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Students' Perceptions of Motivational Climate and Cost Value in Physical Education in Malaysia.



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Abstract. This paper examined gender, age groups, ethnicity and relationship among students' perceptions of motivational climate and cost value within the expectancy-value model in Physical Education (PE). The participants were 203 secondary school students ($18.39 \pm .62$ years). The Motivational Climate in PE Questionnaire and Cost Scale were utilised to measure task-and-ego involving climate, task effort cost, outside effort cost, loss of valued alternatives and emotional cost. The independent t-test showed that there was a significant difference in outside effort cost between male (4.61 ± 1.61) and female (4.05 ± 1.47); $t(201) = 2.33, p = .02$. An analysis of variance (ANOVA) yielded a statistically effect on emotional cost, $F(2,200) = 4.16, p = .02$. A post hoc Tukey test showed that there was significant difference between 18 and 19 years old participants ($p = 0.030$). However, an analysis of variance (ANOVA) revealed no significant differences in ethnicity except for emotional cost, lost of valued alternatives, and cost value. Post hoc multiple comparisons using Tukey indicated that there were significant differences between Malay and Chinese ($p = 0.002$) and Chinese and Bumiputera ($p = 0.048$) on lost of value alternatives. There were also significant differences between Malay and Chinese ($p = 0.007$), Chinese and Bumiputera ($p = 0.034$) on cost value. There were also significant differences between Malay and Chinese ($p = 0.004$), Chinese and Bumiputera ($p = 0.002$) on emotional cost. Pearson's correlation revealed significant correlation between task climate with outside effort cost, lost of valued alternatives and emotional cost. There were also significant correlation between task effort cost with outside effort cost, lost of valued alternatives and emotional cost. There were also significant correlation between lost of valued alternatives with emotional cost. The present physical education system need to focus on a positive and supportive task-oriented motivational climate that can motivate the students to engage in sports and physical education.

Biography. Dr Chin is a senior lecturer at the Department of Physical Education and Health. He is a Panel Member of the National Coaching Academy under the National Sports Institute of Malaysia, Coaching Education Panel Member of the Badminton Association of Malaysia (BAM) and Committee Member of the Malaysian Sports Psychology Association (MASPA). In addition, he is the Malaysian Representative for the Asian South-Pacific Association of Sports Psychology (ASPASP). He also serves as a Sports Consultant for the Sarawak Sports Corporation, Deputy Chair of Sarawak Coaching Advisory Panel and Sports Psychology Advisor for the Sarawak State Taekwondo Association (WTF). He is an

author and co-author of 6 books on sports and sports psychology. He has also published articles, conference papers and peer-reviewed scientific publications in his field. His research interests include sports psychology, physical education and innovation in Physical Education..