JTH

https://jthkkss.com/
ISSN 2710-6357
DOI: https://doi.org/10.53797/jthkks.v1i1.5.2020

Factor of Active Participation Engineering and Technical Student-Athletes in Co-Curricular Activities (Sport)

Rozali, Mohd Zulfadli[1*], Puteh, Saifullizam, Ismail, Affero, Marian, Mohd Fairuz & Mohamed, Firdaus

[1]Faculty Technical & Vocational Education, University Tun Hussein Onn Malaysia, 86400 Parit Raja, Johor, MALAYSIA

*Corresponding author email: mzulfadli@uthm.edu.my

Available online 29 June 2020

Abstract: Active participation among engineering and technical student-athletes in co-curricular activities is viewed from different sides, which is some of them represent national universities and faculties in sporting events. Therefore, the purpose of this research was to examine the factors that encourage active participation student participation in co-curricular activities (sports) among engineering and technical students of University Tun Hussein Onn Malaysia (UTHM) who participate actively in co-curricular activities (sports). Identifying the factors and perception of active participation in engineering and technical student-athletes in co-curricular activities (sports) are the main focus of this study. A quantitative research design using a survey was used in this study. Surveys were conducted on two hundred and thirteen engineering and technical student-athletes UTHM students who participate actively in co-curricular activities (sports). Findings show that student-athletes agreed that interpersonal, intrapersonal and structural factors are why they are involved in co-curricular (sports) activities. These findings help the university create an active participation environment among engineering and technical student-athletes in co-curricular activities (sports) and, at the same time, help produce student-athletes who can represent the university and national at international levels.

Keywords: Active participation, co-curricular (sports), student-athletes

1. Introduction

The education program in Malaysia is divided into the curriculum and co-curriculum. According to Suskie (2015), co-curricular fun is a learning platform that works in a planned and systematic manner. Co-curricular activities involve sports, societies or clubs, which provide an approach to a subject, culture, and uniform bodies (Bahari, 2007). In Malaysia, the Ministry of Higher Education is very encouraging with the implementation of the Institute of Higher Education Sports Development Policy (DSIPT) that aims to develop student-athletes known as "Thinking Athletes". Because of that, the Ministry of Higher Education encourages students to participate in sports and represent their universities, state or national teams.

In 2009, the Ministry of Education reported that 27% of graduates from local universities were not employed after six months of completing their studies, and 31% were successful in getting jobs but got paid less than RM1500 per month (Hamid, 2012). Malaysia Today (2005) also reported that Malaysia has 60.000 unemployed graduates, after a study conducted by the government shows that the main causes of Malaysian graduates being unemployed are their lack of working experience, communication skills and poor command of the English language. Azmi et al. (2018) stated that Malaysian graduates lacked positive work ethics, communication skills, teamwork and leadership. According to Esa et al. (2013), the skills stated in co-curricular activities, such as teamwork, communication, decision-making, problem-solving and communication, are called generic skills. It shows that higher education's main focus is not only on the development of academics but also on the development of co-curricular activities to help students be more competitive in real working life.

However, participation in co-curricular activities among students in universities faces problems such as the negative perception of students, lack of commitment, lateness, and poor interaction between team members (Othman &

*Corresponding author: mzulfadli@uthm.edu.my

Jasni, 2016). According to Hamid (2012), various sports, such as team sports, depending on how team members work and will help enhance teamwork skills. According to Green et al. (2019), only a small group of students are involved in co-curricular activities because they think it would help enhance employability. Significant participation of students in co-curricular activities has resulted in the group of students as they are more confident, bold, daring in decision-making, and individual that is able to solve problems. Therefore, this study aimed to examine the factors that encourage active participation and perception of active participation in engineering and technical student-athletes in co-curricular activities (sports).

