

The Intrinsic And Extrinsic Motivation Of Sultan Idris Education University (Upsi) Masum Athletes

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Abstract: This study aims to identify the main motivation factors influencing the involvement of Sultan Idris Education University (UPSI) MASUM athletes in sports. This study involved 50 male and 50 female UPSI MASUM athletes of 2017/2018 session. The study found that athlete involvement in sports is more influenced by intrinsic motivation factors compared to extrinsic motivation factors. Data analysis was carried out based on the results of the data obtained through a survey of UPSI MASUM athletes. The difference in motivation factors between male and female athletes has found that male athletes have higher motivation level compared to female athletes for each motivation factor. However, both genders are more driven by intrinsic motivation factors.

Keywords: MASUM athletes, intrinsic motivation, extrinsic motivation

1. Introduction

From a psychological point of view, motivation is a force that can cause things to happen under certain circumstances (Reeve, 2016). Without motivation, there would be no individual behaviors. Motivation is considered to be a mental force that can trigger a behavior. According to Balsassarre (2014), motivation is a form of internal stimulation experienced by humans or animals. The word motivation is derived from the Latin word meaning 'to move' in a person with desire and interest, impulse and need, hope and ambition, appreciation and honor. Motivation is something that makes a person act as a result of one's interaction with the situation they are facing (Siagian, 2004). According to Praharesti, Lucia and Haryo (2014), the factors that influence and direct human behavior include impulse, need, incentive, fear, purpose, social

pressure, self-confidence, interest, value, curiosity, hope and others. Some psychologists find motivation in the personal trait framework or individual characteristics, such as the need for achievement, fear of the test, high interest. In addition, Ahmad (2010) has asserted that individual motivation is influenced by two factors, namely intrinsic and extrinsic factors. Intrinsic factors include performance, self-esteem, job responsibilities and development while extrinsic factors include salary and related working environment. Previous studies have shown that athlete involvement in sports is more influenced by intrinsic motivation factors than extrinsic motivation factors (Ramalu, 2007). For intrinsic motivation, athletes are more likely to improve their skills, gain satisfaction and improve physical fitness. However, in today's sports world, athletes are more interested in extrinsic motivation than intrinsic motivation, which is more about materialism, appreciation or publicity as they are offered financial rewards, recognition and awards. Therefore, a review should be conducted to see the true motivation for the athlete to involve in sports.

Literature Review

According to Winardi (2007), motivation comes from the word motivation which means “to move”. Motivation is the result of internal or external processes of an individual, leading to an attitude of entitlement and consistency in the performance of certain activities. According to Sardiman (2006), motivation is a change of energy in a person marked by the emergence of feelings and preceded by a response to its purpose. Human resource is one of the most important elements of an organization's success in achieving its goals (Suwatno and Priansa, 2011). In order to achieve the goals of the organization, all it needs is to provide the driving force to channel and nurture the behavior of the individual to be willing to work as the organization desires. The driving force is called motivation. Motivation is the impetus for a series of human behavioral processes in the achievement of goals (Wibowo, 2011). The results of Moynihan and Pandey's (2007) study have shown that extrinsic work motivation has a positive effect on job satisfaction. Meanwhile, according to Aditya and Agus (2013), intrinsic motivation involves people doing an activity to get immediate satisfaction from the activity itself.

Intrinsic motivation arises or exist in a person's heart itself. Typically, an intrinsic motivated athlete will continue to be involved in an activity (Baldassarre et al. (2014). Athletes with intrinsic motivation are usually diligent, hardworking, organized and disciplined in training and not dependent on others. Meanwhile, extrinsic motivated athletes usually play for rewards in the form of material, appreciation or publicity. Extrinsic motivation disappears faster compared to intrinsic motivation. In extrinsic rewards, success and failure in competition can affect intrinsic motivation. Success in competition enhances intrinsic motivation while failure in competition further decreases intrinsic motivation. However, in today's sports world, athletes are more interested in extrinsic motivation than intrinsic motivation. Therefore, factors and patterns of motivation need to be identified to enhance the involvement and performance of the athlete in order to remain involved in the sport.

