

Abstrak

Motif Penyertaan Sukan Di Kalangan Pemain-pemain Hoki Sekolah Menengah di Pulau Pinang

Tujuan kajian ini adalah untuk menilai motif-motif penyertaan pemain-pemain hoki dalam pertandingan hoki antara sekolah-sekolah di Pulau Pinang. Kajian ini menfokuskan kepada pemain-pemain hoki dalam lingkungan umur antara 13 hingga 18 tahun dan intensiti permainan (tahap permainan dari segi kemahiran, kelajuan dan kecergasan) itu terhad kepada peringkat negeri sahaja. Enam soalan penyelidikan telah dikaji dan keputusan kajian itu akan sedikit sebanyak membekalkan maklumat-maklumat yang bermakna kepada guru-guru pendidikan jasmani, jurulatih-jurulatih serta pihak pentadbir apabila merancang program latihan sukan hoki, atau menjalankan aktiviti-aktiviti sukan yang lain.

Seramai seratus empat puluh empat pemain hoki sekolah yang terdiri daripada 72 pelajar lelaki dan 72 pelajar wanita telah diminta untuk menjawab soal-selidik yang telah diterjemahkan dalam Bahasa Melayu. Soal-selidik ini direka oleh Gill et al. (1983). Kajian perintis soal-selidik yang diterjemahkan itu dilakukan untuk menentukan kebolehpercayaannya. Statistik deskriptif dan analisis varian digunakan untuk menilai enam soalan penyelidikan. Kajian ini menilai motif-motif tertentu dan faktor-faktor motif berhubung dengan jantina, kumpulan umur dan bilangan tahun pengalamannya.

Keputusan kajian ini menunjukkan bahawa motif pembangunan kemahiran, motif sosial dan motif pencapaian ialah tiga motif yang diberikan skor min yang tinggi. Ini juga

menunjukkan bahawa motivasi penyertaan sukan adalah pelbagai dimensi. Pemain lelaki dan wanita didapati sependapat dalam 3 motif yang utama dalam penyertaan sukan, iaitu, motif peningkatan kemahiran, semangat berpasukan dan kecergasan fizikal. Motif kehairahan permainan itu adalah kurang penting bagi pemain-pemain lelaki dibandingkan dengan pemain-pemain wanita pada tahap pertandingan ini. Didapati pemain lelaki lebih bermotivasi untuk “melanjutkan ke peringkat yang lebih tinggi”. Pemain-pemain lelaki juga menganggap motif pembangunan kemahiran lebih penting dibandingkan dengan pemain-pemain wanita. Pemain-pemain dalam lingkungan umur 13 sehingga 15 tahun menunjukkan bahawa “mempelajari kemahiran baru” adalah salah satu daripada motif-motif utama mereka. Terdapat 8 motif yang menunjukkan perbezaan yang nyata antara dua kumpulan umur itu. Pada amnya, perbezaan motif-motif ini adalah disebabkan oleh pembangunan sosio-psikologi kanak-kanak serta kesan intensiti permainan dalam peringkat umur Bawah 18 dan Bawah 15. Faktor keseronokan, pertalian persahabatan dan perlepasan tekanan adalah tiga faktor motif yang dinilai genting. Pemain-pemain yang berpengalaman 3 tahun atau lebih menganggap bahawa motif pertandingan, cabaran dan kemenangan sebagai tiga motif yang lebih penting daripada pemain-pemain yang berpengalaman kurang daripada 3 tahun. Analisis varian menunjukkan bahawa kemenangan, hadiah, berasa penting, berkerjasama sebagai satu pasukan, bersama-sama dengan kawan serta perlepasan tekanan adalah genting antara dua kumpulan ini. Didapati juga kumpulan yang lebih berpengalaman bermain untuk pencapaian dan kejayaan walaupun kedua-dua kumpulan menganggap pembangunan

kemahiran dan orientasi berpasukan adalah amat penting. Faktor motif keseronokan dan faktor motif perlepasan tekanan dinilai lebih penting oleh kumpulan yang lebih berpengalaman.

Kajian ini menunjukkan bahawa faktor motif keseronokan yang dianggap motif yang amat penting dalam banyak kajian dahulu (Gill et al., 1983; Gould et al., 1985; Fung & Chan, 1994; Thill & Brunel, 1995; Potrac & Jones, 1998) hanya memperolehi skor min yang sederhana dalam kajian ini. Walau bagaimanapun motivasi pencapaian dan kecekapan bertambah penting berhubung dengan jantina, umur dan pengalaman.

Abstract

The aim of survey was to assess the participation motives of hockey players who participated in the inter-school tournament in Penang. The research focused on hockey players between the age of 13 and 18 years, and the intensity of the game (level of play in term of skills, speed and agility) only limited to the state level tournament. Six research questions were studied and the results could provide meaningful information for physical education teachers, coaches as well as administrators when they plan sport or hockey training programmes, or to carry out other sports activities.

A hundred and forty four school hockey players comprising equal number of boys and girls, were asked to answer the questionnaires that were translated into the Malay Language. The original questionnaire was developed by Gill, Gross & Huddleston (1983). A pilot study of the translated questionnaire was carried out to determine its reliability. Descriptive statistics and one-way analysis of variance were used to assess the six research questions. The study assesses the motive items and motive factors in relation to gender, age and year of experience.

The results of the study showed that skill development motive, social motive and achievement motive were three motives which were given high mean scores. The results also showed that sport participation motivation is multi-dimensional. Boys and girls shared the top three motives for their participation, that is, "to improve skills", "like the team spirit" and "to be physically fit". Excitement motive appeared to be less important

for boys compared to the girls at this level of play. It was found that boys were more motivated to go to a higher level. The boys also considered skill development motive more important compared to the girls. Players in the Under-15 age group indicated “learning new skills” as one of their prime motives. Eight motive items showed significantly between these two groups. Generally the differences in their participation motives were due to their socio-psychological development as well as the effect of the intensity of the Under 15 and Under-18 games. Fun factor, friendship factor and energy release factor were tested to be significant. Those with 3 or more years of experience indicated that competition, challenge and winning as three motives that were more important than those who had less than 3 years of experience. Analysis of variance showed that winning, rewards, feeling of importance, teamwork, and being with friends and energy release were motive items that were significant between the two groups. It was found that the more experienced played for achievement and success, although both groups considered skill development and team orientation as very important. Fun factor and energy release factors were significantly different as the more experienced group indicated higher mean scores.

Fun factor which was a prime motive in earlier studies was only given moderate importance in this study. Nonetheless achievement motivation as well as competence showed significantly in relation to age, gender and experience.

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