

Motivation for Physical Activity Engagement on Self-Esteem Based on Gender among IPTA Students

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Abstract

The purpose of this research is to examine the motivation of physical activity engagement on self-esteem based on gender among IPTA students. The respondents were 425 Malay students from UiTM Seremban 3, enrolled in the degree from three faculties. The respondents are aged 18 to 25. This research was carried out quantitatively through surveys. The “*Motivations for Physical Activity Measure (MPAM-R)*” was used to design a questionnaire for exploring motivations for physical activity and self-esteem; the “*Rosenberg Self-Esteem Scale*” was utilized to collect data from the respondent. The questionnaire items for this study included five criteria regarding fitness motivation, seven elements regarding to interest or enjoyment motivation, seven elements regarding competence or challenge motivation, five elements regarding social motivation, six elements regarding appearance motivation, and a total of ten questions applicable to self-esteem. The collected data were analyzed with statistical methods that are both descriptive and inferential. The independent T-test findings have been used to answer the research questions about the motivation of physical activity engagement on self-esteem among IPTA students based on male and female students. The results demonstrate that there was a significant difference in fitness, interest or enjoyment, competence or challenge, and social or appearance motives for activity engagement between male and female among IPTA students. Meanwhile, the result showed that there was a significant difference in motivation for physical activity engagement, but it also revealed that there was no significant difference in self-esteem between males and females among IPTA students

Keywords: Motivation, Physical Activity, Self-esteem, Male, Female

Introduction

A lack of physical activity harms numerous individuals in Malaysia than virtually anywhere else in the universe. According to some of the current population-based studies on health, 25.1% of Malaysians are not engaged in physical activity sufficiently, and coronary artery disease leads to 16.4% of all total of all recorded mortality. Students in university are aware of their regular ways of lifestyle, which they adopt periodically when they get used to the

requirements of their academics. Lack of awareness in physical activity, lower level of self-confidence, and poor lifestyle has been acknowledged to have an impact on student-level self-esteem. Regular physical activity (PA) strengthens self-esteem (SE), as reported by scientific studies and the rest of society (Zamani, 2016).

Generally, physical activity described as limb movement caused by muscle and bone contractions that generate energy (Sgaard, 2017). Exercise, sports and recreation, dance, and other limb-moving activities are all subcategories of physical activity. Physical activity frequency induces physiological changes in body systems such as blood circulation and contraction of small and large muscles, resulting in optimal physical fitness (Corbin & Lindsey, 1994). Physical activity can also help prevent chronic diseases, which include cancer. According to Summerfield's (1998), Physical activity can be performed to reduce the risk of colon cancer, encourage bone density, along with controlling body weight. Reduced stress and anxiety, improved body image, and increased fitness of the individual body overall may all contribute enhance mental health. Based on Pedrosa (2020) studies, physical activity should be encouraged as well as maintained since it may assist in calming the body and managing emotions. Individuals who engage in physical activity can benefit psychologically and physically.

Physical activity can boost a student's self-esteem and confidence. According to Nurnadhira and Norlena (2019), high self-esteem improves an athlete's performance and capacity to stay focused. This seems to be the corresponding research findings conducted by Nor Fatin and Faridah (2021), who revealed that students with a positive self-concept achieve higher levels of mental, physical, spiritual, and intellectual development. Maintaining a healthy lifestyle is critical since it improves physiological efficiency, decreases the rate of aging, and makes fundamental daily chores easier. It is critical to remember that it is never too late to begin health education. It has been demonstrated that health education improves both mental and physical health. Physically and psychological wellness are important reasons in human behavior; they are important variables in boosting the efficacy of specific activities (Grajek et al., 2020).

Based on prior research findings, this might be logical to believe that engaging in physical activity may contribute to self-esteem. Current research is going to explore how physical activity motivation may affect students' self-esteem. Thus, the purpose of this study is to examine the motivation for physical activity engagement on self-esteem among public university in Malaysia or known as *Institusi Pengajian Tinggi Awam* (IPTA) students based on gender.

