

Relationship Between Intrinsic and Extrinsic Factors with Patriotism of the Student Athletes

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Abstract: Motivation is the inner strength that drives and influences the action of a person to carry out respective duties and responsibilities. Intrinsic motivation begins from one's inner self or internal desires while extrinsic motivation is the external factor that may influence an action or decision of the individual. This study aims to identify the relationship between intrinsic and extrinsic factors with patriotism of the student athletes. This is a quantitative study by using the approach of survey method involving 440 student athletes. Data collection obtained from the questionnaires administration. Data analyzed using 'Statistical Package for the Social Sciences' (SPSS) Version 17.0. Inferential statistical methods for correlations was used at the significant level of $p < 0.05$ to measure and observe significant relationship between independent and dependent variables. The results of analysis show that the overall intrinsic factor has significant moderate correlation with knowledge on patriotism, $r = 0.308$, $p < 0.01$ with sense of patriotism, $r = 0.536$, $p < 0.01$ and with patriotic behavior, $r = 0.613$, $p < 0.01$. Meanwhile, the overall analysis of extrinsic factor has significant positive relationship but with a weak knowledge on patriotism, $r = 0.250$, $p < 0.01$, significant positive relationship but with a moderate level of value or sense on patriotism, $r = 0.534$, $p < 0.01$ and patriotic behavior, $r = 0.568$, $p < 0.01$.

Key words: Intrinsic factors, extrinsic factors, patriotism, student athletes, sport

INTRODUCTION

The word motivation comes from a Latin word of 'movere' which means 'to move' (Beck, 2004). Motivated means to be moved to do something. Each individual possesses varying amount and type of motivation. Each individual also possesses varying motivational orientation of varying levels. This motivational orientation creates the underlying attitudes and goals that move the action and reason for an individual to act in a particular way (Ryan and Stiller, 1991).

The strength of individual motivation determines the quality of behavior displayed be it in the context of learning or playing sports. The study of motivation has its own appeal amongst educators and trainers especially, when associated with individual performance ability. The understanding of motivation to coaches is the moving desires, wishes or inducement for the athletes to strive for excellence and be better in sports. Meanwhile, motivation for the athletes is to work very hard to show the best game play in all sport competitions (Othman and Omar-Fauzee, 2002). Following that, motivation portrays

the individual's strength to nurture continuous perseverance and passion in doing things, be it from within the inner source and outer (Gervis, 2005). Meanwhile (Weinberg and Gould, 1999), motivation is the directive internal factor, yearning and inter-relative of one's behavior. According to Roberts (1992), there are two categories of motivation i.e., intrinsic and extrinsic.

Intrinsic motivation is defined as doing an activity for personal satisfaction rather than for external effects. When individuals are intrinsically motivated, their driven actions will be for fun or as a challenge and not because of pressure or inducement received. Although, intrinsic motivation exists in every individual, this category of motivation also exists in the relationship between individuals and the activities. Individual approach focuses on the psychological needs that are the internal needs for competencies, autonomy and relationships. However, many realize that the basic needs satisfaction is closely related to involvement in exciting activities (Deci and Ryan, 1985).

The source of intrinsic motivation is derived from the athlete's internal factor such as self-satisfaction, pleasure

and the good feelings about oneself. Whilst, appreciation and recognition should be emphasized as they are essential for long-term sports commitment of the student athletes (Gervis, 2005). Furthermore, intrinsic motivation is the tendency, inner feeling and the force of encouragement to do something (Zainuddin and Omar-Fauzee, 2002).

Deci and Ryan (1985) by the Theory of Self Determination, asserts that intrinsic motivation refers to doing something because it is interesting or pleasing. Next, by the Theory of Cognitive Evaluation, asserts that intrinsic motivation is the determinant factor in terms of social context to exhibit differences in intrinsic motivation. This theory holds that structural and interpersonal events such as awards, communication and feedback create a sense of competence during actions; enhancing intrinsic motivation due to the fulfilment of basic satisfaction vis a vis the fulfilment of psychological competence requirement.

