knowledge. According to (Faryadi, 2020), body of knowledge is a complete system about expertise and skills with all professional, scholar and scientist. Data and result in this study will enrich literature for future reference. The new knowledge should be added to existing knowledge and provides more useful data. It was lack of the study about recreation activity in Malaysia. According to (Rafael, 2018), student should tackle the impossible research because not every researchable idea on earth has tackled by someone. Future researcher can use the data to explore another study and get more related information. The result of study provides the detail and information about the topic. The idea of this topic will help them to increase expert knowledge and use to compare with variety research. The provided data was up to date and accurate which help them more understanding about student motivation and interest in recreation.

The next significant is give an insight to student or exercise practitioners in term of improve quality of health. According to (Li, 2020), quality of life was significantly related with people demographics and behaviour. Student will realize the important of recreation activity and start the action to maintain their physical and mental health. This will inspirit student desire to participate actively into recreation activity. Student will more focus on their health issues and try to find some suitable activity that suit to them. Recreation satisfaction of student will increase their motivation to participate with recreation activity. They will bring influence to their family and friend and keep healthy together. Involvement in recreation participation should be focus by everyone to create a good habit and healthy life. Besides, helps personal development. This study will help student to increase their recreation knowledge. Student will be attracted by the recreation activity and go explore with the challenges. They will learn new skill and gain experience from it.

Then, to the universities it helps universities to increase social interaction. The main emphasis of recreation program was successfully facilitated of social interaction. According to (David, John & Molly, 2018), there was only limited time or lack of knowledge and skills toward the recreation participation but it can increase the social interaction and communication between the partners. Student can meet new friends who have the same interest in same recreation. The relationship of the student will be close. Public and private universities can get the idea from the study and provides some special and interesting recreation activities. It will bring a high participant of students in the activities. The collection of the data was importance to find a good way for increasing the number of people to participation. The data can be used to do some improvement of previous program or new program to create creative

recreation activities. High response of participant will make the recreation program support by student and become more successful and smoothly.

1.7 LIMITATION OF STUDY

The purpose of this research is to identify the factors that use recreational motivation among UMK students. Furthermore, to gain a better understanding of how this recreational motivation occurs to UMK students, the questionnaire consisting of male and female students can cover various types of attractions in detail. Research on the factors that influence recreational motivation gives an advantage to academics. In addition, for the purpose of obtaining more in-depth information, future studies are encouraged to investigate the subject from a different perspective. Through this method, researchers will gain a better understanding through research, formulate and implement better strategies to see how this recreational motivation occurs among UMK students. Therefore, in the future, the relevant parties will have more comprehensive data to make decisions in managing resources in recreational places for students.

1.8 DEFINATION OF TERM

1.8.1 RECREATION

Recreation is a feeling of people to make joy and valuable in life. According to (William, 2004) Recreation is the extension of recreate and it means that to creating something new in people. People can explore new thing in life when doing some activity for the purpose of recreation. Recreation can make the life more funnies, interesting and without boring. Recreation is activity could be one of the important interaction with human life because people need to do some recreational activities in leisure time to increase the quality of life. Recreation can help to release people stress and bring positive thinking for people to continue the challenging life. According to (Jensen & Guthrie, 2005), recreation is one of the subsets of leisure and the difference between recreation and leisure is recreation as a human activity. Recreation can bring intrinsic and extrinsic benefits to people (Williams, 2003). According to (Torkildsen G, 2005), recreational activities were the activities which can be done in indoor or outdoor, in or outside home and urban or rural area. Indoor recreational activities is a home-based recreation which includes watching television, reading, bowling, traditional games and brain games. Outdoor recreational activities is a recreation that away from home which includes abseiling, camping, horse riding, hiking and kayaking. Recreational activities

can be process in different places and involves to the person who want to do the same recreational activities in same leisure time.

1.8.2 MOTIVATION

Motivation is intangible and cannot be touch or senses. According to (Huitt, 2011), motivation is an internal process. According to (Altun, Sozeri & Kocak, 2016), motivation is a basic element of people's behaviours. According to (Ball, Bice, & Parry, 2014), motivation is a psychological concept which encourage people to have a desired goal for it psychological force. Motivation helps to inspired people to do recreation activities in leisure time. Motivation can be divides into intrinsic and extrinsic. People will participate into recreational activities based on the motivation of personal and group influences.

1.8.3 INTRINSIC MOTIVATION

Intrinsic motivation is the motivation that comes out from person itself. The intrinsic factor includes health and fitness, skills, enthusiasm and excitement and expertise. According to (Haskell, Blair, Hill, 2009), intrinsic motivation, relaxation, personal involvement and self-expression are the element of

freedom activities in leisure time. People who had individual needs for relaxation or release stress can be motivate to do some recreational activities.

1.8.4 EXTRINSIC MOTIVATION

Extrinsic motivation is the motivation that brings from surrounding such as family and friends. For extrinsic factor, it includes friends, facilities in university and role of university. According to (Pichardo, 2010), youth people are easily to influence by surrounding circumstance and highly supported by friends and family which help to inspire their motivation to participation in sports. People will explain and share the activity to influences each other to join that activity together. Extrinsic motivation can motivate people to participation in recreation for the purpose of build relationship with family and meet new friend.

1.9 SUMMARY

In this chapter it clarified the introduction of the research proposal in this chapter, which includes part of the background of the study and the problem statement that may emerge from the issues to be addressed. Research objectives and definitely research questions also have discusses in this early chapter. To make the topic in this chapter one more clearly, it also provided with some of significant of study and some limitations that might happen during the process of completion of this study.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter contains literature review of this study. Literature review is referring to published or unpublished article or journal which describes, summarize, clarify and evaluate it research. The scope of this literature review is supporting the research theory, discussion on dependent and independent variable, hypothesis, conceptual framework and summary. This research will focus on relevant research theory and behavior. In this analysis, the dependent variable is recreational participation while intrinsic and extrinsic motivation factors are independent variables..This research will analysis and discuss about the relationship between intrinsic motivation, extrinsic motivation towards recreational participation. Researcher can gain the idea with the research problem and more understanding the motivation that motivate and encourage people to involve into recreational participation.

2.2 REVIEW OF LITERATURE FOR RECREATIONAL PARTICIPATION

Recreation is an activity that is done during the activities that are done while filling free time, on that day and it also does leisure for the interior for pleasure, entertainment, health and also education for the public. This recreational activity is also done without coercion to the public and even this activity is only done with the individual volunteers to do activities or encourage entertainment or satisfaction.

These recreational activities can also be done anywhere outside the area or within the area actively or passively in urban or rural areas. But these recreational activities can be done by individuals or groups because it is according to the needs of the recreational activities. According to (Doğantan E, 2016) these recreational activities are usually done when people have free time such as no classes, no work or even during the holidays to do recreational activities for physical or mental to improve physical strength and enrich mental abilities.

While for this participation is an open participation for all students who want to venture or do recreational activities. Among the effects that influence a UMK student to participate is the encouragement from friends, family, other individuals and so on. There are also students of the Universiti of Kelantan who do this participation activity because of the interest in doing recreation to experience the different challenges that are often done by the public. University students who are

often busy with learning activities also want to feel the difference is also motivated to do recreation to relieve stress or explore and learn something new for them.

2.3 REVIEW OF LITERATURE ON INTRINSIC MOTIVATION

There are many factors that motivate students to participate in outdoor recreational activities or factors on campus. Recreational activities require one's commitment to do well and affect one physically or mentally. Recreational activities are often done by the public because of interest, in addition to being influenced by friends, colleagues, family and so on. Therefore, there are two factors focused in this study namely intrinsic and extrinsic factors. This study aims to identify the intrinsic motivational factors for recreational activities performed by UMK university students. This study was also made to see the effect of the involvement of UMK students on the recreational activities performed and the relationship between intrinsic motivation that causes the participation factor of those activities.

Through this intrinsic is divided into several factors. Among them are the factors of enthusiasm and joy in recreational activities. (Department of Health Assessment Science, Pennsylvania State University Medical College, Hershey, Pennsylvania 2010). This recreational activity is done by the people with the right intention with enthusiasm without any compulsion willingly with a happy and cheerful heart. This intrinsic recreational activity is done in a place that has been provided to feel the pleasure and satisfaction gained as a result of doing the activity.