Statement of Problem

Although studies have proven that physical activity has numerous benefits, many people are unwilling to participate in such activities (Othman, 2022). Data from Malaysia's Ministry of Health (2016) Physical inactivity is one of the top causes of death worldwide, with a death rate of 6% each year. The next main causes of death were diabetes (6%), tobacco use (9%), and hypertension (13%). Overweight, or obesity, is responsible for 5% of all deaths worldwide. Studies have shown that male students at universities have a higher tendency to suffer from obesity than female students (Budakov et al., 2017). Physical activity can improve one's health, whereas inactivity increases the chance of chronic diseases. According to WHO (2004), an increase of 50% in the risk of heart disease and stroke is caused by inactivity in physical activity, and this inactivity also contributes to premature death, disease, and disability.

Inconsistency in sports knowledge is the cause of the lack of student interest in sports activities (Mok et al., 2019). Unappealing programs also contribute to a drop in student physical activity engagement. According to Michael and Abdul Said (2019), excellent co-curricular administration, can develop positive student attitudes and increase student involvement in sports activities. This is because students will eventually stop participating in events and will only take attendance. As a result, students will persuade their peers not to participate in the activity.

Engaging in physical activity has been shown in studies to increase self-esteem (Kim, 2021). Perceptions regarding an individual's physical self-concept have been shown that they possess a significant influence on an individual's self-esteem. (Gregorio, 2019). Physical self-worth is thought to be critical for maintaining motivation for physical activity and self-esteem (Kim, 2021). According to a previous study, physical activity can boost self-esteem, especially in adolescent girls with higher BMIs. Othman (2022) investigated why students engage in physical activity programs, discovering that only their personal motivation for physical activity has been connected with enhanced levels of positive self-esteem. As a result, the purpose of this research is to determine the motivation for physical activity engagement on self-esteem among IPTA students based on gender.

Literature Review

The National Heart, Lung, and Blood Institute (2012) states that physical activity can be defined as "any body movement that involves muscle work and requires more energy than resting". According to Clarke (1976), the ability of individuals to perform daily activities and more challenging activities perfectly and efficiently without feeling tired is referred to as physical fitness. Physical activity, including exercise, is key to healthy behavior to maintain health and quality of life for all ages. Physical activity and life satisfaction have a strong social interaction. This is because physical activity can improve the quality of life and become a source of motivation to do physical activity. Inactive physical activity patterns over time can lead to chronic conditions such as obesity that harm individual well-being and create a public health burden for society (Anderson, 2019).

Every level of society needs a good level of well-being as a goal they want to achieve in their lives, including children. To achieve psychological well-being in an individual, many elements can contribute, and one of them is the aspect of self-esteem (Fairuz & Shahizan, 2016). Self-esteem is one of the concepts that is always debated globally today through Maslow's Self-Concept Theory (1970), and among them is the statement that individuals are more motivated to evaluate and interpret themselves based on the perception and treatment of others around them. If the perception and behavior of people in the environment are good and positive, then the individual will have more confidence in himself. The concept of self-esteem presented by Maslow is a need that needs to be met in a child's life. Children whose needs have been fulfilled will benefit from better overall psychological health. According to Orth (2016), low self-esteem contributes to deviant behavior, criminal activity, life stress, emotional problems, and the tendency to commit suicide. Therefore, self-esteem is considered one of the aspects that are given priority to ensure the well-being of human life because prosperous individuals are those who can control their emotions and are satisfied with life (Mansor, 2021). According to Ladin (2019), self-esteem is the level of trust that a person has in himself and the level of self-acceptance. It is associated with how an individual sees himself, i.e., self-image, and has concepts such as self-confidence and self-respect. Lack

of self-confidence (lower self-esteem) means that the individual places a low value on himself. Then they think that they are not as good as others.

