

UNIVERSITI TEKNOLOGI MARA

**RELATIONSHIP BETWEEN SPORT PREFERENCES
AND PERSONALITY**

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CANDIDATE'S DECLARATION

I declare that the work in the dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA, Malaysia. It is original and is the result of my own work, unless otherwise indicated or acknowledge as referenced work. This dissertation has not been submitted to any other academic institution for any degree or qualification.

In the even that my dissertation violates the condition mentioned above, I voluntarily waive the right of conferment of my degree and agree to be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA, Malaysia.

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ABSTRACT

Performance and achievements of athletes could be attributed to four major factors that consist of natural inherited ability, acquisition of skill, physical fitness level and socio-psychological elements such as personality and emotional strength. However, personality has always been a topic of interest for research in terms of its relationship with sport preferences and performance. Athletes in general are not aware of their own behavior and personality. Thus, it creates a barrier for them to perform at their level best. In relation to that, the absence of knowledge of recognizing the personalities of athlete may create a hurdle of communication flow between coaches and athletes. In order to have a good breed of athletes in the future, personality should be included as part of an assessment during talent identification process. Hence, this research was conducted with the aim to determine whether there is a relationship between types of personality and sport preferences. The objectives of this study were to compare the different types of personality to gender, types of event and types of sport. The study was conducted using three different sets of questionnaires from Eysenck Personality Questionnaire, Global 5 / SLOAN Personality Test and Impulsive Sensation Seeking Scale (*ImpSS*). 229 subjects of this study were athletes from 29 different sports who represented in Malacca's Malaysia Games 2010 team. The subjects consist of 154 males and 75 females aged from 13 to 21 years old. The questionnaires were then collected and analyzed using Independent Samples T-Test and ANOVA in SPSS. The results indicated that there is a significant difference for gender in terms of extroversion and neuroticism. Male are higher in extroversion whereas female are higher in neuroticism. Following that, a significant difference between the different types of sport tested was also on extroversion. The sports that are recognized to go well with extroverts are Acrovolley, Weightlifting, Canoe, Rugby, Softball and Fencing. Considering there was more participants from male to female, results may be skewed due to the lack of proportionality.

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presented the overview of the study. In this chapter, background of the study, statement of problems, research objectives and questions, significance of the study, research limitations and term of definition were discussed.

1.1 Background of The Study

In Malaysian schools, principal's leadership becomes important due to the highly demanding of principals' pattern of practices in all schools in which parallel with the objectives in the National Education Blueprint. A principal is a head of the school who needs a way of leadership in order to upgrade the performance of the school. According to Hallinger (2003), he proposed that the pattern of principal's practices as instructional leaders among principals which was based on four dimensions which are : i) principal must define and establish school goals or mission ii) manage an instructional program in school iii) promote learning environment in school and iv) to create friendly and cooperative school environment.

Principal is the most prominent and highly influential person in school. This is because he is the 'agent of change'. Therefore, a Principal must be able to define and establish its goal by creating its own vision and mission. As an agent, the Principal can directly give the impact to teachers and student development (Alimuddin, 2010). Besides that, teachers and students in school receive instructions from Principal in all activities which had been planned throughout the years. With good instruction from the principal, it leads to excellent performances of teachers and students which are of the most priority targets and benchmark of the Principal's achievement (Barth, 1991).