In the meantime, Singer (1984) has stated that there are several reasons why children are less involved in physical activities. The reasons include the activities are tedious, non-challenging, non-exciting, not fun, frustrating experiences, unaccepted in group and poor support system. These views illustrate the relationship between motivation patterns and physical activity that individuals participate in. This implies that motivation factor plays an important role in

encouraging students to participate in sports. Motivation is an impetus for athletes when experience is gained in the field of sports. Therefore, appropriate motivation patterns should be designed to stimulate the athlete to involve fully in sports. Hence, this study needs to identify the intrinsic and extrinsic motivation factors and motivational patterns that can influence the involvement of athletes in sports activities among the MASUM athletes of Sultan Idris Education University.

Research questions

The research questions of this study are as follow:

- i. What are the main motivation factors influencing the involvement in sports of Sultan Idris Education University MASUM athletes?
- ii. Is there a difference in motivation factors of involvement in sports between male and female athletes?

2. Methodology

The design of the study was a descriptive study aimed at examining the intrinsic and extrinsic motivational factors that influence the involvement in sports of MASUM athletes of Sultan Idris Education University. The research sample were 60 MASUM athletes, consisted of 30 male MASUM athletes and 30 female MASUM athletes from the Sultan Idris Education University who were selected for MASUM 2017/2018. The respondents were randomly selected from all sports. The researchers used the Participation Motivation Questionnaire (PMQ) to collect data and information from the respondents. The questionnaire consisted of 8 motivational factors containing 30 motivational items. It was developed based on studies by Diane, John and Sharon (1983). This questionnaire which contains 2 sections was translated into Malay language. Section A studies the demography of the respondents while Section B has 8 motivational factors that contain 30 items related to the motivational factors of athlete involvement in sports. The distribution of factors and motivational items are: Factor 1: Achievement/status (items 3, 12, 14, 21, 25 and 28); Factor 2: Team (items 8, 18, and 22); Factor 3: Fitness (items 6, 15, and 24); Factor 4: Release of energy (items 4, 5, 13, 16 and 19); Factor 5: Skills (items 1, 10 and 23); Factor 6: Peers (items 2, 11, 20 and 26); Factor 7: Fun (items 7, 17 and 29) and Factor 8: Others (items 9, 27 and 30). Each item is rated on a Likert Scale.

The research was carried out based on the following procedures. First, the proposal and questionnaire draft were sent to the supervisor for review. After the discussion, review and correction, the researchers distributed the questionnaires to the respondents. This was done when the MASUM athletes were having training in the games they participate in. The respondents were given 15 minutes to answer the questionnaire. Prior to answering the questionnaire, the respondents were given verbal explanation of what they should do. The researchers also reminded the respondents of the validity of their answers so that they are honest and do not discuss with their friends when completing the questionnaires. After completing the questionnaire, the researcher collected the questionnaire from the respondents.

Data analysis

All data were processed and analyzed using SPSS version 11.5.

Analysis of Mean and Standard Deviation of Each Motivational Factors Influencing Athletes' Involvement in Sports

This study attempts to look at the priorities of each motivational factor items that influence the involvement of respondents in the field of sports. Each item was analyzed and the highest mean was considered to be the main factor influencing the athlete's participation in the sport. Meanwhile, the lowest mean is considered a less popular factor.

Table 1: Mean and standard deviation of achievement/status motivation factor items

Item (Factor 1: Achievement/Status)	Mean	Standard Deviation
I like to do something I'm good at	2.62	.53
I like to win	2.14	.78
I want to have status/recognition	1.78	.68
I like to be rewarded	1.64	.72
I want to be famous	1.56	.70
I like to feel that I am important	1.54	.61

Table 1 shows the mean and standard deviation of the achievement/status motivation factor items. The data obtained found that the highest achievement / status motivation factor item was "I like to do something I'm good at " with a mean of 2.62 (SD.53). Followed by the item "I like to win" with a mean of 2.14 (SD.78), "I want to have status/recognition" with a mean of 1.78 (SD.68) and "I like to be rewarded" was the fourth choice of respondents with a mean of 1.64 (SD. 72). Meanwhile, the "I want to be famous" item was the fifth choice with a mean of 1.56 (SD.70) and the lowest of the items was "I like to feel that I am important" with a mean of 1.54 (SD.61).