Previous research has found an effect between being physically active and confident. Individuals who get involved in activities, especially competitive activities, have higher self-esteem (Zarei, 2020). According to a review of research on people with handicaps conducted by Alhumaid (2023), males with disabilities who engage in physical activity have higher self-esteem than those without it. This study supports the findings of Nemcek (2017), who demonstrated that active deaf people have higher self-esteem and are able to engage actively in society. Peng Jianguo et al (2019) discovered that a control group that played chess games had higher self-esteem than a non-practicing group. Meanwhile, Philip Von Rosen et al (2018) discovered that when compared to the uncontrolled group, the athletic group exhibited a lower stress level, a highly motivated attitude, and better sleeping patterns.

Research Objectives

- i. Identify the motivation of physical activity among IPTA students.
- ii. Identify motivation of physical activity engagement on self-esteem among IPTA students based on their gender.

Research Questions

- i. Do male and female students have different fitness motivation for physical activity engagement?
- ii. Do male and female students have different interest/enjoyment motivation for physical activity engagement?
- iii. Do male and female students have different competence/challenge motivation for physical activity engagement?
- iv. Do male and female students have different social motivation for physical activity engagement?
- v. Do male and female students have different appearance motivation for physical activity engagement?
- vi. Do males and females have differences in the motivation for physical activity engagement on self-esteem among IPTA students?

Hypothesis Null

- H₀1: There are no significant differences in the fitness motivation for physical activity between males and females among IPTA students.
- H₀2: There are no significant differences in the interest/enjoyment motivation for physical activity between males and females among IPTA students.
- H₀3: There are no significant differences in the competence/challenge motivation for physical activity between males and females among IPTA students.
- H₀4: There are no significant differences in the social motivation for physical activity between males and females among IPTA students.
- H₀5: There are no significant differences in the appearance motivation for physical activity between males and females among IPTA students.
- H₀6: There are no significant differences in the motivation for physical activity engagement on self-esteem between males and females among IPTA students

Methodology

This research utilized a non-experimental quantitative research design. The respondents were 425 Malay students from UiTM Seremban 3, enrolled in the degree from three faculties. The respondents are aged 18 to 25. This research was carried out quantitatively through surveys. The “Motivations for Physical Activity Measure (MPAM-R)” was used to design a questionnaire for exploring motivations for physical activity and self-esteem; the “Rosenberg Self-Esteem Scale” was utilized to collect data from the respondent. The questionnaire items for this study included five criteria regarding fitness motivation, seven elements regarding to interest or enjoyment motivation, seven elements regarding competence or challenge motivation, five elements regarding social motivation, six elements regarding appearance motivation, and a total of ten questions applicable to self-esteem. The collected data were analyzed with statistical methods that are both descriptive and inferential. The researchers used Likert scale values which ranged from 1 to 7 which is 1 representing "extremely untrue" and 7 representing "extremely true," meanwhile self-esteem Likert scale values different from the range of 1 to 4, with 1 representing "strongly disagree" and 4 representing "strongly agree."

Furthermore, descriptive and inferential statistics were applied to examine the research questions related to this study. The data gathered was described in terms of frequency, percentage, and mean using the statistical package for social sciences (SPSS) version 26. For demographic characteristics, a descriptive statistic was utilized, while for inferential statistics, an independent t-test statistic was used for analysis regarding this study's aim to examine the motivation of physical activity engagement on self-esteem based on gender among IPTA students. The findings were examined using a measured significance level of 0.05 to answer the research questions.

Findings

Table 1 illustrated an interpretation scale used to examine the source of the mean evaluation's motivation for physical activity engagement.

