

UNIVERSITI TEKNOLOGI MARA

**RELATIONSHIP BETWEEN PHYSICAL EDUCATION
ENJOYMENT PROCESS AND PHYSICAL
ACTIVITY AMONG THE SELECTED RELIGIOUS
SECONDARY SCHOOL STUDENTS IN JOHOR**

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**The Relationship between Physical Education Enjoyment Processes
and Physical Activity among the Students in Selected Religious Schools in Johor.**

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Abstract

Introduction: Physical education (PE) is a part of syllabus in Malaysia secondary school's curriculum. School PE has a potential to offer opportunities to students for physical activity (PA) and to teach them the skills and knowledge needed to establish and maintaining active lifestyle. PE in schools should be perceived enjoyable to provide positive correlate with PA. However, PE is at greater risk than most other subjects in meeting Islamic requirements Malaysian muslim students facing more challenges in performing the physical activity due to religious and cultural traditions. These factors will be limiting the selection of physical activity in physical education. Thus, the enjoyment in physical education will be affected. Objective: The aim of this study was to examine the relationship between PE and PA in religious school. Methods: A total of 380 students of boys and girls aged of 13, 14 and 16 years olds were selected in the study. The research involved four selected religious schools in Johor. The measurement were carried out by administrating two sets of questionnaire which is physical education enjoyment process questionnaire (PEEPQ) and Short version of International Physical Activity Questionnaire (IPAQ). PEEPQ consist of 20 items and IPAQ consists of 7 items. Data were analyses using Pearson Correlation coefficient. Discussion: The result supported previous finding of a positive relationship between PE enjoyment and PA. Result: The peer interaction was the strongest predictor of enjoyment (4.39 ± 0.59) in which to involve the students in PA that provided excitement and stimulate activities for students in school. There is significant correlation between PE enjoyment and PA ($p < 0.05$). Conclusion: Peer interactions were provided excitement and stimulate activities for students in school. Besides, from social agent especially peers make the students perceive the activities provided as challenging and exciting. Indirectly, it also may promote PA among the students without facing any shyness.