Table 2: Mean and standard deviation of team motivation factor items

Item (Factor 2: Team)	Mean	Standard Deviation
I like team collaboration	2.68	.55
I like team spirit	2.66	.52
I like to be in team	2.44	.58

Table 2 shows the mean and standard deviation for team motivation factor items. Based on the table above, it was found that the "I like team collaboration" item was the highest choice with a mean of 2.68 (SD.55). The "I like team spirit" item, however, was the second highest respondents' choice with a mean of 2.66 (SD.52). On the other hand, the "I like to be in team" item was the lowest choice with a mean of 2.44 (SD.58).

Table 3: Mean and standard deviation of fitness motivation factor items

Item (Factor 3: Fitness)	Mean	Standard Deviation
I want to be in best shape	2.46	.54
I like to do exercise	2.42	.57
I want to have fit body	2.22	.74

Table 3 shows the mean and standard deviation for fitness motivation factor items. In terms of fitness, the item "I want to be in best shape" was the highest choice with a mean of 2.46 (SD.54). Followed by the item "I like to do exercise" with a mean of 2.42 (SD.57). Whereas the "I want to have fit body" item was the lowest choice with a mean of 2.22 (SD.74).

Table 4: Mean and standard deviation of release of energy motivational factor items

Item (Factor 4: Release of Energy)	Mean	Standard Deviation
I want good energy	2.68	.51
I want to release tension/pressure	2.50	.65
I like to do something	2.26	.53
I like to venture	2.22	.58
I like being out of the house	2.10	.71

Table 4 shows the mean and standard deviation of the release of energy factor items. Based on the table, it was found that the item "I want good energy" was the highest choice with a mean of 2.68 (SD.51), followed by the item "I want to release tension/pressure" with a mean of 2.50 (SD.65), and "I like to do something" with a mean of 2.22 (SD.53). "I like to venture" item was the fourth with a mean of 2.22 (SD.58). Meanwhile, the lowest item choice was "I like being out of the house" with a mean of 2.10 (SD.71).

Table 5: Mean and standard deviation of skills motivation factors items

Item (Factor 5: Skills)	Mean	Standard Deviation
I want to improve my skills	2.74	.44
I like to learn skills	2.68	.55
I want to be at high level	2.38	.70

Table 5 shows the mean and standard deviation of skills motivation factors items. In this factor, the "I want to improve my skills" item was the highest choice with a mean of 2.74 (SD.44), followed by the item "I like to learn skills" with a mean of 2.68 (SD.55). Meanwhile, the "I want to be at high level" item was the lowest choice with a mean of 2.38 (SD.70).

Table 6: Mean and standard deviation of peers motivation factor items

Item (Factor 6: Peers)	Mean	Standard Deviation
I like challenges	2.32	.62
I like meeting new friends	2.28	.61
I want to be with friends	2.20	.64
I like to compete	2.16	.71

Based on table 6, it was found that the “I like challenges” item was highest with a mean of 2.32 (SD.62), followed by the “I like meeting new friends” item with a mean of 2.28 (SD.61) and the “I want to be with friends” with a mean of 2.20 (SD.64). Meanwhile, the “I like to compete” item was the lowest choice with a mean of 2.16 (SD.71).

Table 7: Mean and standard deviation of fun motivation factor items

Item (Factor 7: Fun)	Mean	Standard Deviation
I like actions	2.42	.54
I like fun	2.40	.67
I like to have fun	2.28	.64

Table 7 shows the mean and standard deviation of fun motivation factor items. In this factor, it was found that the “I like actions” item was the highest choice with a mean of 2.42 (SD.54). Next, it was followed by the item “I like fun” with a mean of 2.40 (SD.67). Meanwhile, the “I like to have fun” item was the lowest choice with a mean of 2.28 (SD.64).

Table 8: Mean and standard deviation of other motivation factor items

Item (Factor 8: Other factors)	Mean	Standard Deviation
Both my parents/friends want me to play	2.06	.71
I like to use equipment	1.86	.67
I like the coach	1.78	.71

Based on table 8, it was found that the highest item was “Both my parents/friends want me to play” with a mean of 2.06 (SD.71), followed by the item "I like to use equipment" with mean 1.86 (SD.67). The “I like to coach” item was the lowest with a mean of 1.78 (SD.71).