Herzberg (1966) by the Theory of Two Factors, states that motivation is the factor that drives performing individuals intrinsically or the driving internal source. In addition, intrinsic motivation is a major phenomenon for teachers, being the learning foundation and achievement that can systematically catalyzed or on the contrary by the practice of parents and teachers (Ryan and Stiller, 1991). In addition, Deci and Ryan (1985) intrinsically motivated individuals once have the perception or self-conceptual who are competent and able to make own decisions. Instead, extrinsically motivated individuals are not confident in their abilities and rely on other people in decision-making and taking actions.

Extrinsic motivation also refers to the external factors that entail rewards such as money, medals, parental and coaches supports (Gervis, 2005). Extrinsic motivation is the external source that induces the individuals to take action after receiving rewards such as money and possessions (Zainuddin and Omar-Fauzee, 2002). Furthermore, Deci and Ryan (1985), assert that extrinsic motivation is a construct, i.e., of doing something in order to obtain specific benefits or relying on the rewards to be obtained. Whilst, the Theory of Organismik Integration explains that there are varying forms of extrinsic motivations and contextual factors that enhance or hinder appreciation and integration of behavior.

Moreover, Herzberg *et al.* (1959) stress the importance of quality of sports life by making the sports routine more interesting and able to fulfil the needs of esteem or ego or pride. Every athlete likes to feel appreciated, needed, honored and respected by others. The need of esteem drives an individual to climb the Mount Everest and race to become champions in various sports events (Mohamed, 2003).

Research problems: Performance of sportsmen and sportswomen at the school level is very disappointing with significantly low athletic achievement than previously in the 1960s (Khoo, 1996). Furthermore, former athletes played and won games even with no monetary rewards, whilst athletes nowadays are willing to lose for the sake of money (Khoo, 1989). This phenomenon calls for in-depth studies to investigate the relationship between intrinsic and extrinsic factors of athletic achievement with patriotism.

Meanwhile, some researchers finds problematic implementation of co-curricular activities and sports in schools by unskilled teachers, inadequately trained and with no expertise to teach games and sports. This situation also affects the failing cultivation of patriotism in sports due to the lacking criteria requirement of teachers. This is due to the facts that patriotism makes the individual to willingly sacrifice comfort, energy, time or money for the sake of national interest (Bar-Tal, 2000).

Athletes, who in their own efforts participate in international competition and win are also long gone. Today, they are amateur athletes paid by the government or private agencies to compete for the country (Calhoun, 1987). In addition, professional sports cleanup from corruption and gambling is very important so that the young amateur sportsmen and sportswomen do not perceive sports and gambling as the ultimate goal of their participation in sports. This study is necessary to look at how athletes play in the spirit of patriotism or the rewards received.

Next, the quality and achievement of sports in Malaysia before 1970s were encouraging but were declining in the 1980s mainly at the international level badminton games. Malaysia won the Thomas Cup in 1967 but lost in 1970. Similarly, various issues of failing athletic teams, failing quality of football in the country, drug issues and the association power struggles over the president post, athletes and coaches misconduct, all have been on display in the mass media.

Malaysia is trailing far behind Australia in terms of sports performance and achievement even though both countries have almost the same population size. Malaysia hockey team was also involved in the 1956 Olympics Games in Melbourne and had made it to the quarter finals. Unfortunately, until now Malaysia has yet to win a gold medal in the Olympics. Meanwhile, Australia over the same period has won over nearly 150 gold medals in the Olympic Games. Furthermore, Brandom (2001) states that the student communities are the successors to the country's future generation however, the appreciation of patriotism is very much worrying for failing to appreciate the values of patriotism, except that they are proud and loyal to the country. The quality of discipline and willingness to contribute, work and serve the country are fairly low.

Objective: The study aims to identify the relationship between intrinsic and extrinsic factors with student athletes' patriotism of form levels 1, 2 and 4 in the Sports Schools of Malaysia. In particular, the objectives of this study are:

- To identify the relationship between intrinsic factor and patriotism
- To identify the relationship between extrinsic factor and patriotism

MATERIALS AND METHODS

Methodology is a system integrating methods and principles used in activities, disciplines, etc. Research method is by the quantitative research approach emphasizing on the objective phenomenon controlled by data collection and analysis (Piaw, 2006; Fraenkel and Wallen, 2006).