Table 1

Mean Scale Interpretation

Mean	Interpretation
1.00 – 1.85	Very Low
1.86 – 2.71	Rather Low
2.72 – 3.57	Low
3.58 – 4.43	Neutral
4.44 – 5.29	High
5.30 – 6.15	Rather High
6.16 – 7.00	Very High

Source: Jonald (2019)

Table 2 showed a demographic analysis of students based on age, semester, gender, faculty, race, height, and weight

Table 2

Demographic

Demographics			
Demographics	Factors	fi	Percentage (%)
Age	18	1	0.2
	19	60	14.1
	20	82	19.3
	21	125	29.4
	22	91	21.4
	23	53	12.5
	23	9	2.1
	25	2	0.5
	Above 25	2	0.5
Semester	Semester 1	66	15.5
	Semester 2	80	18.8
	Semester 3	100	23.5
	Semester 4	77	18.1
	Semester 5	67	15.8
	Semester 6	35	8.2
Gender	Male	219	51.5
	Female	206	48.5
Faculty	Fakulti Sains Pentadbiran dan Pengajian Polisi (FSPPP)	37	8.7
	Fakulti Sains Komputer dan Matematik (FSKM)	8	1.9
	Fakulti Sains Sukan dan Rekreasi (FSR)	380	89.4
Race	Malay	425	100
Height	Below 140 cm	4	0.9
	141 - 150 cm	14	3.3
	151 - 160 cm	93	21.9
	161 - 170 cm	224	52.7
	171 - 180 cm	85	20.0
	Above 181 cm	5	1.2
Weight	Below 40 kg	3	0.7
	41 - 50 kg	31	7.3
	51 - 60 kg	86	20.2
	61 - 70 kg	132	31.1
	71 - 80 kg	121	28.5
	81 - 90 kg	47	11.1
	Above 90 kg	5	1.2

Based on Table 2, there were 425 Malay undergraduate students who enrolled for a degree in Fakulti Sains Pentadbiran dan Pengajian Polisi (FSPPP), Fakulti Sains Komputer Matematik (FSKM), and Fakulti Sains Sukan dan Rekreasi (FSR) at UiTM Seremban 3 between the ages of 18 and 25. According to their height and weight, the majority of the respondents averaged 161–170 cm and 61–70 kg.

Table 3 presented a mean evaluation for Fitness Motivation of Physical Activity Engagement:
Table 3

Comparison of mean for Fitness Motivation of Physical Activity Engagement.

Comparison of Means			
Items	Mean	SD	Interpretation
Because I want to be physically fit	05.35	1.046	Rather High
Because I want to have more energy	05.38	0.919	Rather High
Because I want to maintain my physical strength And live a healthy life	05.46	0.934	Rather High
Because I want to maintain my physical health and well-being	05.43	0.959	Rather High
Because I want to improve my cardiovascular fitness	05.41	0.996	Rather High

Table 3 reported that for fitness motivation, the respondent's lower Likert scale response was 1 and the higher score was 7. The result shows the higher mean (Mean = 5.46, SD = 0.934) is "Because I want to maintain my physical strength and live a healthy life". Meanwhile, the lower mean (Mean = 5.35, SD = 1.046) represents the item "Because I want to be physically fit". All items show that the mean interpretation is rather high.

Table 4 presented a mean evaluation for Interest/Enjoyment Motivation of Physical Activity Engagement:

Table 4

Comparison of mean for Interest/Enjoyment Motivation of Physical Activity Engagement.

Comparison of Means			
Items	Mean	SD	Interpretation
Because it makes me happy	05.39	0.905	Rather High
Because I enjoy this activity	05.42	0.938	Rather High
Because I think it's interesting	05.41	0.957	Rather High
Because I like to do this activity	05.40	0.911	Rather High
Because I like the excitement of participation	05.33	0.964	Rather High
Because I find this activity stimulating	05.38	0.957	Rather High
Because it is fun	05.40	0.866	Rather High

Table 4 reported that interest/enjoyment motivation, the respondent's lower Likert scale response was 1 and the higher score was 7. The result shows the higher mean (Mean = 5.42, SD = 0.938) is "Because I enjoy this activity". Meanwhile, the lower mean (Mean = 5.33, SD = 0.964) represents the item "Because I like the excitement of participation". All items show that the mean interpretation is rather high.