Analysis of Mean and Standard Deviation of Each Motivation Factors Influencing Athletes' Involvement in Sports by Priority

Table 9: Mean and standard deviation of the motivation factors influencing athlete involvement in sports by priority.

Factor	Mean	Standard Deviation
Skills	2.60	.37
Team	2.59	.49
Fun	2.37	.50
Fitness	2.37	.43
Release the energy	2.35	.38
Peers	2.24	.43
Other Reasons	1.90	.51
Achievement/status	1.88	.44

Table 9 shows the mean and standard deviation of the motivation factors influencing athlete involvement in sports based on priority. Based on the table, it is found that the "skills" factor is the highest motivating factor influencing Sultan Idris Education University athletes to participate in sports with a mean of 2.60 (SD.37). The "team" factor was the second highest with a mean of 2.59 (SD.49), followed by the "fun" factor of 2.37 (SD.50) and the "fitness" factor with a mean of 2.37 (SD.43). Next, the fourth-choice factor was "release of energy" with a mean of 2.35 (SD.38), followed by "peers" factor of 2.24 (SD.43) and "other factors" with a mean of 1.90 (SD. 51). The lowest motivating factor influencing the involvement of athletes in sports was "achievement/status" with a mean of 1.88 (SD.44).

Mean and standard deviation analysis to see the differences in motivation factors item selection influencing respondent involvement in sports between male and female athletes

Table 10 shows the mean and standard deviation to see the differences in item selection between male and female athletes for the "achievement/status" motivation factor that influences athlete involvement in sports. Based on Table 10, it was found that male athletes with mean 2.68 (SD.56) is higher than female athletes with 2.56 (SD.51) in the "I like to do something I'm good at" item. For "I like to win" item, male athletes had a mean of 2.20 (SD.76) compared to female athletes of 2.08 (SD.81). Similarly, the "I want to have status/recognition" item was 1.92 (SD.70) for male athletes and 1.64 (SD.64) for female athletes. The item "I like to be rewarded" of male athletes was 1.88 (SD.73) compared to female athlete of 1.04 (SD.65). The mean of "I want to be famous" for male athletes was also higher at 1.60 (SD.66) compared to female athletes at 1.52 (SD.71). Similarly, the mean of "I like to feel that I am important" item was 1.76 (SD.66) for male athletes and 1.32 (SD.48) for female athletes.

Table 10: Mean and standard deviation to see differences in item selection between male and female athletes for achievement/status motivation factors.

Item (Factor 1: Achievement/Status)	Gender	Mean	Standard deviation
I like to do something I'm good at	Male	2.68	.56
	Female	2.56	.51

I like to win	Male	2.20	.76
	Female	2.08	.81
I want to have status/recognition	Male	1.92	.70
	Female	1.64	.64
I like to be rewarded	Male	1.88	.73
	Female	1.40	.65
I want to be famous	Male	1.60	.71
	Female	1.52	.71
I like to feel that I am important	Male	1.76	.66
	Female	1.32	.48

Table 11 shows the mean and standard deviation to see the differences in item selection between male and female athletes for the team motivation factor that influence athlete involvement in sports. In this motivation factor, the mean for male athletes was higher at 2.80 (SD.41) than female athletes at mean 2.56 (SD.65) for "I like team collaboration" item. The mean of item "I like team spirit" was 2.84 (SD.37) for male athletes and 2.48 (SD.59) for female athletes. The mean for "I like to be in team" item for male athletes was 2.64 (SD.49) and 2.24 (SD.60) for female athletes.

Table 11: Mean and standard deviation to see differences in item selection between male and female athletes for team motivation factor.