In addition, high motivation is also an intrinsic factor in recreational activities. A student who has high motivation such as good mental and physical strength, safe and comfortable environmental conditions can influence students to do recreational activities (Haskell, Blair & Hill, 2009). With the positive effects that can be seen with the naked eye of a student, it can further increase one's motivation and be able to attract someone's interest to participate to do the activities performed. High motivation can cultivate a person to do recreational activities in good condition and feel pleasure in doing such activities.

The enemy is the health and fitness factors are intrinsic that influence a person to do recreational activities. This factor is seen from the development by the body responsible for looking at health, fitness as a result of the activities performed. (MacKelvie KJ, Khan KM, Petit MA, Janssen PA, McKay H A., 2003). A person will do recreational activities without any schedule or instructions to maintain the health of the body so that the body is always healthy and not sick. Forming a good identity and taking care of the body can increase the knowledge found in the body and is able to improve fitness from internal and external.

The hypothesis of this research is, based on the intrinsic factors. The hypothesis has been created and be tested as below:

- I. There is significant relationship between intrinsic motivation and recreation participation among UMK students.

2.4 REVIEW OF LITERATURE ON EXTRINSIC FACTORS

The study aims to identify extrinsic motivation factor that most contributed to the impact of the involvement of UMKs students to perform recreation participation. This study also examines the relationship between extrinsic motivation on the impact of the involvement of UMKs students to perform recreation participation.

There are fourth type of extrinsic motivation was sociability, an amalgam of friendship, improving relationships between families and peer pressure by (Lamont & Kennelly's, 2012). Then, (Lamont & Kennelly's, 2012) says again, Participation in outdoor recreation activities can also be influenced by opportunities for social engagement, self-transformation, lasting devotion most interestingly, and perhaps most critically, the ability to explore nature itself. It is this element that we are shifting to now.

The other researchers have identified four variables for extrinsic factor which is friends, family, university sports facilities and university position by (Abdullah, 2018). It has been suggested that the majority of college students, men and women, are unhappy with their body image. Girls are more inclined and inspired than men to attain the ideal body shape, researchers have found. For college students, since it may increase their attractiveness to the opposite sex, body weight and body appearance decide their status in social events. Physical exercise is used in social activities to help them have a slim or lean body shape and reduce their anxiety.

However, on the other side, extrinsic motivation explains how external stimuli and incentives promote participation (Lone, M. A., & Jain, R, 2020). From incentives to external factors such as social structures, extrinsic motivation extends. (Hubbard, B, 2020). the motivation of women was explored and the effect and interpretation of exercise greatly affected participation. Perceptions may be social constructs, exercise atmosphere, activity complexity, and feedback. In adult involvement, extrinsic motivation theoretically plays a pivotal role. Extrinsic motivation has an individual effect on participation and is theoretically comparable between forms of exercise, sport and recreation.

Extrinsic motivation give effect to individual to do recreation participation such as friends and family, social and facilities. Participation in recreation gives each person confidence and a healthier life with many positive health benefits. With the extrinsic motivation gives more enthusiasm to do this physical activity where today we can see people always do activities in a group or group. Other than that, facilities also affect recreation participation because lack of facilities will make people give reasons. There is a direct relationship between extrinsic motivation and recreation participation among students.

The hypothesis of this research is, based on the extrinsic factors. The hypothesis has been created and be tested as below:

- I. There is significant relationship between extrinsic motivation and recreation participation among UMK students.

Therefore, for the purpose of this study two hypotheses has been developed to explain about the relationship between dependent and independent variable. The hypotheses are:

- I. There is significant relationship between intrinsic motivation and recreation participation among UMK students.
- II. There is significant relationship between extrinsic motivation and recreation participation among UMK students.

2.5 CONCEPTUAL FRAMEWORK

A conceptual research structure, to guide the course of the study, by (Yoon & Uysal, 2005) was adapted. The framework provides some key variables which are germane to the current study.

As can be seen in Figure 2.1, it depicts the framework that has the characteristics of recreation participation as the independent variables (IV) such as intrinsic and extrinsic, and it is as the factors contributing to recreation participation (DV). The framework is used to research the direct effects of intrinsic and extrinsic relationships.

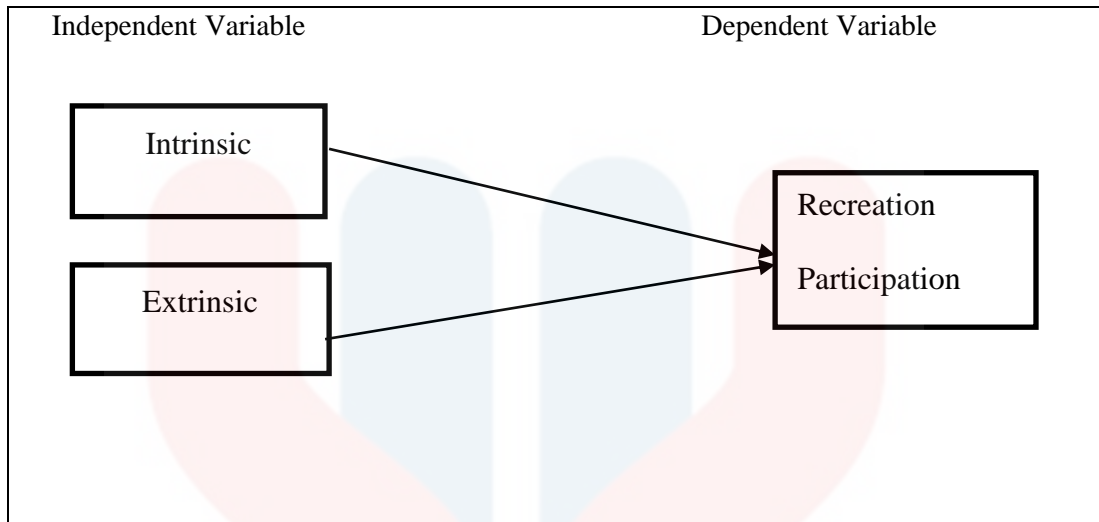


Figure 2.1 shows conceptual framework for recreation participation among UMK students.

2.6 UNDERPINNING THEORIES

2.6.1 SELF-DETERMINATION THEORY

According to Cooper, Schuett & Phillips, (2012), comprehension of motivation theory allows campus recreation practitioners to consider what motivates students to participate in activities that encourage wellness. As such, the principle is the theory of self-determination. The Self-Determination Theory is focused on a person who has three psychological needs that foster motivation. As such: 1) freedom, or the need to feel self-dependent on the activity; 2) competence, or the need to master the activity; and 3) connectedness, or the need to experience social interactions from the activity

(Ryan & Deci, 2000). If an individual is more likely to engage in an activity and one or more psychological needs are fulfilled, this is what the theory implies (Lox, Ginis, & Petruzzelo, 2019).

Three groups that further reflect incentive to engage in physical activity are often categorized into Self-Determination Theory. Amotivation, Extrinsic Motivation, and Intrinsic Motivation are the three types of Self-Determination Theory. Amotivation, the first category, is defined as the opposite of motivation or no intention of engaging in an activity.

The second form of Extrinsic Motivation has four different motivation styles under its description, which are focused on the individual's degree of perceived freedom. Outer control is the first component of extrinsic motivation. It is the process of carrying out a duty to achieve some kind of external reward or to escape some kind of punishment.

Introjected control is the second extrinsic incentive. Introjected control is a source of extrinsic motivation that comes as a source of motivation forced on itself. Identified regulation is called as the third type of extrinsic motivation. If a person has a goal that has been set and performed it, it is called identified regulation. Integrated control, undertaking an action to identify oneself, is the fourth form of extrinsic motivation.

Lastly, intrinsic motivation is the third type of motivation. Intrinsic motivation is called motivation that comes from inside a person. The type of

example of why people should engage in an intrinsic conduct is an individual who does activity for the sake of the difficulty of the activity, for personal development or for fun and enjoyment. Intrinsic motivation is likely to be the highest source of human motivation among these three forms of motivation.