Table 5 presented a mean evaluation for Competence/Challenge Motivation of Physical Activity Engagement

Table 5

Comparison of mean for Competence/Challenge Motivation of Physical Activity Engagement.

Comparison of Means			
Items	Mean	SD	Interpretation
Because I want to improve existing skills	05.40	0.921	Rather High
Because I like the challenge	05.32	0.922	Rather High
Because I want to get better at my activity	05.41	0.967	Rather High
Because I like engaging in activities that physically challenge me	05.44	0.883	Rather High
Because I like activities which are physically challenging	05.36	0.922	Rather High
Because I want to keep up my current skill level	05.42	0.980	Rather High
Because I want to obtain new skills	05.39	0.943	Rather High

Table 5 reported that for competence/challenge motivation, the respondent's lower Likert scale response was 1 and the higher score was 7. The result shows the higher mean (Mean = 5.44, SD= 0.883) is "Because I like engaging in activities that physically challenge me.". Meanwhile, the lower mean (Mean = 5.32, SD= 0.922) represents the item "Because I like the challenge". All items show that the mean interpretation is rather high.

Table 6 presented a mean evaluation for Social Motivation of Physical Activity Engagement:
Table 6

Comparison of mean for Social Motivation of Physical Activity Engagement.

Comparison of Means			
Items	Mean	SD	Interpretation
Because I like to be with others who are interested in this activity	05.37	0.955	Rather High
Because I want to meet new people	05.32	0.969	Rather High
Because my friends want me to	05.38	1.023	Rather High
Because I enjoy spending time with others doing this activity	05.41	0.940	Rather High
Because I want to be with my friends	05.36	0.937	Rather High

Table 6 reported that for social motivation, the respondent's lower Likert scale response was 1 and the higher score was 7. The result shows the higher mean (Mean = 5.41, SD = 0.940) is "Because I enjoy spending time with others doing this activity". Meanwhile, the lower mean (Mean = 5.32, SD = 0.969) represents the item "Because I want to meet new people.". All items show that the mean interpretation is rather high.

Table 7 presented a mean evaluation for Appearance Motivation for Physical Activity Engagement

Table 7

Comparison of mean for Appearance Motivation of Physical Activity Engagement.

Comparison of Means			
Items	Mean	SD	Interpretation
Because I want to define my muscles so I look better	5.35	0.963	Rather High
Because I want to improve my appearance	5.36	0.974	Rather High
Because I want to maintain weight so I look better	5.36	0.924	Rather High
Because I want to be attractive to others	5.36	1.003	Rather High
Because I want to improve my body shape	5.39	0.968	Rather High
Because I will feel physically unattractive if I don't	5.36	1.014	Rather High

Table 7 reported that for appearance motivation, the respondent's lower Likert scale response was 1 and the higher score was 7. The result shows the higher mean (Mean = 5.39, SD = 0.968) is "Because I want to improve my body shape". Meanwhile, the lower mean (Mean = 5.35, SD = 0.963) represents the item "Because I want to define my muscles so I look better". All items show that the mean interpretation is rather high.

Table 8 presented a mean evaluation for Motivation of Physical Activity Engagement among IPTA students

Table 8

Mean interpretation scale for Motivation of Physical Activity Engagement.

Comparison of Means				
Items	Mean	SD	Interpretation	Rank
Fitness Motivation	5.41	0.798	Rather High	1
Interest/Enjoyment Motivation	5.39	0.763	Rather High	3
Competence/Challenge Motivation	5.39	0.764	Rather High	2
Social Motivation	5.37	0.797	Rather High	4
Appearance Motivation	5.36	0.806	Rather High	5

Table 8 stated mean evaluation for the five motivation of physical activity engagement. It shows that the higher mean (Mean = 5.41, SD = 0.798) is Fitness motivation. Thesecond higher mean (Mean = 5.39, SD = 0.763) is competence/challenge motivation then interest/enjoyment motivation (Mean = 5.39, SD = 0.763). Next is the social motivation (Mean = 5.37, SD = 0.797) and the lower mean (Mean = 5.36, SD = 0.806) is appearance motivation. The results indicate that IPTA students have a rather high motivation for physical activity engagement.