2. Literature Review

Co-curricular activities are learning-based activities designed and organized, with most activities conducted outside the classroom. Co-curricular activities include formal activities such as study in the classroom or lectures and informal activities commonly deemed co-curricular (Michael & Ambotang, 2019). According to Don et al. (2016), students could enhance and apply the knowledge, skills and values they learned in the classroom by participating in co-curricular activities. Crawford and Godbey (1987) stated that three factors are involved in the hierarchical model of leisure constraints, which are structural, interpersonal and intrapersonal factors.

Kumar and Arockiasamy (2012) agreed that intrapersonal factors were the main factor, followed by interpersonal and structural factors. The conceptual model shown in Fig. 1 explains factors that encourage students' active participation in co-curricular activities (sports). National Federation of State High School Associations (NFHS) (2019) states that students who actively participate in co-curricular sports tend to achieve better academic grade records and have no discipline problems than normal students who do not do well in sports. Students who participate in co-curricular activities are usually better at academic achievement than normal students. They are also good in personality, such as confidence, social teamwork, and better leadership skills. Academic and other existing skills could be enhanced through competition or daily training in competition and co-curricular activities (Bartkus et al., 2012; Eccles et al., 2003; Haensly et al., 1985). More than that, it could also help their career development in the workplace and society. Co-curricular activities also help them promote personal achievement and individual and interpersonal skills changes.

Industries are often seeking and searching for graduates who possess positive characteristics of commitment, good academic grades, and actively participate in co-curricular activities as a requirement to offer them a job. Other than that, they considered aspects of working skills, which is that candidates are able to handle responsibilities and complete the instructions and also high determination candidates. According to Fauzee et al. (2002), co-curricular provide students with the prospect of enhancing skills, knowledge and values. It shows that co-curricular activities could provide students with a great environment to help them achieve a perfect experience before they exist in working life (Bahari, 2010).

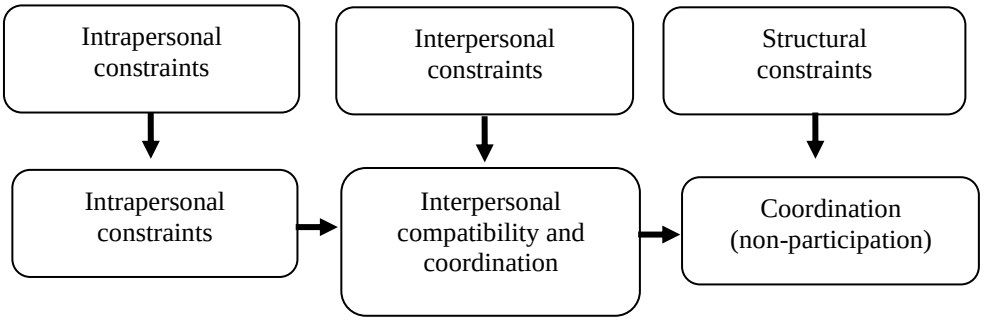

Fig. 1: Model of leisure constraints (Crawford & Godbey, 1987)

3. Methodology

For this research, the quantitative research design was conducted by using the survey method. The data were collected through a survey using questionnaires and then data analysis to generate a mean score and standard deviation by using Statistical Package for Social Science (SPSS). Table 1 shows the questionnaire content.

Table 1: Questionnaire content

Section	Content	Item
Section A	Demography	6
Section B	Factor of participation actively: 1) Structure 2) Interpersonal 3) Intrapersonal	30
Section C	Student-athletes Perception on active participation	10

4. Results

The data analysis by using SPPS shows that the highest mean score of 4.22 with a standard deviation of 0.40 is intrapersonal factors, followed by interpersonal factors with a mean score of 4.14 and a standard deviation of 0.49, and finally, structural factors with a mean score of 3.92 and a standard deviation of 0.48. Table 2 shows the data analysis for active participation in co-curricular activities (sports).