2.6.2 SURPLUS- ENERGY THEORY

Early Play Theories, consisting of Surplus-Energy Theory, Relaxation Theory, Planning Theory, and Catharsis Theory, will be the next theory. The Surplus-Energy Theory of leisure was largely informed by the need to burn excess energy. This theory asserts that because people have surplus resources to use, jogging, playing soccer ball or futsal, or jumping rope at the playground are finished. This hypothesis is disputed by people with different views, arguing that this recreational participation often happens in people with little energy and does not account for non-physical play.

2.6.3 RELAXATION THEORY

The theory of relaxation that established an early explanation of leisure that was considered the opposite of surplus energy was the theory of relaxation. Instead of burning excess energy, it was recreated to restore it. Recreation was seen as a way of energizing a person who was tired from work, school, or everyday life stresses. It is assumed that recreation can restore energy when a

person is either mentally or physically exhausted. Therefore, exercising after a long day at work will help a person relax and heal. Both examples of relaxation theory are spending time on Instagram and Twitter during a study break or playing badminton after classes.

2.6.4 PREPARATION THEORY

The Planning Theory is next in line. The theory of planning suggests that leisure is a way of adult life for children. As older children or adults, kids who play house with their parents, doctor, or school plan to experience these things. The Planning Theory also suggests that through their experience, individuals learn teamwork and role playing. A drawback of this theory is that adult words are not accounted for.

2.6.5 CATHARSIS THEORY

The Catharsis Principle is last but not least. It is focused on the view that recreation serves as a security valve for the expression of bottled-up emotions, especially competitive, active recreation. Aristotle saw spectacle among the ancient Greeks as a way of expelling oneself from hostile or violent emotions; by engaging vicariously in the staged experience, onlookers purified themselves from negative feelings. Examples of the catharsis principle of leisure are riding a long distance after a rough day doing tasks,

playing a musical instrument after a disagreement with a friend or groupmates, and hitting a feather of rackets to blow off steam after a non-productive meeting. The catharsis theory, combined with the surplus-energy theory, indicates a critical need for active recreation to help kids and adults burn excess energy and provide a socially appropriate outlet for violent or hostile emotions and drive.

2.7 SUMMARY

Overall, recreation participation is one way to practice a healthy lifestyle among UMK students. There are various factors that affect the participation of UMK students to perform in recreation participation in terms of intrinsic and extrinsic factors. This showed between intrinsic and extrinsic factors, factors that mostly affect or contribute to student involvement is related bodies that are present in intrinsic motivation factor. In the conceptual context, where intrinsic and extrinsic influence recreational participation, the association between independent variable and dependent variable can be seen. Self-determination, surplus energy, relaxation, preparation and catharsis theory are parts of underpinning theory.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

This chapter discussing about methodology and finding which consists of research design, population, sampling method, sample size, data collection procedure, research instrument, data analysis and lastly summary. Population and sample size talks about of whom, where and how to be studied explained. Further explanation on what types of sampling method used and how data collection been conducted. This research also describes how and where the questionnaires been distributed. Lastly, data analysis is also highlighted.

3.2 RESEARCH DESIGN

Generally, a research design is to ensure the evidence obtained enables you to effectively address the research problem. Research design can be considered as the structure of research it is the “Glue” that holds all of the elements in a research project together, in short it is a plan of the proposed research work. Research design is defined by different social scientists in different terms; some of the definitions are

as: according to Jahoda, Deutch & Cook “A research design is the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure”. Research design is the plan, structure and strategy and investigation concaved so as to obtain ensured to search question and control variance”. (Akhtar. J, 2016) in this research, quantitative is used.

By collecting quantifiable data and conducting statistical, mathematical, or computational techniques, quantitative research is characterized as a systematic investigation of phenomena. Quantitative research uses sampling techniques to gather data from current and prospective customers and send out online surveys, online surveys, questionnaires, etc., the findings of which can be expressed in numerical form. To forecast the future of a product or service after thorough understanding of these numbers and to make adjustments accordingly.

There are three distinctive characteristics of cross-sectional study designs: no time dimension, a dependence on existing differences rather than shift following intervention; and groups are chosen based on existing differences rather than random allocation. Instead of altering, the cross-sectional design can only quantify distinctions between or from a set of persons, subjects, or phenomena. As such, only a relative passive approach to make causal inferences based on results can be employed by researchers using this design.

Descriptive research designs help provide answers to the questions of who, what, where, where, and how to apply to a specific research problem; answers to why

cannot be conclusively decided by a descriptive analysis. Descriptive analysis is used to collect knowledge about the phenomenon's current state and to explain "what exists" in relation to factors or situations in a situation.

3.3 POPULATION

Population refers to the researcher wishes to investigate things, people or events (Mukesh, 2013). The population definition of the Cambridge Business English Dictionary is the number of people living in a particular country, area, or town. Our targeted population is University Malaysia Kelantan student with Faculty of Hospitality, Tourism and Wellness in City Campus. Based on sources of UMK FHPK, 2020, the population is 2149 students who take the course of Bachelor of Entrepreneurship (Hospitality) with Honours, Bachelor of Entrepreneurship (Tourism) with Honours and Bachelor of Entrepreneurship (Wellness) with Honours.

3.4 SAMPLE SIZE

Sample is a small segment from the population. According to (Yusuf, 2010), researcher will collect the data that representative of a specify population to strengthen the research survey. The information and data from the sample can use to generalize the findings and bring it back to the population. Sample size is referring to

the number of responses that selected by researcher from a target population. According to (Kothari, 2014), sample size should be optimum and not excessively large or too small. It needs to fulfill the requirements of efficiency, representativeness, reliability and flexibility. Based on sources of UMK FHPK, 2020, the population of this study is 2149 students. Based on the table (Krejcie & Morgon, 1970), the accurate sample size for the population of 2149 students is 327 students. Researcher need to collects the data from the sample size of 327 respondents to do this research survey. It is important to determine the population because it is interaction with the sample size. The increase of population will increase the sample size. According to (Adam, 2020), sample size was important in the research survey because it provide accurate inferences about the population. Researcher must estimate the acceptable confidence level with the sample size.

Table 3.1: Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.— N is population size. S is sample size.

Source: Krejcie & Morgan, 1970

Source: Krejcie and Morgon (1970)

3.5 SAMPLING METHOD

In this section, sampling can be classified into two parts or two main types namely probability and non-probability (Alvi, 2016). Both types have different sampling strategies. For the population element, it is divided into several parts including the sample, a study using probability sampling design. According to (Stephanie, 2015), probability sampling design is divided into several parts namely simple random sampling, convenient sampling method, systematic sampling, cluster random sampling, and multi-level random sampling.

In this study, we chose to do a study on students living at University Malaysia Kelantan (UMK). Students who are also residents whose population occupies the area are said to be residents. For this research, the number of students who are in UMK is used to determine the number of recreational motivation factors conducted.

This sample is used to find out the entire population form available for UMK students. In this study, the method used for UMK students is convenient sampling method. The method used by researchers where they collect market research data from a group of available respondents that is from among UMK students. Researchers use a variety of sampling techniques in situations where there are large populations. In most cases, testing entire communities is impossible because they are not easily accessible. Researchers use facility sampling in situations where additional input is not required for primary research. The criteria emphasized in this study is the

needs of Universiti Malaysia Kelantan students in FHPK faculty. Therefore, for this data collection, it was done on 327 students involved.

3.6 DATA COLLECTION PROCEDURE

Data collection is a systematic process of gathering observation or measurements. Without it, the researcher is not able to complete their research. Then, it makes the researcher easy to understand and help to determine the aims of the study. Primary data and secondary data are two types of data collection (Hox & Boeigie, 2005). Primary data provides the original data that has been collected for specific research propose for the first time, several examples of primary data sources are surveys, experiments, focus group discussions, case studies and many more. On the other hand, secondary data refers to knowledge that researchers have already obtained for their purposes, such as journals, books, other research articles, internet research and others (Kabir, 2016) or the data that was collected by another party other than the user. Researcher will distribute online survey questionnaire to 2149 FHPK students at UMK.