Table 9 presented a mean evaluation for self-esteem among IPTA students.

Table 9

Mean interpretation scale for self-esteem among IPTA students.

Comparison of Means				
Items	Mean	SD	Interpretation	Rank.
I feel that I am a person of worth, at least on an equal plane with others	1.71.	0.456	Very Low.	10.
I have a number of good qualities	1.79.	0.497	Very Low	8.
Overall, I am inclined to feel that I am a failure	3.06.	0.654	Low.	5.
I am able to do things as well as most other people	3.38.	0.486	Low.	2.
I feel I do not have much to be proud of	3.06.	0.589	Low.	6.
I have a positive attitude toward myself	1.73.	0.445	Very Low.	9.
Overall, I am satisfied with myself	3.43.	0.496	Low.	1.
I wish I could have more respect for myself	2.36.	0.876	Rather Low.	7.
I certainly feel useless at times	3.34.	0.680	Low.	3.
At times I think I am no good at all	3.13.	0.621	Low.	4.

Table 9 reported the mean interpretation scale for the level of self-esteem among IPTA students. most of the items show that the respondent's minimum Likert scale response was 1 and the maximum was 4. It shows that the higher mean (Mean = 3.43, SD = 0.496) is the item "Overall, I am satisfied with myself". The lower mean (Mean = 1.71, SD = 0.456) is representing the item "I feel that I am a person of worth, at least on an equal plane with others". The result shows that self-esteem among IPTA students is at a lower level.

Fitness Motivation of Physical Activity Engagement

H₀1: There are no significant differences in the fitness motivation for physical activity between males and females among IPTA students.

Table 10: Fitness Motivation

Demographics	Factors	N	Mean	SD	df	t	Significant
	Male	219	5.32	0.789	423	-2.415	0.016
	Female	206	5.50	0.798			

Table 10 showed the first motivation of physical activity engagement are *fitness*. There was a significant difference in the score for Male students (M = 5.32, SD = 0.789) and Female students (M = 5.50, SD = 0.798), conditions $t(423) = -2.415$, $p = 0.016$. Since p -values less <0.05 , H₀ rejected. Therefore, there is significant difference in the mean competence/challenge between male and female among IPTA students.

Interest/Enjoyment Motivation of Physical Activity Engagement

H₀₂: There are no significant differences in the interest/enjoyment motivation for physical activity between males and females among IPTA students.

Table 11: Interest/Enjoyment Motivation

Demographics	Factors	N	Mean	SD	df	t	Significant
	Male	219	5.31	0.756	423	-2.148	0.032
	Female	206	5.47	0.764			

Table 11 showed the second motivation of physical activity engagement are *interest/enjoyment*. There was a significant difference in the score for Male students (M = 5.31, SD = 0.756) and Female students (M = 5.47, SD = 0.764), conditions $t(423) = -2.148$, $p = 0.032$. Since p -values less <0.05 , H₀ rejected. Therefore, there is significant difference in the mean fitness between male and female among IPTA students.

Competence/Challenge Motivation of Physical Activity Engagement

H₀₃: There are no significant differences in the competence/challenge motivation for physical activity between males and females among IPTA students.

Table 12: Competence/Challenge Motivation

Demographics	Factors	N	Mean	SD	df	t	Significant
	Male	219	5.29	0.765	423	-2.649	0.006
	Female	206	5.50	0.750			

Table 12 showed the third motivation of physical activity engagement are *competence/challenge*. There was a significant difference in the score for Male students (M = 5.29, SD = 0.765) and Female students (M = 5.50, SD = 0.765), conditions $t(423) = -2.649$, $p = 0.006$. Since p -values less <0.05 , H₀ rejected. Therefore, there is significant difference in the mean competence/challenge between male and female among IPTA students.

