

## **FACTORS INFLUENCING THE SPORTING ATTITUDE AMONG EXCELLENT STUDENTS**

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### Abstract

*Physical sporting activities is beneficial for your health. It has to be continuously and constantly performed route in creating positive and healthy lifestyle as it involves self-discipline. It needs a special interest and a positive mindset to attract students to take up sporting activities. The objective of this study is to assess the students' interest in sports based on several factors among the excellent students. The samples for this study are a group of students ( $N = 420$ ) comprises of male ( $n = 210$ ) and female ( $n = 210$ ) with the age of 16 years old, selected based on simple random sampling. Questionnaire forms were used as a method for data collection. Descriptive and inferential analysis was used to look at the factors influencing students' sporting attitudes based on demographic data. The result shows that there are four factors highly influencing sporting attitudes. However, only the aspect of value that has significance different from gender  $p < 0.05$ , where male students are higher than female. Nevertheless, the most significant factor is gender,  $p < 0.05$ , where male students found to be higher than female. This value aspect is a preliminary consideration of the advantages or disadvantages of sports. Sporting assessment also depends on the effectiveness of teaching by educators who shape the behavior of students to pick up sports. Hsiao (2009) emphasizes the attitude of teachers or lecturers who care about students, know what is being taught, easy to discuss and make teachers and lecturers happy to be with them.*

**Keywords:** *Attitude towards Sports, Excellent Students*

## INTRODUCTION

Exercise is described as having positive effects from various angles such as strengthening body tissues, improving cardiovascular, maintaining ideal body shape, mental health and better life (WHO, 2011), reducing social problems (Vermeulen & Verweel, 2006; Marquis & Baker, 2015), increased health and social progress (Sherlock et al. 2010), reduced levels of depression and anxiety (Pakkla, Read, Leinonen, Hirvwnsalo, Lintunen & Rantanen, 2008), boost the immune system and increase the body's resistance to infection (Ihan, 2000; Siti Norlee Md. Nasir, 2007), Misigoj-Durakovic (2003), pleasure (Matej, T. et al. 2012) and ability to perform tasks daily also increased (US Dept of Health and Human Services, 1996).

In a study conducted by Christodoulos, et al. (2006) showed pupils who took part in the intervention had more positive attitudes towards physical activity than the control group and scored significantly more highly on their intention to participate in physical activity. This research was under education programs that promoting healthy habits and physical activity behaviors during childhood may prevent some of the leading causes of morbidity and mortality in the Greek population, and also decrease direct healthcare costs and improve quality of life. While the results of the study of Dwyer (1992) quoted in Bahram et al. (2012) showed that obese people have a less positive attitude towards sports compared to people who are normal weight and underweight. This negative attitude encourages them not to show any commitment to sports activities.

Changing society's perception of sports practice as a healthy lifestyle is necessary in order to change their attitude of engaging in sports, therefore, accurate perception of the benefits of sports in terms of physical, cognitive, mental and social will maintain an increase in sports attitudes (Ahmet Atalay, 2016). Based on these beliefs, a positive attitude will emerge and bring the intention to engage in sports activities. SallehNia et al. (2012), a positive attitude towards normal activities leads to an increase in the tendency towards sports participation and influences the social life of the individual (Ahmet Atalay 2016). In general, a positive attitude will result in appropriate changes to the behavior (Fazio et al. 1989).

The results of a study by SallehNia et al. (2012), active physical has a relationship with the attitudes towards sports and physical activity. This relationship can be bilateral which having a strong attitude towards sports encourages one to be more involved in physical activity or engaging in sports and physical activity can lead to having a stronger attitude towards sports and physical activity. This study is also supported by studies conducted by Ahmadi (2001), Luck Hart (1971), Mood and Fin (1994) and Shapie et al. (2019; 2020).

The factors studied are Involvement, Motivation, Knowledge and Values. It is important to look at the need for sports in the context of sports activities in schools. This study was conducted to answer the following research questions: -

1. What is the level of athletic attitude of academically excellent students?
2. Are there any differences in sports attitudes based on the demographics of academically excellent students?

## METHODOLOGY

### *Respondents*

This study involved a sample of 420 student from 6 schools representing each zone in Malaysia. The research method is based on simple random sampling among 16-year-old students to ensure that each sample has the opportunity to be selected as a respondent. The selection of a sample from 420 students is based on the sample size table by Krejcie and Morgan (1970).

### *Procedures / Instruments*

Data were obtained using a set of questionnaires and processed using SPSS (Statistical Package for Social Science) version 23.0. The measurement instrument is based on questionnaire and modified according to the suitability of the respondents.

This questionnaire was adapted and modified based on the questionnaire used by P. Iskandar (1999). This set of questionnaire contains 40 items that measures students' sports attitude through a four-point scale and has a high confidence value of 0.79 to 0.97. Details of the information studied are shown in Table 1. Table 2, in turn, explains the description of each of the factors that influence sports attitudes.