MALAYSIA
KELANTAN

3.6.1 PRIMARY DATA

In this study, the researchers used primary data collection. According to the type of data performed by the researcher, whether it is an online survey or a questionnaire survey, the analysis process must be carried out. Quantitative methods based on data collections based on various formats of numerical data and mathematical calculations. It includes questionnaires with closed-ended questions, correlation and regression methods, and mean, mode, median, etc. (Dudovskiy, 2018). When using this method, the advantage of 47 is that it is more reliable primary data because it is obtained directly from a given population. In addition to this, it is the perfect source of new and updated information, because researchers receive it directly from the field. This method will help researchers obtain primary data from the source.

3.7 RESEARCH INSTRUMENTS

In this study, the method used to gather data is based on an online questionnaire prepared by researchers. The questionnaire was modified to facilitate students' understanding of the questionnaire as well as appropriate research. This questionnaire is to identify the extent to which motivation factors and associations with the involvement of students engaging in recreation participation. The approach

for preparation and selection was carried out with due care and diligence to ensure that the data obtained complies with the objectives to be achieved.

The data collection tool used in the study consists of two parts. In the first part, there are questions about demographic information of the participants, such as gender, age, course and year of study. The second part of the question is about independent variables and dependent variable with 3 sub-dimensions which are intrinsic motivation, extrinsic motivation and recreation participation. There are a total of 22 items that used in the study and all of the questions are measure by 5-point Likert Scale as 'Strongly agree', 'Agree', 'Neutral', 'Disagree' and 'Strongly disagree'. The 7 items is used to measure the intrinsic motivation, 8 items used to measure the extrinsic motivation and 7 items used to measure the recreation participation.

3.8 DATA ANALYSIS

In order to discover useful information for business decision-making, data analysis is characterised as a process of cleaning, transforming and modelling data. The aim of Data analysis is to extract from the data useful data and to take a decision based on the data analysis. In order to analyse, compile and interpret the collection of data analysis, the researchers used descriptive analysis, reliability tests, and Pearson's correlation coefficient and pilot study. SPSS version 2a software that was able to manipulate and analyse complex information using relatively simple methods.

3.8.1 DESCRIPTIVE ANALYSIS

This descriptive analysis is used to analyse the data collected and also to represent the data collected. Based on the data collected, it is used as basic information in the study of variables in the data set to highlight potential relationships and variables. This descriptive analysis is done based on the method that has been determined by the study to UMK students in FHPK faculty. Among the variable methods performed on students are in terms of gender, age, course and year of study. From the data done will get data in terms of mean, median or mode based on the information answered by students. Average is the average score of the data, Mode is the highest score while the median is the middle that divides the data into two parts. Through it, it can be used to identify and analyse that determines the factors that drive recreational participation among UMK students.

3.8.2 RELIABILITY ANALYSIS

This reliability analysis is determined by obtaining a systematic variation portion in the scale provided. Through the scale shown, it will determine the relationship between the scores obtained from the administration of different scales. This reliability analysis is also used to test the extent to which these assessment tools are produced to be stable and consistent. To identify the

reliability of this instrument, this study uses Cronbach's Alpha for in testing internal consistency and reliability scale measurements. Based on the table, (α) is also the number of sensitive items in this test. (Mohsen Tavakol & Reg Dennick, 2011).

Table 3.2 : Cronbach's Alpha Coefficient Range

Cronbach's Alpha Range	Level of Reliability
$\alpha > 0.9$	Excellent
$\alpha > 0.8$	Good
$\alpha > 0.7$	Acceptable
$\alpha > 0.6$	Questionable
$\alpha > 0.5$	Poor
$\alpha > 0.4$	Unacceptable

Sources: Adopted from Mohsen Tavakol & Reg Dennick (2011)

3.8.3 PEARSON CORRELATION

Pearson correlation is one of the tools or methods for measuring correlation used to measure the strength and direction of linear relationships of two variables. This method is used to see the linear relationship between the variables. As a result of this, it will form hypotheses that will show below one score will affect the other. The hypothesis will expressed by two-tailed significance in this study. This Pearson Correlation method is used when there is a linear relationship in the data. For example, if the effect of

recreational activities has a positive impact on the health of the body and health will give positive and also attract the interest of other students. In this study, the Rule of Thumb of Correlation Coefficient Size table was used to determine the data studied. Through this data, it shows that subordinate 1 is a variable both are positive correlation, while -1 means both are perfectly negative correlation.

Table 3.3: Rule of Thumb of Correlation Coefficient Size.

Coefficient Range (r)	Strength of Correlation
0.9 to 1.0 / -0.9 to -1.0	Very High
0.7 to 0.9 / - 0.7 to - 0.9	High
0.5 to 0.7 / -0.5 to -0.7	Moderate
0.3 to 0.5 / -0.3 to - 0.5	Low
-0.0 to 0.3 / -0.0 to -0.3	Little, if any

Source: Hinkle, Wiersme and Jurs (2003)

3.8.4 PILOT STUDY

A pilot study is a study conducted in scale with various purposes. This purpose is also done to measure, improve the skills of researchers and so on. In this study, the questionnaire method was performed on UMK students in FHPK faculty to see the validity and reliability of the study as a whole. With the help of this pilot study, errors from the questionnaire can be removed or not taken into account (Singh, 2007). Through this pilot study method, the

increase in reliability and validity of the questionnaire can be trusted. Therefore, a total of 30 sets of questionnaires were distributed to the respondents, namely UMK from FHPK students who met the conditions and criteria set. With this pilot study method, the researcher will first test the level of comprehension of the questions stated before distributing them to the students. Through this pilot study, wrong questions or misunderstandings will be corrected and will be given to the students after they are renewed.

3.9 SUMMARY

In this chapter, it describes the introduction of the methodology used in the research. Research is discussed on the design of studies using quantitative methods to collect data. Population and sample size of the study are also listed. The population of this study is 2149 students from FHPK faculty and the sample size is 327 students who choose from the population. Sampling methods and data collection procedures are also discussed in this chapter. Research and data analysis instruments are provided to make the methodology clearer. Questionnaires will be used by researchers to collect data from target respondents.

CHAPTER 4

RESULTS AND DISCUSSION

4.1 INTRODUCTION

This chapter interprets the results of data analysis for descriptive statistics, reliability test and Pearson correlation coefficient. All of the data were collected from 327 respondents of UMK students through the questionnaire. The results of the data are associated with the independent variables and dependent variables. In this study, Statistical Package for the Social Sciences (SPSS) version 24 is used to analyze the quantitative data of the questionnaire. The research question conducted in this study also discusses in the chapter.

4.2 RESULTS OF DESCRIPTIVE ANALYSIS

Descriptive Analysis is used to analyze the quantitative data that collected in this study. Descriptive statistic consists of frequency analysis for the demographic of the respondent and descriptive analysis for the independent variable and dependent variable. The result of descriptive analysis is collected from 327 respondents among UMK students.

4.2.1 GENDER

Table 4.1: The Gender of Respondents

Gender	Frequency (N)	Percent (%)	Cumulative Percent (%)
Female	195	59.6	59.6
Male	132	40.4	100.0
Total	327	100.0	

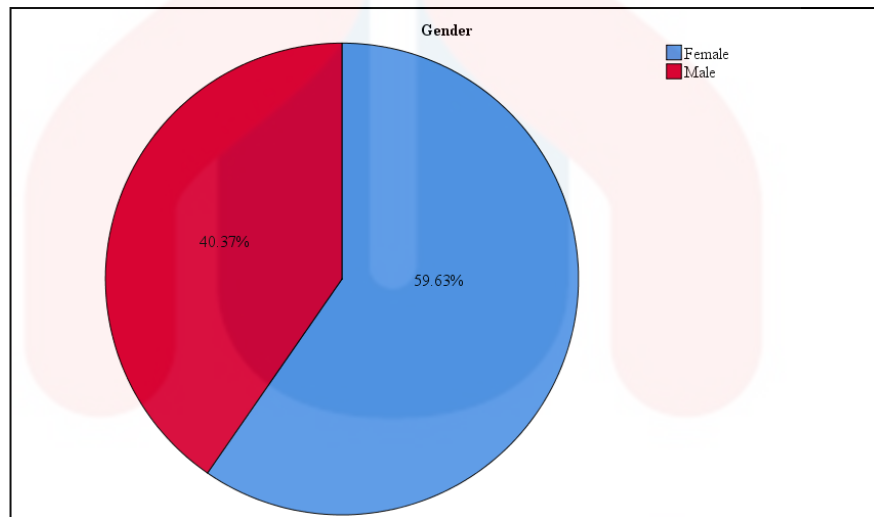


Figure 4.1: The Percentage of Respondents by Gender

Table 4.1 showed the gender of 327 respondents. The total number of respondents for female was 195 respondents while the total number for male was 132 respondents. Therefore, the percentage of female was 59.6% which higher than the percentage of male with 40.4%.