Item (Factor 2: Team)	Gender	Mean	Standard deviation
I like team collaboration	Male	2.80	.41
	Female	2.56	.65
I like team spirit	Male	2.84	.37
	Female	2.48	.59
I love to be in team	Male	2.64	.49
	Female	2.24	.60

Table 12 shows the mean and standard deviation to see the differences in item selection between male and female athletes for fitness motivation factor. According to Table 12, the mean for item "I want to be in best shape" for male athletes was 2.60 (SD.50) and 2.32 (SD.56) for female athletes. The mean for "I like to do exercise" item was 2.48 (SD.51) for male athletes and 2.36 (SD.64) for female athletes. On the other hand, the mean for "I want to have fit body" item of male athletes was 2.24 (SD.78) was higher than the female athlete of 2.20 (SD.71).

Table 12: Mean and standard deviation to see differences in item selection between male and female athletes for fitness motivation factor

Item (Factor 3: Fitness)	Gender	Mean	Standard deviation
I want to be in best shape	Male	2.60	.50

	Female	2.32	.56
I like to do exercise	Male	2.48	.51
	Female	2.36	.64
I want to have fit body	Male	2.24	.78
	Female	2.20	.71

Next, Table 13 shows the mean and standard deviation to see the differences in item selection between male and female athletes for “release of energy” motivation factor. According to Table 13, the item "I want good energy" significantly influenced female athletes by a mean of 2.72 (SD.46) compared to male athletes of mean 2.64 (SD.57). On the other hand, the mean of “I want to release tension/pressure” for female athletes was 2.52 (SD.59) compared with male athletes 2.48 (SD.71). Meanwhile, the mean of “I like to do something” was higher for male athletes at 2.28 (SD.54) compared with female athletes at 2.24 (SD.52). The mean of "I like to venture" item for female athletes was higher at 2.32 (SD.48) than for male athletes at 2.12 (SD.67). On the other hand, the mean of “I like being out of the house” item for male athlete was 2.12 (SD.78) compared with female athlete 2.08 (SD.64).

Table 13: Mean and standard deviation to see differences in item selection between male and female athletes for release of energy motivation factor

Item (Factor 4: Release of energy)	Gender	Mean	Standard deviation
I want good energy	Male	2.64	.57
	Female	2.72	.46
I want to release tension/pressure	Male	2.48	.71
	Female	2.52	.59
I like to do something	Male	2.28	.54
	Female	2.24	.52
I like to venture	Male	2.12	.67
	Female	2.32	.48
I like being out of the house	Male	2.12	.78
	Female	2.08	.64

Table 14 shows the mean and standard deviation to see the difference in item selection between male and female athletes for the “skills” motivation factor influencing athlete involvement in sports. According to Table 14, the item "I want to improve my skills" was significantly higher for male athletes at 2.80 (SD.41) compared to female athletes at 2.68 (SD.48). Similarly, the mean for “I like to learn skills” item for male athletes was 2.76 (SD.52) while for female athletes was 2.60 (SD.52). The mean of “I want to be at high level” item for male athletes was 2.68 (SD.57) compared to female athletes of 2.08 (SD.70).

Table 14: Mean and standard deviation to see differences in item selection between male and female athletes for skills motivation factor

Items (Factor 5: Skills)	Gender	Mean	Standard deviation
I want to improve my skills	Male	2.80	.41
	Female	2.68	.48
I like to learn skills	Male	2.76	.52
	Female	2.60	.58
I want to be at high level	Male	2.68	.57
	Female	2.08	.70

Table 15 shows the mean and standard deviation to see the difference in item selection between male and female athletes for the “peers” motivation factor that influences athlete involvement in sports. In terms of peers, the mean of “I like challenges” for male athletes at 2.52 (SD.59) was higher than that of female athletes at 2.12 (SD.60). Similarly, the mean of “I like to meet new friends” item was higher for male athletes at 2.44 (SD.58) than for female athletes at 2.12 (SD.60). For “I want to be with friends” item, the mean for male athletes was 2.28 (SD.68) compared to 2.12 (SD.60) of female athletes. As for “I love to compete” item, the mean for male athletes was 2.40 (SD.71), which is higher than female athletes of 1.92 (SD.64).