Social Motivation of Physical Activity Engagement

H₀₄: There are no significant differences in the social motivation for physical activity between males and females among IPTA students.

Table 13: Social Motivation

Demographics	Factors	N	Mean	SD	df	t	Significant
	Male	219	5.27	0.775	423	-2.649	0.008
	Female	206	5.47	0.808			

Table 13 showed the fourth motivation of physical activity engagement are *social factor*. There was a significant difference in the score for Male students (M = 5.27, SD = 0.775) and Female students (M = 5.47, SD = 0.808), conditions $t(423) = -2.649$, $p = 0.008$. Since p -values less <0.05 , H₀ rejected. Therefore, there is significant difference in the mean competence/challenge between male and female among IPTA students.

Appearance Motivation of Physical Activity Engagement

H₀₅: There are no significant differences in the appearance motivation for physical activity between males and females among IPTA students.

Table 14: Appearance Motivation

Demographics	Factors	N	Mean	SD	df	t	Significant
	Male	219	5.27	0.804	423	-2.551	0.011
	Female	206	5.47	0.796			

Table 14 showed the fifth motivation of physical activity engagement are *appearance*. There was a significant difference in the score for Male students ($M = 5.29$, $SD = 0.765$) and Female students ($M = 5.27$, $SD = 0.804$), conditions $t(423) = -2.551$, $p = 0.011$. Since p -values less <0.05 , H_0 rejected. Therefore, there is significant difference in the mean competence/challenge between male and female among IPTA students.

Motivation of physical activity engagement on self-esteem among IPTA students

H_{06} : There are no significant differences in the motivation for physical activity engagement on self-esteem between males and females among IPTA students.

Table 15: Motivation of Physical Activity Engagement on Self-esteem

	Factors	N	Mean	SD	df	t	Significant
Motivations of Physical Activity Engagement	Male	219	158.76	22.216	423	-2.616	0.009
	Female	206	164.43	22.442			
Self-esteem	Male	219	27.22	3.477	423	-0.947	0.344
	Female	206	27.55	3.802			

Table 15 reported there was a significant difference in the outcome for motivation of physical activity engagement between Male students ($M = 158.76$, $SD = 22.216$) and Female students ($M = 164.43$, $SD = 22.442$), conditions $t(423) = -2.616$, $p = 0.009$. Since p -values less <0.05 , H_0 rejected. Therefore, there is a significant difference in the mean motivation for physical activity engagement between male and female among IPTA students.

Meanwhile, the table also reported that there was no significant difference in the outcome for self-esteem between Male students ($M = 27.22$, $SD = 3.477$) and Female students ($M = 27.55$, $SD = 3.802$), conditions $t(423) = -0.947$, $p = 0.344$. Since p -values more >0.05 , H_0 accepted. Therefore, there is no significant difference in the mean self-esteem between male and female among IPTA students.

Discussion

Based on the findings shown, motivation for physical activity engagement remained rather high among IPTA students. Five motivations for physical activity engagement reported with rather high score. The result of this study also reported that fitness motivation is the highest mean, followed by competence or challenge motivation, interest or enjoyment, social motivation, and appearance motivation. As can be shown, fitness motivation is the most essential reason for IPTA students to engage in physical activity. Female students appear to have better levels of physical fitness than male students, according to (Zheng, 2023). Meanwhile, the results of the current research on self-esteem level revealed that the mean of IPTA students was interpreted at the lower level. According to Ruchim (2017), low levels of physical activity may contribute to feeling depressed, anxious, and low confidence in themselves.