4.2.2 AGE

Table 4.2: The Age of Respondents

Age	Frequency (N)	Percent (%)	Cumulative Percent (%)
19-21 years old	27	8.3	8.3
22-24 years old	255	78.0	86.2
25-27 years old	45	13.8	100.0
Total	327	100.0	

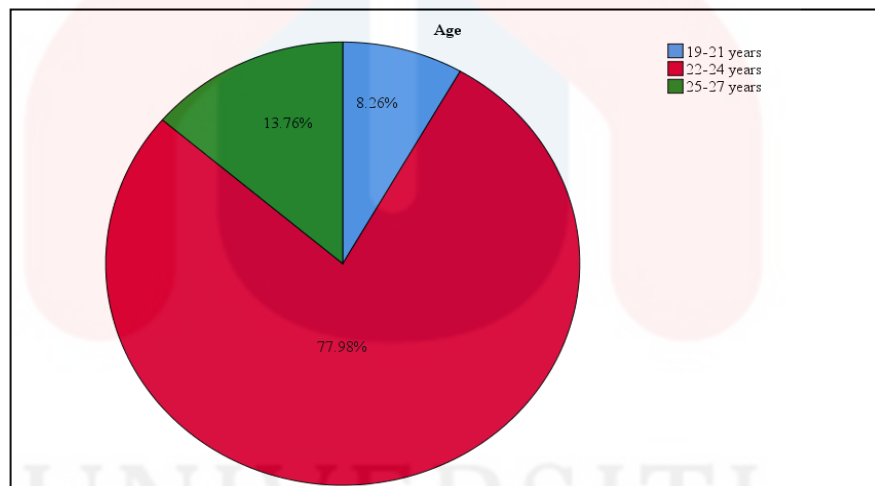


Figure 4.2: The Percentage of Respondents by Age

Table 4.2 showed the age of 327 respondents. Base on the results, there were three groups of age for 327 respondents of UMK students which consists 19 to 21 years old (27 respondents), 22 to 24 years old (255 respondents), and 25 to 27 years old (45 respondents). The group of 22 to 24 years old has the highest percentage of

respondents with 78.0%, followed by the group of 25 to 27 years old with 13.8% and the lowest percentage was in the group of 19 to 21 years old with 8.3%.

4.2.3 COURSE

Table 4.3: The Course of Respondents

Course	Frequency (N)	Percent (%)	Cumulative Percent (%)
SAH	97	29.7	29.7
SAP	147	45.0	74.6
SAW	83	25.4	100.0
Total	327	100.0	

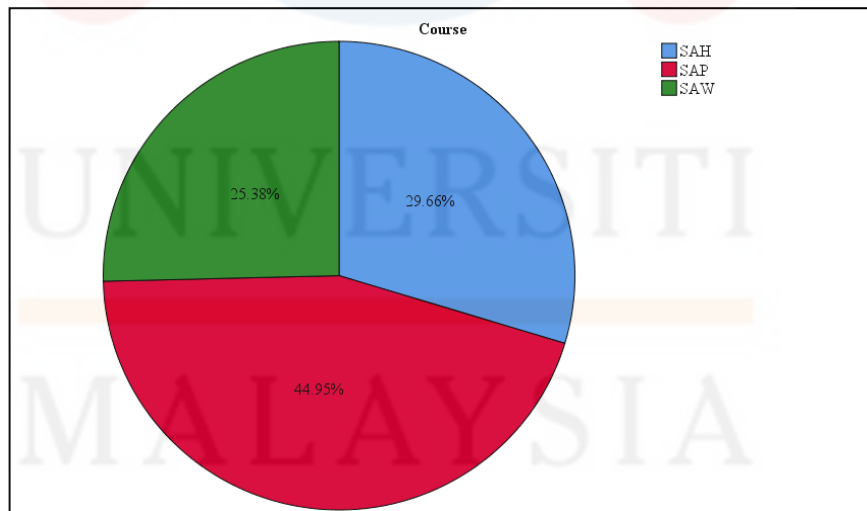


Figure 4.3: The Percentage of Respondents by Course

Table 4.3 showed the course of 327 respondents of UMK students. Base on the results, there were three courses under the Faculty of Hospitality, Tourism, and Wellness which are Hospitality (SAH), Tourism (SAP), and Wellness (SAW) and each of the course has different number of respondent with 97, 147, and 83 respectively. As for the percentage, the course of SAP has the highest percentage of respondents with 45.0%, followed by the course of SAH with 29.7% and the lowest percentage was in the course of SAW with 25.4%.

4.2.4 YEAR OF STUDY

Table 4.4: The Year of Study of Respondents

Year	Frequency (N)	Percent (%)	Cumulative Percent (%)
Year 1	42	12.8	12.8
Year 2	89	27.2	40.1
Year 3	130	39.8	79.8
Year 4	66	20.2	100.0
Total	327	100.0	

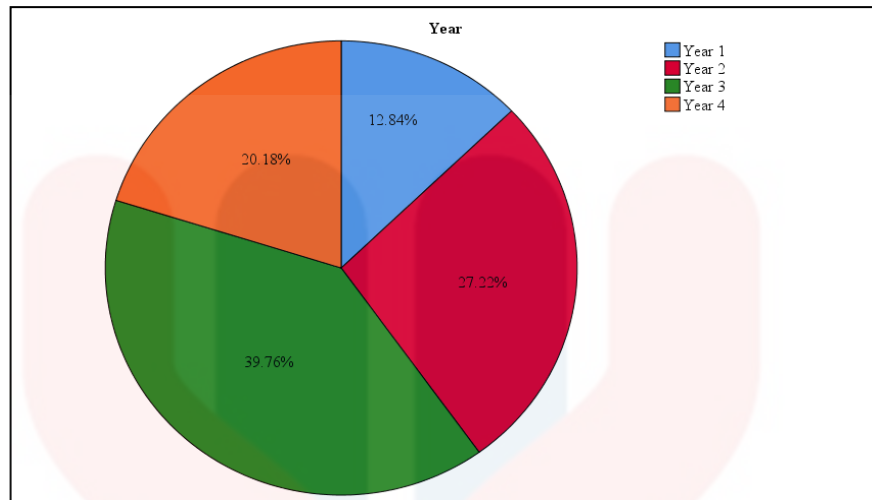


Figure 4.4: The Percentage of Respondents by Year of Study

Table 4.4 showed the year of study for 327 respondents. Base on the results, UMK students from Year 1 until Year 4 have different numbers of respondents with 42, 89, 130, and 66 respectively. The highest percentage of respondents was Year 3 students with 39.8%, followed by Year 2 students with 27.2%, the next is Year 4 students with 20.2% and the lowest respondent was Year 1 students with 12.8%.

4.2.5 INDEPENDENT VARIABLES AND DEPENDENT VARIABLE

Table 4.5: Results of Descriptive Analysis for Independent Variables and Dependent Variable

Variables	N	Mean	Std. Deviation
Intrinsic Motivation	327	4.1538	.63589
Extrinsic Motivation	327	3.8047	.75282
Recreation Participation	327	3.9567	.71337
Valid N (listwise)	327		

Table 4.5 showed the results of descriptive analysis for the independent variables and dependent variables. The same as all variables are with 327 respondents of UMK students. For independent variables, the mean score for intrinsic motivation was 4.1538 which higher than extrinsic motivation with 3.8047. However, the highest standard deviation was extrinsic motivation with 0.75282 and the lowest standard deviation was intrinsic motivation with 0.63589. For the dependent variable, the mean score of recreation participation was 3.9567 and the standard deviation was 0.71337.