*Table 1: Detailed Information of the Questionnaire*

<b>PART</b>	<b>QUESTION</b>	<b>CONSTRUCT</b>
Part A	Respondent background	Gender
Part B	Factors that influence student attitude towards sports	1. Involvement 2. Motivation 3. Knowledge 4. Value

*Table 2: Explanation on the Factors of Sports Attitude*

<b>Factor</b>	<b>Explanation</b>
i) Involvement	Involvement in the enjoyment and improvement of personal health as well as the level of personal fitness.
ii) Motivation	Encouragement from individuals and surroundings that will motivate students in building positive attitude towards sports.
iii) Knowledge	Building the students' knowledge in sports using practical and theoretical approach for better understanding on the objective in performing physical activity.
iv) Value	Assessments for all PE educators or coaches in teaching approach, knowledge in sports and their creativity in delivering sporting knowledge. This is to create an interest among the student in making the teachers as their sports idols.

### *Data Collection*

Prior to the administration of the questionnaire, researchers first obtained permission from the education department and the school. Administration of questionnaires is conducted face-to-face. Questionnaires were distributed to selected students upon approval from the schools involved. Completed questionnaire were analyzed.

### *Statistical Analysis*

The analysis process is carried out using SPSS software (Statistical Package for Social Science) version 23.0. Descriptive analysis is used to view demographic information. Wilk's Lambda's analysis was also conducted to see whether there were differences based on student demographic information or vice versa. If the analysis findings indicate there are significant differences, then MANOVA analysis is carried out.

## **FINDINGS**

### *Level of Sport Attitude*

Mean scores of students' sports attitude factors was taken and calculated based on students' answers to the items in the questionnaire. Next, the researcher uses the interpretation of the mean score as a guide to see the level of each construct in which the value of the mean score has been determined. The comparison of the mean scores for all attitude factors as in Table 3 below:

*Table 3: The mean score of Attitude Towards Sports (ATS)*

Sports Attitude	Mean Score	Level
Involvement	3.10	High
Motivation	3.33	High
Knowledge	3.13	High
Value	3.14	High

*Resources : Zainuddin et al. (2007)*

Table 3 shows the distribution of mean scores and standard deviations for each ATS factor of students, it was found that all ATS factors have a high mean score compared to the standard mean score where each recorded, Involvement (mean = 3.10), Motivation (mean = 3.33), Knowledge (mean = 3.13) and Value (mean = 3.14). Mean differences were not significant for all ATS factors. This shows that students have positive attitude towards sports based on a high mean score for each of the factors studied. For the average score of items recorded in the Motivation factor, students gave high percentage of "agree" and "strongly agree" on the item "I like a dedicated Physical Education and Health Teacher who can influence sports performance" (93.3%).

*Attitude towards sport based on gender*

MANOVA analysis was conducted to see the significant differences in students' attitude towards sports factors based on gender. Before conducting MANOVA analysis, several analyzes need to be examined such as data normality and variance of covariance variance. This study has met both of these conditions and further MANOVA analysis can be conducted. Wilk's Lambda analysis was also conducted to see if there were differences based on student demographic information or vice versa. From the analysis conducted it was found that ATS factors have differences based on gender only. Therefore, MANOVA analysis was conducted to see the differences for each ATS factors based on the gender of the students.

*Table 4: Wilk's Lambda Students ATS Based on Gender*

Effects	Wilk's Lambda Value	F Value	DK with in group	DK in group	Sig.
ATS	0.931	7.729	4	415	0.000

Table 4 shows that there are significant differences in student ATS based on student gender with Wilk's value  $\lambda = 0.931$ ,  $F(4,415) = 0.000$  ( $p < 0.05$ ). The differences for each factor of the students' attitude towards sports based on gender in more detail was analyzed using MANOVA can be seen as Table 5 below:

*Table 5 : MANOVA Analysis ATS Factors Based on Gender*

ATS	Gender	N	Mean	s.p	Type III sum of squares	Df	Square sum	F	Sig.
Involvement	Male	210	3.12	0.47	.273	1	.273	1.550	.214
	Female	210	3.07	0.37					
Motivation	Male	210	3.33	0.52	.021	1	.021	.091	.763
	Female	210	3.34	0.45					
Knowledge	Male	210	3.13	0.44	.012	1	.012	.067	.796
	Female	210	3.12	0.39					
Value	Male	210	3.25	0.55	4.662	1	4.662	15.647	.000
	Female	210	3.04	0.55					

Table 5 shows, there is no significant difference in the factors of Student Involvement, Motivation and Knowledge based on gender where  $p > 0.05$ . However, male and female students show differences in the Value factor where male students are more dominant in having an assessment of PE teachers.

MANOVA analysis was also conducted to see ATS based on the location and (social economy status) SES but the results showed no significant differences in aspects of students' involvement, Motivation and Knowledge based on location and SES.