Table 2: Data analysis on active participation of students in co-curricular activities (sports)

Factor of active participation in co-curricular activities (sports)	Mean score	Standard deviation	Mean interpretation
Structure	3.93	0.48	Agree
Interpersonal	4.14	0.49	Agree
Intrapersonal	4.23	0.40	Agree

Based on Table 3, the results of the analysis that was conducted for section C, which is about the student-athlete perception of active participation, show that co-curricular activities (sports) help develop mental, spiritual, physical, and emotional strength to become more competent with the highest mean score of 4.47 and standard deviation 0.537. Other than that, co-curricular activities (sports) help enhance self-management skills among student-athletes, with a mean score of 4.41 and a standard deviation of 0.581.

Table 3: Data analysis on student-athlete perception on active participation in co-curricular activities (sports)

Item	Student-athletes perception on active participation	Mean score	Standard deviation	Mean interpretation
1	Co-curricular activities (sports) help enhance self-management skills	4.41	0.581	Agree
2	Co-curricular activities (sports) help increase confident level to lead a group	4.29	0.671	Agree
3	Co-curricular activities (sports) help on improve decision-making skills and set group goals and strategies	4.34	0.700	Agree
4	Co-curricular activities (sports) help willing to accept criticism on any technique or skill that is trying to learn	4.25	0.568	Agree
5	Co-curricular activities (sports) help become more disciplined, always motivated when dealing with problems	4.40	0.619	Agree
6	Co-curricular activities (sports) make me willing to help teammates with problems regardless of status and race	4.30	0.742	Agree
7	Co-curricular activities (sports) help me to become committed and honest person in fulfilling responsibilities	4.33	0.595	Agree
8	Co-curricular activities (sports) help develop mental, spiritual, physical, and emotional strength to become more competent	4.47	0.537	Agree
9	Co-curricular activities (sports) help enhancing my skills with friends of all races and statuses	4.34	0.573	Agree
10	Co-curricular activities (sports) help improve training and be more disciplined	4.32	0.767	Agree

5. Discussion

Student-athletes of engineering and technical fields in UTHM agreed to state the factors of active participation in co-curricular activities (sports) are structural, interpersonal and intrapersonal factors. Thus, these results were supported by the findings from North American researchers Bahari (2007) and Dong and Chick (2005), which conclude that these three factors are the main factors that involve active participation individual in community leisure activities. These results also support Crawford and Godbey's (1987) model of leisure constraints regarding the participation of individuals in leisure activities. Other than that, perception of student co-curricular activities (sports) could help them to develop mental, spiritual, physical, and emotional strength to become more competent and also help enhance self-management skills. This finding was supported by a study conducted by Mancha and Ahmad (2016), which states that student participation in co-curricular activities helps promote students' social skills to enter any field for the future prospect of producing skilled human capital in terms of academics and character. Mastering social skills has a good impact on generating positive relationships among particular students. Participation in extra-curricular activities outside the classroom allows the students to interact with teachers and friends and act as a catalyst for the social skills development of a student.

6. Conclusion

In conclusion, the research questions of this study were answered, showing us that the active participation factor of engineering and technical students fields of UTHM in co-curricular activities (sports) involved structural, interpersonal and intrapersonal factors. Additionally, engineering and technical student-athletes perception of active participation will help them develop mental, spiritual, physical, and emotional strength to become more competent and enhance self-management skills.

References

Azmi, I. A. G., Hashim, R. C., & Yusoff, Y. M. (2018). The employability skills of Malaysian university students. *International Journal of Modern Trends in Social Sciences*, *1*(3), 1-14. *Scribbr*. http://www.ijmtss.com/PDF/IJMTSS-2018-03-09-01.pdf

Bahari, M. J. (2008). Faktor-faktor yang menghalang penglibatan pelajar dalam kegiatan kokurikulum sukan di kalangan pelajar sekolah menengah kebangsaan daerah Seremban. *Jabatan Pendidikan Jasmani Dan Kesihatan. Maktab Perguruan Islam Malaysia: Bangi, Selangor*.