4.2.6 INTRINSIC MOTIVATION

Table 4.6: Results of Descriptive Analysis for Intrinsic Motivation

Variables	N	Mean	Std. Deviation
Q1- I can take my mind off and feel relax.	327	4.16	.862
Q2- I can get away from pressures and release my stress.	327	4.24	.895
Q3- I want to maintain my physical health and well-being.	327	4.53	.600
Q4- I want to improve my existing skills and obtain new skills.	327	4.06	.845
Q5- I like to engage in activities that physically challenge me.	327	4.06	.992
Q6- It is my own interest.	327	3.96	.999
Q7- It makes me enjoy and feel happy.	327	4.07	.927
Valid N (listwise)	327		

Table 4.6 showed the results of descriptive analysis for intrinsic motivation. There were total of 7 items that consisted in this section to measure the independent variable of intrinsic motivation.

Base on the results, the highest mean score was 'I want to maintain my physical health and well-being' with 4.53, followed by 'I can get away from pressures and release my stress' with 4.24, 'I can take my mind off and feel relax'

with 4.16 and 'It makes me enjoy and feel happy' with 4.07. Besides, the item of 'I want to improve my existing skills and obtain new skills' and 'I like to engage in activities that physically challenge me' have the same mean score with 4.06, and the item of 'It is my own interest' has the lowest mean score with 3.96.

On the other hand, the highest standard deviation was 'It is my own interest' with 0.999, followed by 'I like to engage in activities that physically challenge me' with 0.992, 'It makes me enjoy and feel happy' with 0.927, 'I can get away from pressures and release my stress' with 0.895, 'I can take my mind off and feel relax' with 0.862, 'I want to improve my existing skills and obtain new skills' with 0.845 and the lowest was 'I want to maintain my physical health and well-being' with 0.600.

4.2.7 EXTRINSIC MOTIVATION

Table 4.7: Results of Descriptive Analysis for Extrinsic Motivation

Variables	N	Mean	Std. Deviation
Q1- It helps improving my body shape and appearance.	327	4.11	.747
Q2- This activity able to increase strength and achieve the health I dream of.	327	4.29	.771
Q3- This activity is a current trend.	327	3.49	1.159
Q4- This activity was done by many students and I was influenced to do it as well.	327	3.45	1.295
Q5- Friends invites me to participate in recreational activities.	327	3.80	1.200
Q6- Was invited to do recreation activities with family.	327	3.30	1.368
Q7- Lack of sports facilities inside the university.	327	4.00	.898
Q8- I can do something in common with friends.	327	4.00	1.099
Valid N (listwise)	327		

Table 4.7 showed the results of descriptive analysis for extrinsic motivation. There were total of 8 items that consisted in this section to measure the independent variable of extrinsic motivation.

Base on the results, the highest mean score was ‘This activity able to increase strength and achieve the health I dream of’ with 4.29 while the lowest mean score was ‘Was invited to do recreation activities with family’ with 3.30. Both item of ‘Lack of sports facilities inside the university’ and ‘I can do something in common with friends’ have the same mean score of 4.00. The item of ‘It helps improving my body shape and appearance’, ‘Friends invites me to participate in recreational activities’, ‘This activity is a current trend’ and ‘This activity was done by many students and I was influenced to do it as well’ have the mean score with 4.11, 3.80, 3.49 and 3.45 respectively.

Besides, the highest standard deviation was ‘Was invited to do recreation activities with family’ with 1.368, followed by ‘This activity was done by many students and I was influenced to do it as well’ with 1.295, ‘Friends invites me to participate in recreational activities’ with 1.200, ‘This activity is a current trend’ with 1.159, ‘I can do something in common with friends’ with 1.099, ‘Lack of sports facilities inside the university’ with 0.898, ‘This activity able to increase strength and achieve the health I dream of’ with 0.771 and the lowest was ‘It helps improving my body shape and appearance’ with 0.747.

4.2.8 RECREATION PARTICIPATION

Table 4.8: Results of Descriptive Analysis for Recreation Participation

Variables	N	Mean	Std. Deviation
Q1- I prefer exercising outdoors rather than indoors.	327	3.98	1.045
Q2- I can relax from my daily routine.	327	3.83	.999
Q3- I can experience the outdoors' surrounding through exercising.	327	4.18	.972
Q4- Exercising outdoors challenges me more.	327	4.05	.975
Q5- I can be in nature.	327	3.99	.994
Q6- I can experience changes in nature (light, dark, sun-rain).	327	3.66	1.189
Q7- I come to places I am mostly attached to.	327	4.00	1.008
Valid N (listwise)	327		

Table 4.8 showed the results of descriptive analysis for recreation participation. There were total of 7 items that consisted in this section to measure the dependent variable of recreation participation.

Base on the results, the highest mean score for recreation participation was 'I can experience the outdoors' surrounding through exercising' with 4.18, followed by 'Exercising outdoors challenges me more' with 4.05, 'I come to places I am mostly attached to' with 4.00, 'I can be in nature' with 3.99, 'I prefer exercising outdoors

rather than indoors' with 3.98, 'I can relax from my daily routine with 3.83 and the lowest was 'I can experience changes in nature (light, dark, sun-rain)' with 3.66.

Besides, the highest standard deviation was 'I can experience changes in nature (light, dark, sun-rain)' with 1.189, followed by 'I prefer exercising outdoors rather than indoors' with 1.045, 'I come to places I am mostly attached to' with 1.008, 'I can relax from my daily routine' with 0.999, 'I can be in nature' with 0.994, 'Exercising outdoors challenges me more' with 0.975 and 'I can experience the outdoors' surrounding through exercising' with 0.972,

4.3 RESULTS OF RELIABILITY TEST

The reliability test was used to measure the consistency and stability of the instrument. Cronbach's alpha was used to do the analysis of data collected for the reliability test. The reliability coefficient indicates the positively correlated relationship of Cronbach's alpha. The pilot test was done with 30 respondents before the distribution of the questionnaire to respondents to increase the reliability and validity of the study. There were a total numbers of 327 respondents of UMK students that conduct in this survey through internet survey by distributing the questionnaires.

Table 4.9: Results of Cronbach's Alpha Coefficient for Independent Variables (IV) and Dependent Variable (DV)

Variables	Cronbach's Alpha	N of Items	Strength of Association
Intrinsic Motivation	.845	7	Good
Extrinsic Motivation	.844	8	Good
Recreation Participation	.820	7	Good

Table 4.9 showed that the data of Cronbach's Alpha Coefficient for the variables of intrinsic motivation, extrinsic motivation, and recreation participation. The data collected with Cronbach's Alpha which more than the value of 0.70 will be considered reliable and acceptable for further analysis.

There are 7 items of question that used to measure the variable of intrinsic motivation that influences recreation participation among UMK students. The Cronbach's Alpha for the intrinsic motivation was 0.845 which means that the strength of association was good. Thus, the Cronbach's Alpha was more than 0.8 and the coefficient for the questions of intrinsic motivation was reliable.

Besides, 8 questions of the item were used to measure the extrinsic motivation that influences recreation participation among UMK students. The value of Cronbach's Alpha for extrinsic motivation was 0.844 which more than 0.8. This means that the strength of association for the variable of extrinsic motivation was good and the coefficient for these questions was reliable.

Next, 7 items of the question for the variable of recreation participation were used to measure the factor that motivates recreation participation among UMK students. The Cronbach's Alpha for the recreation participation was 0.820 which more than 0.8 and it means that the strength of association for this variable was good. Therefore, the coefficient that for this section was also reliable.

It can be concluded that all variables were more than the value of 0.8 which means that the internal consistency reliability in this study was considered as good. Therefore, the questionnaires were acceptable and reliable.

4.4 RESULTS OF PEARSON CORRELATION ANALYSIS

Pearson correlation coefficient analysis was used to analyze the data collected and measured the strength and direction of the linear relationship between independent and dependent variables. There will be a positive or negative correlation between the two variables. This analysis was used to identify the existing of correlation between intrinsic motivation with recreation participation and extrinsic motivation with recreation participation.