Survey method: This quantitative study uses a survey method through questionnaires administration. The survey method meets the purpose with regards to current situations or certain events. Survey research is popular in describing attitudes, beliefs, feelings and behaviors. Meanwhile, the process of data collection or obtaining information is direct from the respondents and the results of analysis gathered over a short time period. It can also involve large sample sizes without which an experimental study cannot be performed. Furthermore, the results of this research can be generalized more accurately and effectively.

Questionnaires: The method of data collection through questionnaires is indeed popular and widely used in the field of education because of its well-suited purpose in obtaining information involving engagement of wider public respondents within a limited time. Questionnaires can also enlist and gather accurate information related to demographic data, behavioral reports, attitudes and opinions, knowledge, desires, hopes and motivation (Behling and Law, 2000). Furthermore, the method of questionnaires is chosen because it is easily administered, does not need skillfull-writing subject and simplify answer analysis. The method of questionnaires does not only reduce cost, time and energy but also information obtained from vast respondents allows improvement in the accuracy of statistical estimates.

According to Oppenheim (2000), explaining that the method of questionnaires is a scientific instrument of measurement and data collection generally used by researchers. A questionnaire is a set of written questions or items, a tool specifically designed to gather information

which is later analysed to obtain answers to research questions. The advantages of questionnaires method are that it is reachable to far distance respondents, low cost, short time constraints and can be administered in various ways. Although, the method of questionnaires looks simple, it must be designed, edited and analyzed with cautions. Often questionnaires will be designed with the help of experts in the subject matters of study. Survey results are considered accurate based on the basic principles of research that is a required return rate of at least 30% of the total questionnaires sent out (Sekaran, 1992).

Patriotism questionnaires are developed based on the questionnaires used by Winit *et al.* (2010), Holly (2006), Morse and Shive (2004), Baker and Jedwab (2003) and Gilbert (2003). Meanwhile, the items of intrinsic and extrinsic and sporting achievement are formulated based on questionnaires used by Walling and Duda (1995), Robinson (2000) and Brown (2001). Table 1 shows the categories of independent and dependent variables found in the questionnaires used in the study. Dependent variable is given in section A that is patriotism. Whilst, independent variables are given in section B of intrinsic factor and C extrinsic factor.

This questionnaires cover part A, B and C. These items are measured using the five Likert scale, i.e., strongly disagree, disagree, not sure, agree and strongly agree. These questionnaires must be answered by all survey respondents over 20 min time limit.

Part A covers eight items for the aspect of knowledge on patriotism such as the 50th year of Malaysia independence celebration in 2007 and lyric of the songs that have successfully inspired the love for the nation. The aspect of value or sense of patriotism having been borned as a Malaysian and respect of the flag and the national anthem. Whilst, the aspect of patriotic behavior such as proudly flying the Malaysian flag and fluency in reading and writing in Bahasa Malaysia.

Part B covers the intrinsic factor of sports performance and enhance patriotism, i.e., interest or passion, excitement or pleasure, determination, positive, focus, effort, confidence and competitiveness. Each factor consists of five items making the total number of 40 items.

The item of interest such as the passion for sports activities and always putting dignity and image of the country first. The item of fun such as the enjoyment indooing routine sports activities on daily basis and meaningful celebration of the month of patriotism. The item of determination such as confident to be a born

Table 1: Categories of independent and dependant variables

Independent variables	Dependent variables
Intrinsic factor	Patriotism
Extrinsic factor	

champion in sports and determined to collect gold medals for the country. The item of positive such as never give up and the quest of victory to win medals for the country. The item of focus such as a full concentration during competition games to win medals and focus attention during competitions for the sake of the country.

Furthermore, the item of effort such as to continue putting relentless efforts to strengthen the game strategy and the strive to score goals for the beloved country. The item of confidence such as to continue to increase self-confidence to become successful and continue to serve the country in sports. Meanwhile, the item of competitive such as highly competitive during competitions and flaunts tough fighting spirit and stiff competition in courts for the sake of Malaysia.