This research reported that there was a significant difference in motivation for physical activity, but it also revealed that there was no significant difference in self-esteem between males and females among IPTA students. Students who are motivated to be physically active for beauty have worse self-esteem than students who are motivated by fitness. Physical activity also proves that no relevant association with male and female students' self-esteem. Although females are motivated to be physically active by their appearance, there is no interaction between engaging in physical activity and self-esteem. The most fascinating

component of this research is that those who are more encouraged to be physically active for fitness motivation have higher self-esteem in their lives. Females who are driven to be physically active for appearance motives, however, tend to have lower levels of self-esteem (Zamani, 2016). This result is consistent with previous research that students who have dissatisfaction with their body image and eating problems, all of which have been associated with appearance-related difficulties, have lower self-esteem than students who have none of these specific health concerns (Hao, 2022).

According to Du (2017), the previous research used linear regression to investigate self-esteem as a dependent variable and the five motivation components as independent variables. Those who engage for the purpose of improving their appearance appear to have lower self-esteem than those who perform for other purposes, according to this research. Furthermore, female students' motivation for physical activity increases their self-esteem more than male students (Turrero, 2022). When engaging in physical activities such as going to the gym, going to the mall, or traveling, physical activity appears to be managed or encouraged by the enjoyment of social interaction and spending quality time with friends (Van, 2021). Being with their friends and having uncontrolled fun is an important part of encouraging youths to engage in physical activities. Female students tend to be motivated by the social elements of being with friends than by fitness or pleasing benefits, according to the most recent analysis (Raggat, 2018).

This study's findings also show that student engagement with physical activity plays an important role in learning. This finding is in line with the findings made Silva (2022) on 316 youth in nine districts in the State of Selangor who found that 69.9% of youth are involved in physical activity with various types of sports and games. However, the finding with the study conducted by Dicken and Arifin (2017) found differently that student involvement in physical activity was at a low level. Furthermore, female students who participate in sports, particularly extreme sports, have higher self-esteem than male students who participate in non-extreme sports (Zarei, 2020). Although there are differences in the type of sport, there is an effect on individuals if evaluated from the aspect of self-confidence.

To conclude, this current research found that there was a significant difference in motivation for physical activity, but it also revealed that there was no significant difference in self-esteem between males and females among IPTA students. It can be seen that level engagement of female students (Mean=164.43) in physical activity is higher and significantly difference from male students (Mean=158.76). It is clear that there's no association between males and females among IPTA students regarding motivation for physical activity engagement on self-esteem. According to Wagan (2021), students with low self-esteem are more likely to develop negative motivations and become bored with physical activity. Students should engage in physical activity to get a healthy lifestyle and boost their self-esteem level.

Suggestions and Conclusions

Malaysian society should continue to practice healthy lifestyle practices in order to reduce health concerns. Individuals with health and fitness issues must also be disciplined in order to regain their health and fitness. Therefore, at this level, students' self-esteem is very high if they get to do something fun, such as participate in sports and other physical activities. Teenagers should have high resilience, optimism, positive thinking, and quick action (Novianti et al., 2019). Support from the environment can change a teenager's interpersonal skills because they do what they see without much thought (Mazuardi et al., 2017).

Furthermore, all parties who got involved should take appropriate steps to slow the spreading of the disease. The management of entertainment programs should be modified as well in order to grab the attention of individuals who are unconscious of the benefits of physical activity. All diseases are treatable if we engage in disease prevention activities. The simple truth is that regular physical activity can aid in the prevention of all diseases.

In conclusion, this study only observed two aspects, namely the physical motive aspect of the activity and self-esteem. In fact, this study only involves teenagers who are undergraduate students. This study also does not take into account the socioeconomic conditions and living environment of teenagers. Researchers suggest that further studies be carried out by taking into account other aspects apart from the physical motivation of activities and self-esteem. In addition, more accurate statistical analysis methods can be used more deeply at the aspects that may contribute to the motivation of physical activity engagement and self-esteem.

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