Table 4.10: Results of Pearson Correlation Analysis

		Intrinsic Motivation	Extrinsic Motivation	Recreation Participation
Intrinsic Motivation	Pearson Correlation	1	.756**	.813**
	Sig. (2-tailed)		.000	.000
	N	327	327	327
Extrinsic Motivation	Pearson Correlation	.756**	1	.778**
	Sig. (2-tailed)	.000		.000
	N	327	327	327
Recreation Participation	Pearson Correlation	.813**	.778**	1
	Sig. (2-tailed)	.000	.000	
	N	327	327	327

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

Table 4.10 showed that the resulted of Pearson correlation analysis for intrinsic motivation, extrinsic motivation, and recreation participation among UMK students.

Based on table 4.10, there was a significant correlation at the coefficient range, r with 0.813, p -value with 0.00 (<0.01) and frequency, N with 327 respondents between intrinsic motivation and recreation participation. The coefficient range of 0.813 was between 0.71 and 0.90, which means that there was a high positive correlation between intrinsic motivation and recreation participation.

Besides, there was a significant correlation between extrinsic motivation and recreation participation. The coefficient range was 0.778 which between the range of 0.71 and 0.90, the p-value for this correlation was 0.00 which less than 0.01 and N was 327 respondents. Therefore, there was a high positive correlation between extrinsic motivation and recreation participation.

It can be concluded that all correlations are between the ranges from 0.71 to 0.90 and means that the strength and direction of the linear relationship between independent and dependent variables was a high positive correlation. Therefore, intrinsic motivation and extrinsic motivation were significantly correlated with recreation participation among UMK students with a high positive correlation.

4.5 DISCUSSIONS BASED ON RESEARCH OBJECTIVES

Table 4.11: Summary for Hypothesis

Hypothesis	Pearson 's Correlation results
H1: There is significant relationship between intrinsic motivation and recreation participation among UMK students.	$r=0.813, p<0.01$ Supported
H2: There is significant relationship between extrinsic motivation and recreation participation among UMK students.	$r= 0.778, p < 0.01$ Supported

Table 4.11 shows the summary for hypothesis testing in this study. Pearson's Correlation analysis was used to test the hypothesis based on table 4.11. The relationship between hypotheses on a significant relationship, intrinsic motivation, extrinsic motivation have a positive value in the relationship with recreation participation correlation. All variables have values between from 0.778 to 0.813. All hypotheses stated in the results were accepted at a 0.01 significant level.

4.6 SUMMARY

To sum up, this chapter discussed the data analysis used by researchers to analyze the data collected using reliability analysis, descriptive analysis, and Pearson's correlation analysis. Discussion and conclusion of this research will discuss in the next chapter.

CHAPTER 5

CONCLUSION

5.1 INTRODUCTION

In this chapter discussed recapitulation of the findings of the relationship between intrinsic and extrinsic factors among UMK students to do recreation participation. Furthermore, this chapter also deliberated the limitation of the study, recommendation of the study and summary.

5.2 RECAPULATION OF THE FINDINGS

The study was carried out to determine the relationship between intrinsic and extrinsic factors among UMK students to do recreation participation. The primary data was conducted to obtain feedback from respondents with a series of the questionnaires. Based on the (Krejcie & Morgan, 1970) table, the sample of respondents is 327.

The independent variables that consist of intrinsic and extrinsic motivation. Whereas, the dependent variable was to analyse the best factors in influencing

recreation participation among UMK students. The data of this research gathered from the questionnaire that has been given to 327 respondents of students of University Malaysia Kelantan with Faculty of Hospitality, Tourism and Wellness in City Campus.

The analysis of data included descriptive analysis, reliability analysis and Pearson's correlation coefficient. Reliability means the accuracy, stability and repeatability of the outcome, which means that it is possible to re-test the outcome and whether the outcome obtained is the same or nearly the same, it means that it is very accurate. The Cronbach's Alpha for all variable's scales was 0.8. This means all variables in the questionnaire are reliable and can be used for the study. Descriptive analysis allows researchers to understand data distribution, help detect outlines and typos, and be able to identify relationships between variables, so that further statistical analysis can be performed. The Pearson's Correlation coefficients are used in statistics to measure how strong a relationship is between two variables.

5.2.1 Research Questions 1: Is there any relationship between intrinsic motivation towards recreation participation among UMK students?

In this study, intrinsic motivation was featured as a factors that motivate UMK students to do recreation participation. The result is supported by (Haskell, Blair & Hill, 2009) where intrinsic motivation, relaxation, personal involvement and self-expression are the element of freedom activities in leisure time. People who had individual needs for relaxation or release stress can be motivate to do some recreational activities. Based on data analysis that

collected, there was a significant relationships between intrinsic motivation to do recreation participation among UMK students at high level ($r=0.813$, $n=327$, $p<0.01$). The result shows that respondent agree that they want to maintain their physical health and well-being and also participate recreation participation because their own interest. This finding seems close to a previous study which intrinsic motivation is the motivation that comes out from person itself.

5.2.2 Research Questions 2: Is there any relationship between extrinsic motivations towards recreation participation among UMK students?

In this study, the result indicated that the strength of the relationship between extrinsic motivation towards recreation participation among UMK students is at high level ($r=0.778$, $n=327$, $p<0.01$). The findings imply that there was a positive and significant relationship between extrinsic motivation and recreation participation among UMK students. According to (Pichardo, 2010), this means that youth people are easily to influence by surrounding circumstance and highly supported by friends and family which help to inspire their motivation to do recreation participation. Therefore, it can be seen from result that students was influence by family and friends where they see so many students participate in recreational activities. Thus, it is showed by the previous study that family and friends around them influencing to do recreation participation.

5.3 FINDINGS AND DISCUSSION

The Reliability Test was conducted on 327 respondents of UMK students and distributed to students using the online survey method. It was tested by Cronbach's Alpha Coefficient showing a range from 0.845 to 0.820 and it showed that the results were good. From the study showed that the intrinsic variable is the highest variable with a Cronbach's score of 0.845 which means the recreational participation factor due to the strength of good association is able to attract friends to participate in recreational activities. In addition, the second factor participating in recreational activities was the extrinsic factor which obtained a Cronbach's Alpha value of 0.844 and was followed by Recreation Participation of 0.820. Therefore, all of these variables have met the minimum reliability requirements because these variables are greater than 0.6.

This can be seen from the results of descriptive analysis for intrinsic motivation, extrinsic motivation and recreational participation. Based on the study conducted, there are 7 question items used to measure the intrinsic motivation variables that influence recreational participation among UMK students. Based on the 7 items, the highest mean statistic value is 4.53, which is I want to maintain my physical health and well-being. While extrinsic which has 8 question items used and the highest value of mean statistic is 4.29 which is this activity able to increase strength and achieve the health I dream of and for recreation participation is 4.18 which is I can experience the outdoors' surrounding through exercising.

In the Descriptive Analysis for the independent variable showed that the highest mean value of the identified variable is I want to maintain my physical health and well-being which is 4.53 followed by I can get away from pressures and release my stress of 4.24. For the lowest mean value for the independent variable is It is my own interest amounting to 3.96. The mean score for the dependent variable is This activity able to increase strength and achieve the health I dream of which is 4.39 and the lowest is Was invited to do recreation activities with family 3.30. It can be concluded that the factors that influence participating in recreational activities are according to one's own will and also to maintain the health of the body.

To measure the linear relationship between the two variables identified as the objectives of this study, the Researcher conducted a Correlation Analysis. In the summary of Correlation Analysis is a high positive relationship between intrinsic motivation and recreational participation. In addition, there was also a significant relationship between extrinsic motivation and recreational participation.

This can be concluded based on the results of Cronbach's Alpha Coefficient for Independent Variables and Dependent Variables which shows that the value of Cronbach's Alpha Intrinsic motivation is 0.845, Extrinsic Motivation is 0.844 and Recreation Participation is 0.820. Based on the study, this indicates that Umk students are influenced by these three variables and are interrelated in the participation of recreational activities.

5.4 LIMITATION

As in any study, each study will have its own limitations that cover the scope of the researchers. But through this study, it provides an opportunity for the researcher to review the study in the challenge of completing this study. Each study given there are definitely some limitations in this study the main one is the respondents. For researchers, respondents are the most important thing to study because if a given task has no respondents it is a work that has no direction and is useless. Therefore, the respondents are very important and the respondents we are targeting are UMK students. In this study, not all UMK students can be made respondents and only a few will be given questions or receive questionnaires from researchers. But, there is also a problem from the respondents i.e. students who think that answering the questions given by this researcher is a waste of time, tedious, and of no benefit to themselves.