Part C includes the extrinsic factor of sports performance and enhancement of patriotism, i.e., reward, parents, sports, education, coaches, fellow athletes, spectators and mass media. The reward and parents factors consist of four items each while other factors five items each, making the total number of 38 items.

Reward item such as self-satisfaction is the main important reward for sports athletes to boost patriotism. Sports item such as the sports game that guarantees for the bright futures of the athletes and makes them patriotic to the nations and the country. The item of education such as to equip the athletes with knowledge, skills and awareness on obligations towards the national sports. Parents item such as advising athletes to be strong in times of defeats and family gathering every year to celebrate Independence Day.

Meanwhile, coaches item such as in helping to improve sports skills of the athletes, techniques and emphasizes on the inculcation of patriotism during training. The item of fellow athletes such as inspiring fellow athletes when they are at the brink of giving up and encouraging fellow athletes to be patriotic. The item of audience such as huge crowds of audience attendance raises the spirit of the athletes and honoring the flag and the national anthem while watching a sports match. Meanwhile, the item of mass media such as promoting famous youth sports icons who have high spirit of patriotism beneath.

RESULTS

The presentation of research findings is constructed based on Pearson correlation test to see if there is a significant correlation at level $p < 0.05$ between intrinsic and extrinsic factors of athletic achievement with patriotism. Table 2 shows the correlation strength scale based on Guilford.

Table 2: Correlation strength scale

Correlation	Descriptive meaning
$r < 0.20$	Small, relationship almost negligible
$0.20 < r < 0.40$	Low correlation
$0.40 < r < 0.70$	Moderate correlation
$0.70 < r < 0.90$	High correlation
$0.90 < r < 1.00$	Very high correlation

Table 3: Relationship between intrinsic factor and patriotism

Intrinsics	Student athletes patriotism		
	Knowledge	Value/Sense	Behavior
Interest/Passion	0.215**	0.366**	0.417**
Fun/Enjoyment	0.128**	0.347**	0.449**
Determination	0.215**	0.332**	0.398**
Positive	0.265**	0.485**	0.504**
Focus	0.232**	0.301**	0.418**
Effort	0.368**	0.418**	0.473**
Confidence	0.188**	0.322**	0.365**
Competitiveness	0.102*	0.389**	0.362**
Overall intrinsic factor	0.308**	0.536**	0.613**

**Significant level of correlation at 0.01 (2-tail); *Significant level of correlation at 0.05 (2-tailed)

Relationship between intrinsic factor of sports performance and patriotism:

Table 3 shows whether there is a significant correlation between intrinsic factor of athletic achievements, i.e., interest, fun, determination, positive, focus, effort, confidence and competitiveness with patriotism, i.e., knowledge, values or sense and patriotic behavior.

The results indicate that interest factor has a significantly weak relationship with knowledge on patriotism, $r = 0.215$, $p < 0.01$. There is also a significantly moderate correlation with value or sense of patriotism, $r = 0.366$, $p < 0.01$ and patriotic behavior, $r = 0.417$, $p < 0.01$. Whilst, fun factor has a significantly weak relationship with knowledge on patriotism, $r = 0.128$, $p < 0.01$. There is also a significantly moderate correlation with value or sense of patriotism, $r = 0.347$, $p < 0.01$ and patriotic behavior, $r = 0.449$, $p < 0.01$.

Next, determination factor has a significantly weak relationship with knowledge on patriotism, $r = 0.215$, $p < 0.01$. There is also a significantly moderate correlation with value or sense of patriotism, $r = 0.332$, $p < 0.01$ and patriotic behavior, $r = 0.398$, $p < 0.01$. Whilst, positive attitude has a significantly weak relationship with knowledge on patriotism, $r = 0.265$, $p < 0.01$. There is also a significantly moderate correlation with value or sense of patriotism, $r = 0.485$, $p < 0.01$ and patriotic behavior, $r = 0.504$, $p < 0.01$.

