Chapter One

Introduction

1.1 Background of the Study

Education plays an important role in the growth and development of individuals (Krish, 1994). This is clearly spelled out by the philosophy of education which states that:

Education in Malaysia is an on-going effort towards further developing the potential of individuals in a holistic and integrated manner. It has to produce individuals who are intellectually, spiritually, emotionally, physically and religiously balanced and harmonious. It is designed to produce Malaysian citizens who are knowledge, competent, imbued with high moral values, responsible and capable of achieving a high level of personal well-being as well as being able to contribute to the betterment of the society and the nation at large.

(Ministry of Education, 1989)

To achieve this aim, it is recognised that Physical Education should be one of the main components of the curriculum in Malaysian schools. As cited in the Inspectorate Committee Report (1993), Physical and Health Education is an integral part of a wholesome education. Under the Integrated Curriculum for Secondary Schools (KBSM), Physical and Health Education is made a compulsory subject for all secondary schools with the exception of Form Six classes. Two lessons of forty minutes each are allocated per week for Physical and Health Education (Circular for Physical Education, 1979 (no.3)), and is to be divided equally in time allocation. Physical and Health Education is aimed at making students healthy, fit, and productive through instilling of values, attitudes, knowledge, and health and fitness habits in everyday life (Pukal KBSM, 1992). Below are the topics for the teaching of Physical Education under the KBSM:
| Games                      | field games - soccer, netball, hockey, softball, handball and rugby  
|                           | court games - volleyball, basketball, sepak takraw, tennis, badminton, table tennis |
| Athletics                 | track events - sprints, middle and long distance running, hurdling.  
|                           | Field events - jumping, shot put, javelin, discus, hammer throw |
| Fitness Training          | circuit training, pressure training, stretching, callisthenics, load training |
| Movement Education        | gymnastics - artistic gymnastics, educational gymnastics, creative movement |

It is therefore relevant to give proper attention to sports and fitness as they are two main elements in Physical Education. In sports, a variety of games skills are taught from Form One to Form Five. It is reckoned that physical education classes would not be able to teach more advanced sport skills due to the limited time allocated. Moreover, some of the sport skills are only taught in certain schools due to various reasons among them the lack of facilities and shortage of qualified physical education teachers (Nair, 1988).

Fitness, on the other hand, are incorporated into other physical activities although it may be taught as a separate element. In view of the total time allocated, it is deemed not possible to achieve basic fitness recommended by the American College of Sports Medicine (ACSM, 1991), which recommends having at least 20 minutes of continuous
moderate exercise attaining at least 60% of the maximal heart rate three times a week. According to a report (The Star, 22/5/99), the Secretary-General of the Youth and Sports Ministry revealed that only 15% of Malaysians showed interest in their fitness level based on the response to the Ministry's Sports for All activities nation-wide. It is therefore a hint that youths and perhaps younger adults do not show much interest in their fitness or maintaining a healthy lifestyle.

To enjoy and participate actively in sports, improving or acquiring new skills is important. However, the time allocated for improving and acquiring of new sport skills is sometimes limited to less than forty minutes a week, which is deemed to be too brief for a meaningful acquisition, what more if we consider the size of the class, the facilities and number of qualified teachers available (Nair, 1988)

Hockey, for example, requires much repetition and time to learn the variety of complex skills and it is assumed that one lesson per week will not be sufficient to master the basic hockey skills to play a normal game enjoyably. In many national-type secondary schools with predominantly students who come from Chinese primary schools, hockey is virtually neglected by the PE teachers and non-existent in co-curricular activities.

The need to encourage participation in hockey is understandable for various reasons. Hockey is one of the prominent sports in this country as Malaysia has been able to qualify for the Olympics and the World Cup on several occasions apart from winning regional tournaments. Locally, there are tournaments organised at recreational level, junior league level, state level and elite level. Clubs even engaged professionals to play for them in the National Hockey League. Facilities of international standards and
qualified coaches are available. Thus, there are opportunities to participate and excel in this sport.

At the state level and school level, the facilities and participation need to be improved as the number of schools taking up the sport at competitive levels, and the number of fields in the state have not seen any improvement. However, given the status and recognition which the country has achieved in the international hockey tournaments thus far, it is important that the school should be the base for supplying a bigger pool of players.

Co-curricular activities are also made compulsory for every secondary student. In 1994, every student was required to enrol in sport club and any other society or uniform unit (Krish, 1994). As in the Inspectorate Report (1993), co-curricular activity is important because it is assumed that the curriculum are unable to provide wholesome experience in classroom and teaching lessons, and thus it is reckoned that co-curricular activity can provide experiences for mental and social development apart from instilling values. It will also make the school as attractive and enjoyable for pupils (Inspectorate Report, 1993). According to Zainun & Aini (1993), 209 out of 440 students in form four participate in sports as co-curricular activities which amounts to only 47.5%. They concluded that the level of recreational participation for Form Four students was far from satisfactory (Zainun & Aini, 1993). As required by the co-curricular ruling, 1989, children are required to attend 90 minutes of sporting activities per week.