Therefore, the attitude of a handful of respondents, namely UMK students here, gives some problems to researchers to complete this study as soon as possible. This is because, due to the lack of cooperation given by the respondents, the researcher has to take a long time to obtain information from the questionnaire given to the respondents. The time taken to do was only a few days but due to the lack of cooperation given by the respondents, the researchers had to take almost a month to distribute the questionnaires and get answers from them. Due to that, the researchers used a better method that is by the method of interacting with the intended respondents. The researchers will provide a description of the questionnaire

conducted and also about the study conducted so that the respondents understand the study and provide good cooperation to the researchers.

Next is that the limitations in this study are variable. The study conducted by the researcher is focused on two variables namely Intrinsic and Extrinsic. Through these two variables, it is divided into many factors that influence students to participate in recreational activities. Factors that are influenced by UMK students are divided into many factors, among them are, the factors of friends, family, health, enjoy and joy and others that influence students to participate in this recreational activity. Other factors also influence UMK students to participate in these recreational activities but due to limited resources and references, researchers have to do the variables available to study.

In addition, the researcher also used data collection methods for the limitations of this study. For this study, the researcher used only online surveys for this data collection method. This is because the respondents of this study are students at UMK and it is impossible for researchers to obtain data through interviews with students. This is because, the researchers face a challenge when using online surveys that the researcher cannot get confirmation information from the respondents, correct or incorrect answers from the respondents and others. This causes the researchers to have to see and evaluate the answers given by the respondents are correct and results in additional work and delays in the data collection process.

For the limitations of the work done by the researcher is the researcher using quantitative methods. This study only uses quantitative methods for students in UMK. This method is done in the study is to find out the factors that influence UMK students to participate in recreational activities.

5.5 RECOMMADATIONS

Through this study, researchers believe that future research can be done on all students in UMK. This is because, this study was only conducted on UMK Cohort 18/19 students who are only part of the total number of students in UMK. To see the differences, future studies need to be done to obtain data to see the similarities or differences found on UMK students. Therefore, the researchers were able to find out the totality of the students in UMK about the factors that influence UMK students to do recreational activities.

Furthermore, this study only focuses on two variables, independent variables are intrinsic while dependent variables are extrinsic. This is to look at the factors that influence students to participate in existing recreational activities. However, there are other factors that are not taken into account by the researcher as they are factors that are available and easy to study. Therefore, for future researchers, researchers recommend other variables for other researchers to add knowledge as well as new discoveries for them and also for others.

In addition, this study was conducted on a total of 327 respondents of UMK students who are only a small number of students in UMK. UMK students who number more than that can be used as a study in the future. Therefore, researchers in the future should expand the sample size for UMK students to obtain a sample size with high accuracy and reliability of the study.

Lastly is the method of interviews, open-ended questions, meetings or other ways can be done in addition to the method of questionnaires conducted online. This is because the online questionnaire method can interfere with the number of survey citations and some constraints faced by respondents such as no wi-Fi, slow line, and others. With the interview method, it obtains an immediate response rate, clarifies the answers given and also gets immediate information. It can make it easier for respondents and researchers to complete assignments more quickly.

5.6 CONCLUSION

The conclusion of this chapter is that the researcher needs to present the test of this study on the problems encountered to complete this study. This study is about examining the relationship between intrinsic and extrinsic variables to see the factors of UMK students to participate in these recreational activities. The researcher has done the research framework and developed it. Researchers have studied the relationship between each element in the independent variable to the dependent variable.

In this study, researchers have obtained a total of 327 respondents, namely UMK students to participate in this study through online survey method. Data were collected and analyzed by SPSS version 23 software based on descriptive statistics, reliability analysis and correlation analysis. From the results of the analysis the reliability of the overall variable is 0.70 and is considered reliable and acceptable for further analysis.

This research is to see the factors that influence UMK students in participating in recreational activities inside and outside UMK. The results of the objectives of the study that examined the relationship between UMK students are influenced by themselves, family, friends, health and other factors. These factors have attracted the interest of UMK students to participate in recreational activities.

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APPENDIX

QUESTIONNAIRE

Factors that Motivate Recreation Participation Among UMK Students.

Using Likert Scale (1 strongly disagree – 5 Strongly agree)

Part A: Demographics

Author	Descriptions	Items
	Demographic students	1. Gender (Jantina) 2. Age (Umur) 3. Course (Jurusan) 4. Year (Tahun)

Part B: DV

Author	Description	Items
Develop by Matt hew Frase r, (201 9)	Physical Activity - Uses 27 items to describe 8 facts about outdoor activity	I prefer exercising outdoors rather than indoors. (Sayalebihsukabersenam di luarrumahberbanding di dalamrumah.) I can relax from my daily routine. (Sayadapatberehatdarutinharian.) I can experience the outdoors' surrounding through exercising. (Sayadapatmenikmatiaktiviti diluarrumahdenganbersenam.) I can be in nature. (Sayablehberada di alamsemulajadi.) Exercising outdoors challenges me more. (Bersenam di luarrumahlebihmencabarsaya.) I can experience changes in nature (light, dark, sun-rain).

		(Sayadapatmengalamiperubahandalamalamse mulajadi (cahaya, gelap, hujan-matahari). I come to places I am mostly attached to. (Sayadatingketempat-tempat yang sangatsayaminati.)
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Part C: Intrinsic Factors

Autho	Description	Items
Devel	<p>Physical Activity and Leisure Motivation Scale- Youth-Malay (PALM S-Y-M)</p> <p>- 28 items with 7 subscales and each subscale consists of 4 items.</p> <p>- Mastery, enjoyment, psycholog</p>	<p>I can take my mind off and feel relax. (Sayabolehtenangfikirandanberasasantai.)</p> <p>I can get away from pressures and release my stress.(Sayadapatmelepaskandiridaritekanandanjugame lepaskantekanansaya.)</p> <p>I want to maintain my physical health and well-being. (Sayamahumenjagakesihatandankesejahteraanfizikalsaya.)</p> <p>I want to improve my existing skills and obtain new skills. (Sayainginmeningkatkankemahiran yang adadanmemperolehkemahiranbaru.)</p> <p>I like to engage in activities that physically challenge me. (Sayasukamelakukanaktiviti yang mencabarsayasecarafizikal.)</p> <p>It is my own interest. (Iniadalahminatsayasendiri.)</p> <p>It makes me enjoy and feel happy.(Inimembuatsayaseronokdanmerasagembira.)</p>

	<p>gical conditio n, physical conditio n, appearan ce, affiliatio n, and competit ion/ego.</p>	
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Part D: Extrinsic Factors

Author	Description	Items
Develo	<p>- Recreation al activities are done motivation ally and participati on in physical activities has a relationshi p with each other others.</p>	<p>It helps improving my body shape and appearance. (Iamembantumemperbaikibentukdanpenampilanbadansa ya.)</p> <p>This activity able to increase strength and achieve the health I dream of. (Aktivitiiniidapatmeningkatkankekuatandanmencapaikesi hatan yang sayaimpikan.)</p> <p>This activity is a current trend. (Aktivitiiniadalah trend semasa.)</p> <p>This activity was done by many students and I was influenced to do it as well. (Aktivitiiniadalah trend semasa.)</p> <p>Friends invitation to participate in recreational activities. (Rakanmengajakuntukmenyertaiaktivitirekreasi.)</p>
	<p>- Recreation al activities are done they feel</p>	

<p>r c y I I 9 9 3 .</p>	<p>comfortabl e factors such as motivation , self- confidence , environme ntal conditions, pleasure, interest, friends and family</p>	<p>Was invited to do recreation activities with family. (Telahdijemputuntukmelakukanaktivitirekreasibersamak eluarga.)</p> <p>Lack of sports facilities inside the university.(Kekurangankemudahansukan di universiti.)</p> <p>I can do something in common with friends. (Sayadapatmelakukanaktivitibersamadenganrakan.)</p>
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