Table 15: Mean and standard deviation to see differences in item selection between male and female athletes for peer’s motivation factor

Items (Factor 6: Peers)	Gender	Mean	Standard deviation
I like challenges	Male	2.52	.59
	Female	2.12	.60
I like meeting new friends	Male	2.44	.58
	Female	2.12	.60
I want to be with friends	Male	2.28	.68
	Female	2.12	.60
I like to compete	Male	2.40	.71
	Female	1.92	.64

Next, Table 16 shows the mean and standard deviation to see the difference in item selection between male and female athletes for the “fun” motivation factor that influences athlete involvement in sports. According to Table 16, the mean for male athletes in the “I like actions” item was higher at 2.56 (SD.51) than for female athletes at 2.28 (SD.54). However, for “I love fun” item for both male and female athletes, the mean was 2.40 (SD.71) and 2.40 (SD.65). Likewise, the mean of “I like to have fun” item for female athlete was 2.28 (SD.68) and male athlete was 2.28 (SD.61).

Table 16: Mean and standard deviation to see differences in item selection between male and female athletes for fun motivation factor

Items (Factor 7: Fun)	Gender	Mean	Standard deviation
I like actions	Male	2.56	.51
	Female	2.28	.54
I like fun	Male	2.40	.71
	Female	2.40	.65
I like to have fun	Male	2.28	.61
	Female	2.28	.68

Table 17 shows the mean and standard deviation to see the difference in item selection between male and female athletes for “other factors” motivation factor. Among other factors, three items were presented to the respondents. For “both my parents/friends want me to play” item, the mean for male athletes was 2.28 (SD.61), higher than female athletes of 1.84 (SD.75). Similarly, the mean of “I like to use the equipment” item for male athletes was 1.96 (SD.73) and the female athletes was 1.76 (SD.60). The mean of “I like the coach” item for male athletes was 1.96 (SD.73) while the mean for female athletes was 1.60 (SD.65).

Table 17: Mean and standard deviation to see differences in item selection between male and female athletes for other motivation factors

Items (Factor 8: Other factors)	Gender	Mean	Standard deviation
Both my parents/friends want me to play	Male	2.28	.61
	Female	1.84	.75
I like to use equipment	Male	1.96	.73
	Female	1.76	.60
I like the coach	Male	1.96	.73
	Female	1.60	.65

The Mean and Standard deviation of the Difference in Motivation Factors between Male and Female Involvement in Sports based on Priority.

Table 18 shows the mean and standard deviation to see the difference in motivation factors between male and female athletes’ involvement in sports. Based on Table 18, it was found that the mean for male athletes in the "skill" motivation factor was 2.75 (SD.34), higher compared to female athletes of 2.45 (SD.35). Similarly, the "team" motivation factor was higher in male athlete of 2.76 (SD.37) compared to female athletes of 2.43 (SD.55). The “fun” motivation factor of male athletes was higher with a mean of 2.41 (SD.43) compared to female athletes of 2.32 (SD.57). On the other hand, the mean of "fitness" factor for male athletes was also higher at 2.44 (SD.42) compared to female athlete at 2.29 (SD.44).

However, for "release of energy" factor, female athletes had a mean of 2.38 (SD.33) compared to male athletes of 2.33 (SD.43). The mean of “peer” motivation factor for male

athletes was very high at 2.41 (SD.47) compared to female athletes of 2.07 (SD.32). Similarly, the mean of “other factors” for male athletes as high as 2.07 (SD.53) compared to 1.73 (SD.45) of female athletes. Meanwhile, the lowest factor of choice was “achievement/status”, which also outperformed the male athletes by 2.01 (SD.47) compared to female athlete of 1.75 (SD.38).

Table 18: Mean and standard deviation to see the difference in motivational factors between male and female athletes participating in sports that are prioritized.

Factors	Gender	Mean	Standard deviation
Skills	Male	2.75	.34
	Female	2.45	.35
Team	Male	2.76	.37
	Female	2.43	.55
Fun	Male	2.41	.43
	Female	2.32	.57
Fitness	Male	2.44	.42
	Female	2.29	.44
Release of energy	Male	2.33	.43
	Female	2.38	.33
Peers	Male	2.41	.47
	Female	2.07	.32
Other factors	Male	2.07	.53
	Female	1.73	.45
Achievement/status	Male	2.01	.47
	Female	1.75	.38

