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ABSTRACT

# The Study of Relationship Between Motivation and Participation in Outdoor Recreation Among Students in Universiti Teknologi MARA Seremban 3

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## I. INTRODUCTION

Modern students increasingly lead sedentary, tech-oriented lifestyles, reducing outdoor engagement and connection to nature [1]. This study investigates the relationship between motivation and participation in outdoor recreation among UiTM Seremban 3 students, identifying key influencing factors and examining gender-based differences. Findings aim to inform initiatives that promote healthier, more active lifestyles through outdoor recreational involvement.

## II. METHODS

A non-experimental quantitative survey was conducted among 428 students from three faculties at UiTM Seremban 3. Participants were selected using Krejcie and Morgan's sample size table with an added 20% buffer [2]. Data were collected via questionnaires and analyzed using descriptive statistics, Pearson correlation, and independent t-tests to examine motivation, participation, and gender differences in outdoor recreation involvement.

## III. RESULTS AND DISCUSSION

### A. Motivation in Outdoor Recreation

The descriptive analysis in Table I reveals that the highest motivation factor for students participating in outdoor recreation is "Experiencing Nature" ( $M = 4.71$ ,  $SD = 0.441$ ), indicating a strong preference for connecting with the natural environment to relax and escape from daily academic and digital stress. This suggests that nature-related experiences are a key driver for student involvement. On the other hand, the lowest-ranked factor is "Using Equipment and Developing Skills" ( $M = 4.60$ ,  $SD = 0.591$ ), showing that while students still value skill-building and equipment use, these are less motivating compared to emotional and environmental benefits. The slightly lower score could be due to limited access, perceived difficulty, or a lower personal interest in technical aspects of outdoor activities.

TABLE I  
DESCRIPTIVE RESULT OF MOTIVATION IN OUTDOOR RECREATION

	Mean	SD	Rank
Experiencing Nature	4.71	0.441	1
Relaxation and Tranquillity	4.69	0.446	2
Challenge and Curiosity	4.68	0.473	3
Social Interaction with the Group	4.63	0.533	4
Using equipment and Developing Skills	4.60	0.591	5

### B. Participation in Outdoor Recreation

The analysis in Table II shows that "Attraction" ( $M = 4.71$ ,  $SD = 0.459$ ) is the highest-ranked factor influencing students' participation in outdoor recreation, suggesting that students are primarily driven by the enjoyment, excitement, and overall appeal of outdoor activities. This indicates that recreational experiences that are fun and engaging are more likely to attract student involvement. In contrast, the lowest-ranked factor is "Centrality" ( $M = 4.58$ ,  $SD = 0.599$ ), implying that outdoor recreation is not viewed as a central or defining part of students' daily identity or lifestyle. Although the mean is still relatively high, this lower ranking may reflect that while students enjoy and value recreational activities, they do not necessarily consider them a core part of who they are or prioritize them above other life roles and responsibilities.

TABLE II  
DESCRIPTIVE RESULT OF PARTICIPATION IN OUTDOOR RECREATION

	Mean	SD	Rank
Attraction	4.71	0.459	1
Social Bonding	4.70	0.461	2
Identity Expression	4.66	0.465	3
Identity Affirmation	4.66	0.481	4
Centrality	4.58	0.599	5

### C. Relationship Between Motivation and Participation in Outdoor Recreation

The correlation analysis in Table III revealed a strong positive relationship between motivation and participation in outdoor recreation among students at UiTM Seremban 3, with a Pearson correlation coefficient of  $r = 0.780$  and a  $p$ -value less than 0.001. This indicates that students who are more motivated are significantly more likely to engage in outdoor recreational activities. The strength and direction of the correlation suggest that as motivation increases, participation also tends to increase, confirming a meaningful and statistically significant link between these two variables in the student population.

TABLE III  
RELATIONSHIP BETWEEN MOTIVATION AND PARTICIPATION IN OUTDOOR RECREATION

	Participation	
Motivation	Pearson's r	0.780
	df	426
	p-value	<0.001
	N	428

### D. Difference of Motivation Between Genders

The independent samples t-test results in Table IV indicate that there is no statistically significant difference in motivation between male ( $M = 4.68$ ,  $SD = 0.413$ ) and female ( $M = 4.64$ ,  $SD = 0.431$ ) participants,  $t(426) = 1.09$ ,  $p = 0.275$ . Since the  $p$ -value is greater than the conventional alpha level of 0.05, we fail to reject the null hypothesis, suggesting that gender does not significantly influence motivation levels in this sample. However, the Shapiro-Wilk test for normality revealed a significant result ( $W = 0.816$ ,  $p < 0.001$ ), indicating a violation of the normality assumption. Despite this, given the large and equal sample sizes ( $N = 214$  for each group), the t-test is considered robust to such violations, and the conclusion remains valid.

TABLE IV  
COMPARISON BETWEEN GENDER ON MOTIVATION

	Group	N	Mean	Median	SD
Motivation	Male	214	4.68	5.00	0.413
	Female	214	4.64	4.73	0.431

## IV. CONCLUSIONS

This study highlights a strong and significant relationship between motivation and participation in outdoor recreation among UiTM Seremban 3 students. The findings suggest that

students who are more motivated are more likely to engage actively in outdoor recreational activities. Understanding these motivational factors are essential in promoting healthier and more active lifestyles among university students. These insights can guide future programs and initiatives aimed at increasing student involvement in outdoor recreation, ultimately contributing to their physical, mental, and social well-being.

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