Bartkus, K. R., Nemelka, B., Nemelka, M., & Gardner, P. (2012). Clarifying the meaning of extracurricular activity: A literature review of definitions. *American Journal of Business Education*, *5*(6), 693-704. https://doi.org/10.19030/ajbe.v5i6.7391

Crawford, D. W., & Godbey, G. (1987). Reconceptualizing barriers to family leisure. *Leisure sciences*, *9*(2), 119-127. https://doi.org/10.1080/01490408709512151

Don, Y., Raman, A., Hussin, F., & Kasim, K. (2016). The role of teacher leadership and extra-curricular activities in the construction of the soft skills of secondary school students in Malaysia. *International Journal of Academic Research and Development*, *1*(3), 89-95. *Scribbr*. www.newresearchjournal.com/academic

Dong, E., & Chick, G. (2005). Culture constraints on leisure through cross-cultural research. In *Eleventh Canadian Congress on Leisure Research: Book of abstracts* (p. 143).

Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of social issues*, *59*(4), 865-889. https://doi.org/10.1046/j.0022-4537.2003.00095.x

Esa, A., Padil, S., & Selamat, A. (2013). Kemahiran Insaniah dalam proses pengajaran dan pembelajaran pada Program Kejuruteraan di Politeknik Malaysia. *ATIKAN*, *3*(2), 139-150. *Scribbr*. https://journals.mindamas.com/index.php/atikan/article/view/163/162

Fauzee, M. S. O., Yusof, A., Yusof, B., Che Pah, C. A., & Muzahar, I. M. (2002). Kepentingan dan Keperluan Aktiviti Kokurikulum. Kuala Lumpur: Utusan Publications & Distributiors Sdn. Bhd.

Green, J., Carbone, A., & Rayner, G. (2019). Employability pursuits beyond the formal curriculum: extra and co-curricular activities. In *Education for Employability*, *1*, 165-176. Brill. https://doi.org/10.1163/9789004400832_014

Hamid, R. A. (2012). *Pembangunan kemahiran kerja berpasukan menerusi kokurikulum sukan bola sepak dalam kalangan pelajar UTHM* (Doctoral dissertation, Universiti Tun Hussein Onn Malaysia). *Scribbr*. https://core.ac.uk/download/pdf/42953985.pdf

Haensly, P. A., Lupkowski, A. E., & Edlind, E. P. (1985). The role of extracurricular activities in education. *The High School Journal*, *69*(2), 110-119. *Scribbr*. https://www.jstor.org/stable/40365131

Kumar, G. N., & Arockiasamy, S. (2012). Parental Influence on Psychological Value Perception of Co-Curricular Activities: Its Links with Improving Personality Traits of Higher Secondary Students. *Journal on Educational Psychology*, *6*(1), 45-52. *Scribbr.* https://eric.ed.gov/?id=EJ1102290

Mancha, S. A., & Ahmad, A. (2016). Co-curricular activities and its effect on social skills. In *International Conference on Education and Regional Development* (pp. 774-781).

Michael, S., & Ambotang, A. S. (2019). Hubungan pengurusan kokurikulum dengan penglibatan pelajar dalam aktiviti kokurikulum sekolah menengah. *Malaysian Journal of Social Sciences and Humanities*, *4*(7), 202-207. https://doi.org/10.47405/mjssh.v4i7.318

National Federation of State High School Associations (NFHS). (2019). 2018-19 High school athletics participation survey. *Nfhs. org*.

Othman, R., & Jasni, N. F. A. (2018). Faktor-faktor Yang Mempengaruhi Penglibatan Pelajar Dalam Aktiviti Kokurikulum di Politeknik Tuanku Sultanah Bahiyah. *Politeknik & Kolej Komuniti Journal of Social Sciences and Humanities*, *1*(1), 91-100. *Scribbr*. https://app.mypolycc.edu.my/journal/index.php/PMJSSH/article/view/123

Suskie, L. (2015). Introduction to measuring co-curricular learning. *New Directions for Institutional Research*, *164*, 5-13.

Today, M. (2005). Malaysia has 60000 graduates unemployed. *Scribbr. http://www.malaysiatoday.net/Blog-e/2005/11/malaysiahas-60000 undergraduates.html*.