3. Discussion

The findings indicate that the "skills" factor, which is intrinsic motivation, is the main motivation factor influencing the involvement of Sultan Idris Education University MASUM athletes in sports. In this context, athletes are more interested in “improving their skills”, “learning skills” and “wanting to be at high level”. The second motivation factor is the "team" factor which is extrinsic motivation. In this case athletes are more interested in "team collaboration," team spirit "and" being in team". This is followed by the “fun” factor that is intrinsic motivation. For this reason, athletes are more interested in "action" and "fun". The fourth factor is the "fitness" factor, which is intrinsic motivation. For this reason, athletes are more interested in "being in best shape", "like to do exercise" and "wanting to have fit body". Next, the fifth motivation factor is the “release of energy” factor, which is an intrinsic factor. In this context, athletes are more interested in “wanting good energy”, “wanting to release tension/stress” and “like to do something”. This is followed by the "peers" factor of extrinsic motivation. Athletes are more interested in “challenges”, “like to meet new friends” and “be with friends”. The "other factor" of extrinsic motivation is the second lowest motivation factor influencing the involvement of Sultan Idris Education University MASUM athletes in sports. In this context, athletes are more motivated by "both parents/friends want me to play", "like to use

equipment" and "like the coach". Whereas the lowest factor influencing MASUM athletes is the "achievement/status" factor which is extrinsic motivation. Athletes are more interested in "doing what I'm good at", "like to win" and "want to have status/recognition" in this factor. As for the second research question, the findings of the study showed that male athletes of Sultan Idris Education University have higher motivation factors than female athletes. However, both genders are more influenced by intrinsic motivation factors compared to extrinsic motivation factors. In terms of "skills", "team", "fun", "fitness", "peers", "other factors" and "achievement/status", the mean of male athletes was higher than female athletes. However, the motivational factor of "release of energy" for female athletes was higher than male athletes.

4. Conclusion

It was found that the involvement of Sultan Idris Education University MASUM athletes in sports was more influenced by intrinsic motivation factors. The main motivating factors influencing the involvement of Sultan Idris Education University MASUM athletes in sports are "skills", "team", "fun" and "fitness" factors.

The result of this study found that there is no significant difference from previous studies. The intrinsic motivation factors are influencing the involvement of athletes in sports more compared to extrinsic motivation factors. For example, the study conducted by Gill (1986) found that athletes' involvement in sports are driven by intrinsic factors. This is because the athletes love the sport and feel satisfied.

Similarly, the study conducted by Gould, Feltz and Weiss (1985) has proved that swimmer involvement is due to factors of enjoyment, satisfaction, fitness, mastery of skills, teamwork, sports and competition challenges. However, based on the study conducted by Longhurst and Spink (1987), it was found that respondents were involved in sports because of improving skills, physical fitness, competition, learning new skills and for challenges. This is similar with the study conducted by Cruz and Viana (1989). The results of the study showed that the major factors of involvement of volleyball and handball players are due to exercise, interest in teamwork, proceed to higher level, competitiveness and interest in learning new skills. The study also showed that intrinsic motivation factors are the main motive for players' involvement in sports compared to extrinsic motivation factors.

Meanwhile, the less popular motivation factors of Sultan Idris Education University MASUM athletes include "achievement/status", "other factor", "peers" and "release energy". Many of these factors are extrinsic motivation factors. Based on the results of the study, it appears to contradict the theory of affirmation that the granting of incentives is necessary for a task that has been done or performed perfectly (Reeve, (2016). According to Kim (2018), a person who earns rewards after his or her success will always strive to perform well to do what is best. The effective ways include giving verbal encouragement, showing warmth and sign of agreement, rewarding such as giving gifts, certificates, souvenirs and giving thanks and appreciation.

Furthermore, the differences in motivation factors between male and female athletes involvement in sports found that male had higher levels of motivation than females for each motivational factor. However, both are more driven by intrinsic motivation factors.

Based on the data analysis, it can be concluded that the involvement of Sultan Idris Education University MASUM athletes in sports is more influenced by intrinsic motivation factors than extrinsic motivation factors. However, MASUM athletes also have extrinsic motivation factors, but less. In view of gender differences, both genders are more focused on intrinsic motivation factors than extrinsic motivation factors. However, the motivation level of male athletes is higher than female athletes for each motivation factor.

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6. References

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