For those children who are sport competent, the Malaysian Schools’ Sports Council (MSSC) is another avenue for them to express themselves. Each year the Ministry of Education allocates more than two million ringgit for the implementation of
the sport programmes (The Star newspaper, 24/12/1998) apart from getting the support from the private sectors as sponsors in various sport events. From the children’s participation, talented ones are selected to represent the country. Scholarships are also offered to the talented ones. With the setting of two national sports schools, that is, Bukit Jalil Sports School (Federal Territory) and Bukit Penawar Sports School (Johor), more opportunities are available for the sport competent children to excel in competitive sports. Many states have set up their own Sports Excellence Centres and sports schools to groom young talents. The richer football, golf and badminton sport associations have also done their part by setting up their own academies. Some of these students may later become coaches, professional players and sports administrators.

However, the small number of school participation in certain sports which are supposed to be taught extensively in physical education lessons is of concern to the administrators. For instance, only six out of the 31 boys’ and co-educational schools in Penang Island took part in the Penang Schools Sports (PSSC) Under-18 hockey tournament in 1999. Only 9 out of 20 co-educational and girls’ schools participated in the Under-18 tournament in 1999. As the number of participation was small, the tournament was organised at the state level as there were insufficient entries to be held at district or zone level. Despite this drawback, it is recognised that PSSC plays an important role in sports development and recruitment of young talents. Participation at school level is seen as the most effective ways of scouting talented and physically competent sportsmen, apart from making the sport an enjoyable activities and pastime. On 20th January, 1988, the National Sports Policy was approved by the Cabinet. The policy provides basic guidelines for both elite sports for the talented to excel in sports, and “Sports for All” to
increase participation and, at the same time, provides a larger pool of athletes who may then be developed into elite athletes. Through Rakan Muda (Friends in Sports), it is hoped that more youths aged fifteen to twenty-five will participate in sports.

Participation in games and sports can encourage and promote good qualities in students such as sportsmanship, teamwork, self-discipline, leadership skills, determination and perseverance (Vasudevan, 1985). These qualities are relevant to a progressively developing Malaysia. In the United Kingdom, interscholastic sport has been linked with promoting desirable traits such as loyalty, self-control, courage, leadership, and teamwork (cited by Potrac & Jones, 1998). Sports, if properly taught in schools, can channel the energy, high spirit, competitiveness and aggression of the young in a socially beneficial way that will stand them in good stead whatever their future holds (Potrac & Jones, 1998). Despite all these positive regards, sports and physical education in Malaysia are often considered unimportant by students, teachers, headmasters and principals as well as parents (Zainun & Aini, 1993). To arrest such perception, it is therefore necessary to encourage more participation in sports and physical education lessons by making them more attractive, meaningful and enjoyable. It should be recognised that for many people, competition is important and promotes incentives, challenges and high levels of attendance. The key challenge is to provide opportunity for sports participation at varying levels of ability and competitive interest, so that no one is excluded and all can find satisfaction in activities of their choice (Kraus, Carpenter & Bates, 1981).
1.2 Statement of the Problem

Physical education and co-curricular activities are compulsory for school students for they contribute positively to students' education and development. With only two lessons out of 40 lessons allocated for the subject per week, it is only 5% of total curriculum time allocated per week. Hence, it is doubtful that physical education lessons provides basic fitness and sport skills to the students. However, it is reckoned that physical education can do much to instil interest in continuing their participation in physical activity. Participation motivation is necessary for the children to continue with sporting activities in future for a healthy lifestyle.

Sports is a compulsory part of co-curricular activities. But, as reported by Zainun & Aini (1993), students who took up sports actively accounted for less than 50%. Female participation in sports is even fewer (34%). The number of sport clubs in school also reflects the state of affair on sport participation. Attendance and the number of meetings or training periods also reflect on the participation motivation of the teachers and students. Many sporting activities were planned to suit the MSSM calendar and the academic sessions.

Despite the forty-five years of involvement of PSSC (Buku Cenderamata, 1999), there are still many instances of limited participation of quite a number of sports from the schools, such as rugby, swimming, gymnastics, badminton and hockey. At the MSSC level, only 18 sports are organised. As the MSSC meet is the criterion for selection of athletes for the Asean Schools' meet or other international meet, hence, there is a need for more and effective participation to have a wider base for selection.
Parents, educators and the government are very concerned about the problems of loafing, vandalism and delinquency in schools and among youths. Hui (1981) cited that the abundant energy of children should be channelled towards the positive development of these individuals. Sport provides an avenue for such development.