## DISCUSSION

Observing the level of attitude towards sports, based on the factors studied shows that motivation factors provide the highest level in determining students' attitudes towards sports. Going through the average score of items in detail, it is observed that the role of school administrators and Physical Education and Health Teachers (PE) is not only teaching but also able to be an idol to students and influence their attitude to sports. The level of knowledge possessed by PE teachers are also indicators for students in determining their attitude to play sports or vice versa. The importance of PE teachers in showing good personality to be a role model for students towards cultivating a healthy lifestyle. Motives for sport participation differ and a distinction can be made between the intrinsic (the pleasure of participating) and extrinsic (future rewards or punishment) motivation of men and women when engaging in a sport activity (Alexandris et al., 2002). Van Heerden CH (2014), someone who is intrinsically motivated is inspired to participate in sport without being driven by an external incentive. The study indicated that there is a positive relationship between extrinsic motivation and intrinsic motivation. While the findings from a survey conducted by the Sport Council for Wales (2001) found that the influence of physical education subject teachers influence students' attitudes towards sports. Chiu & Kayat (2010) report that motivation has a strong impact on attitudes and involvement in relaxed physical activity.

The involvement factor also recorded a high score but the lowest compared to other factors. The item that shows high percentage of agreement is "All school students should be given the freedom to choose the sports activities of interest based on the interests and abilities of students" by 95%. This shows that students are indicating higher attitude towards sports when given the flexibility to choose the games they are interested in. This can also be seen as a factor that indicates student involvement in sports activities. If seen in most schools, the limited facilities and sports equipment is the main agenda in offering this type of game to students. For example, not all schools are able to provide facilities such as basketball courts, tennis courts, golf course and swimming pools. These limitations are sometimes limiting the students' interests. This is seen as a contributing factor to the attitude of students not to participate in sports activities offered or organized by the school. As if, their involvement in coercion which should meet the scoring in the field of co-curriculum. Involvement by enforcement eliminates the feeling of fun while playing sports. No fun in sports will affect students' interest in sports (Australia Sport Commission, 1991). In summary, student involvement in sports activities is greatly influenced by students' interests and abilities. If the sport offered is not the interest of the students, then, the attitude to engage in the sport is low.

Some of these criteria are used as guidance for the administrator to list the types of sports that will be offered to students. Based on the frequency of respondents in answering to the questionnaire clearly shows that students have high interest and inclination in the sports offered but the number of entries is limited by the type of sports offered thus have resulted in the same number of students participating. This explains that students' attitudes towards sports can be negative if students' interest in a sport cannot be met. This affects the enjoyment of individuals for sports as their involvement was made under compulsion that only to meets the requirements for sports co-curricular assessment only. However, the involvement of students in sports activities is due to the mindset of these students that they think that fitness and health level should be in line and can be achieved through physical activities during the sport's co-curriculum.

Male students have higher ratings than female students. Value factor plays an important role in forming a positive attitude. A study by O.S.A Ikhloya (1998) in the study "Utilizing Adolescent Interest Patterns for Participation in Sport" states, the value of sports will affect a teenager's attitude towards involvement in sports. He also stressed that the value aspect of sports should be cultivated among teenagers such as hobbies or one's inclinations. This value aspect is the initial response to the pros or cons of sports. It covers the assessment of the impact on body shape, sports skills, personal health, social nature, lifestyle and management of a sporting event. The value aspect is important to individuals who already have the inclinations and potential in sports, indeed the initial assessment motivates them to make decisions. Without value factors, it is difficult for them to be active in sports. Even the assessment of attitudes towards sports also depends on the effectiveness of teaching by the educator. Educators who are creative and easy to get along with become an attraction for students to easily talk and share knowledge. This is in line with the findings of a study by Fowler (1990) who found that educators who have a positive attitude will be able to produce a positive attitude towards their students.

The role of teachers or educators is seen as an important factor in disseminating knowledge to students. This is due to the level of knowledge and the natural concern or care of the teacher or lecturer towards the student. Lecturers who are creative and knowledgeable and are an example to students is a quality that is seen and loved by students. Hsiao (2009) asserts that the attitude of teachers or lecturers who care about students, know what is taught, easy to discuss makes teachers and lecturers easy to be accompanied. A study abroad by Britner (2008) on male and female students in high school in science student found that the attitudes of students studied towards sports activities were not significantly different between the two genders.

## CONCLUSION

Performing sports-based physical activity is part of a good lifestyle. Physical activity and an inactive lifestyle are risk factors that contribute to obesity (Haslina et al. 2017). However, the health benefits seem insignificant if they do not lead a healthy lifestyle. Previous studies have shown that approximately 33% of adolescents and 40% of adults are physically inactive (Centers for Disease Control and Prevention, 2005). In Malaysia, one-third of school students between the ages of 13 to 14 are at a low level in terms of physical activity and 61.5% are at an average level (Dan, Mohd Nasir, & Zalilah, 2011). It is also stated that the government has spent a large amount of funds to encourage sports and physical activities, student participation in physical activities in Malaysia is still low (Yusof & Shah, 2007 in Haslina et al. 2017).

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