The sports industry is rapidly developing in Malaysia. Sports scholarship are given to elite athletes for studies and training overseas. The two hundred golf resorts in Malaysia is testimony of the development of sports industry. Sports participation will enhance the industry as products are marketed. Elite athletes may be sponsored by big companies for marketing and promotion purposes.

Participation motivation is necessary also for young elite athletes to prevent burn-out so that they are consistently motivated to enhance performance. In Malaysia, there were many instances of premature retirement by students and players due to various reasons, among them the loss of motivation and burn-out.

1.3 Purpose of the Study.

The purpose of this study is to investigate the sport participation motives of school hockey players in Pulau Pinang and these motives in relation to age, gender and years of experience. There is a need for study of this nature in Malaysia as sports is rapidly growing in importance. Although a search through the local universities reveals some data for such nature of study, there is a need for comprehensive study on sport participation motives.

Studies on sport participation revealed much similarity in motives among English speaking countries such as Canada, the United States, Australia, the United Kingdom.
Other non-English-speaking nations such as China, Hong Kong, Italy and Hungary also showed much similarity in motives among these countries as well as the English-speaking countries.

As for Malaysia, it is therefore desirable to know the outcome of this study as it may be useful for coaches, teachers and sport administrators. The data and information may be useful for further studies and research apart from enhancing theoretical base of sport motivation.

1.4 Research Question.

The following research questions form the objectives of the study.

(i) Is there any significant difference in sport participation motive items in relation to male and female hockey players?

(ii) Is there any significant difference in sport participation motive factors in relation to male and female hockey players?

(iii) Is there any significant difference in sport?

(iv) Is there any significant difference in sport participation motive factors in relation to Under-15 and Under-18 age group hockey players?

(v) Is there any significant difference in sport participation motive items in relation to less than three years and three years or more in experience in sport participation?

(vi) Is there any significant difference in sport participation motive factors in relation to less than three years and three years or more in experience in sport participation?
1.5 Significance of the Study

A search for local literature on studies relating to sport participation motivation reveals a few related data and information. Thus, it is hoped that the study would provide some relevant data and information on sport participation for academicians, physical educators and coaches in planning their work for the school children and sport club members. By knowing and understanding the motives, teachers will be able to plan and implement their teaching lessons more effectively so as to motivate these children to participate more meaningfully. By applying the correct motivation, be it intrinsic or extrinsic, children would be motivated to be active and to stay fit. Indirectly, it enhances the status and importance of physical education and sports.

Specifically, the study would be able to provide accurate data and information on participation motivation of the hockey players in Pulau Pinang and other states. An environment that motivates will increase and intensify participation in physical education classes and sporting activities. It may also be relevant to team sports such as soccer, netball, volleyball and others.

Finally, it is hoped that the study will stimulate further research of this nature, not only to help the teachers and coaches to carry out their daily routine but also to enhance theoretical understanding and theoretical advancement.

1.6 Limitation of the Study

There are five limitations in this study. While involving all the subjects is desirable, it is not possible considering the large population involved as there are time, cost and
manpower constraints. Thus the use of stratified random sampling may be deemed appropriate bearing in mind that a more homogenous population is desirable in this survey (Shenoy & Pant, 1994). However, prior knowledge of the population is needed (Shenoy & Pant, 1994).

The collection of data is done by the coaches and teacher advisors after a briefing. The surveyor could not be able to visit the schools as the time for collection of data will only be completed within two weeks and the schedule for teams’ training may not be fixed rigidly. Thus trustworthiness and forthrightness (Bourque & Clark, 1994) are needed for the coaches and respondents.

Another limitation is that the Under-15 age players have not been playing competitive inter-school competition (not until July), while the Under-18 players have just completed their Penang Schools’ Sport Council fixtures at the end of June. Thus, it is deemed suitable for data collection to be done in early and second week of June as the players are still in training or are still in touch with the game. It is reckoned that some players may play for the Under-18 age group although they are eligible to play for the Under-15 age group in the PSSC tournament. For the PSSC tournaments, it is stipulated that a player can play only in one age group, thus denying the players under the age of 15 to participate in the Under-15 tournament if he or she has chosen to play for the Under-18 tournament. However, this survey does not distinguish this group of players.

As it is only conducted on hockey players, the results and conclusion would only be useful for hockey in Penang Island. It is only relevant to children aged between 13 to 19 years old.
Only simple statistical methods are used to analyse the data collected although more advanced methods can be utilised.

1.7 Operational Definition of Terms.

Motives: Drives encompassing reasons that induce a person to act in a particular way (Alderman, 1978)

Sport Participation Motives: Drives encompassing reasons that induce a person to engage in sport.


Under-15 age group: Players who are in form one to form three that have not attained the age of 16.

Under-18 age group: Players who are in form four to lower six that have not attained the age of 19.

Motive item: The specific reason for inducing a person to act in a particular way.

Motive factors: The correlated reasons that induce a person to act in a particular way.