Next, focus factor has a significantly weak relationship with knowledge on patriotism, $r = 0.232$, $p < 0.01$. There is also a significantly moderate correlation with value or sense of patriotism, $r = 0.301$, $p < 0.01$ and patriotic behavior, $r = 0.418$, $p < 0.01$. Meanwhile, effort factor has a significantly moderate correlation with

Table 4: Relationship between extrinsic factor and patriotism

Extrinsic	Student athletes patriotism		
	Knowledge	Value/Sense	Behavior
Reward	0.203**	0.291**	0.326**
Sports	0.199**	0.446**	0.398**
Education	0.248**	0.432**	0.434**
Parents	0.217**	0.327**	0.426**
Coaches	0.181**	0.360**	0.444**
Fellow athletes	0.164**	0.296**	0.365**
Spectators	0.120*	0.408**	0.403**
Mass media	-0.018	0.252**	0.211**
Overall extrinsic level	0.250**	0.534**	0.568**

**Significant level of correlation at 0.01 (two-tail); *Significant level of correlation at 0.05 (two-tail)

knowledge on patriotism, $r = 0.368$, $p < 0.0$, value or sense of patriotism, $r = 0.418$, $p < 0.01$ and patriotic behavior, $r = 0.473$, $p < 0.01$.

In addition, confidence factor has a significantly weak relationship with knowledge, $r = 0.188$, $p < 0.01$. There is also a significantly moderate correlation with value, $r = 0.322$, $p < 0.01$ and with behavior, $r = 0.365$, $p < 0.01$. Meanwhile, competitiveness factor has a significantly weak relationship with knowledge on patriotism, $r = 0.102$, $p < 0.05$. There is also a significantly moderate correlation with values or sense, $r = 0.389$, $p < 0.01$ and patriotic behavior, $r = 0.362$, $p < 0.01$.

In conclusion, the overall results of analysis show that intrinsic factor has a significantly moderate correlation with knowledge on patriotism, $r = 0.308$, $p < 0.01$ with values or sense of patriotism, $r = 0.536$, $p < 0.01$ and patriotic behavior, $r = 0.613$, $p < 0.01$.

Relationship between extrinsic factor of sports performance with patriotism:

Table 4 shows whether there is a significant relationship between extrinsic factor and sporting achievement, i.e., reward, sports, education, parents, coaches, fellow athletes, spectators and the mass media with patriotism, i.e., the aspect of knowledge, values or sense and patriotic behavior.

The results indicate that reward factor has a significantly weak positive correlation with knowledge on patriotism, $r = 0.203$, $p < 0.01$ with value or sense of patriotism, $r = 0.291$, $p < 0.01$ and patriotic behavior, $r = 0.326$, $p < 0.01$. Meanwhile, sports factor has a significantly weak positive relationship with knowledge of patriotism, $r = 0.199$, $p < 0.01$, a significantly moderate positive relationship with value or sense of patriotism, $r = 0.446$, $p < 0.01$ and patriotic behavior, $r = 0.398$, $p < 0.01$.

Furthermore, education factor has a significantly weak relationship with knowledge on patriotism, $r = 0.248$, $p < 0.01$, significantly moderate correlation with value or sense of patriotism, $r = 0.432$, $p < 0.01$ and patriotic behavior, $r = 0.434$, $p < 0.01$. Meanwhile, parental factor has

a significantly positive relationship with weak knowledge on patriotism, $r = 0.217$, $p < 0.01$, significantly moderate positive relationship with value and sense of patriotism, $r = 0.327$, $p < 0.01$ and with patriotic behavior, $r = 0.426$, $p < 0.01$.

Next, coaches factor has a significantly weak positive relationship with knowledge on patriotism, $r = 0.181$, $p < 0.01$, significantly moderate positive relationship with value or sense of patriotism, $r = 0.360$, $p < 0.01$ and patriotic behavior, $r = 0.444$, $p < 0.01$. Meanwhile, fellow athletes factor has a significantly low positive relationship with knowledge on patriotism, $r = 0.164$, $p < 0.01$ and with value or sense of patriotism, $r = 0.296$, $p < 0.01$ and a significantly moderate positive relationship with patriotic behavior, $r = 0.365$, $p < 0.01$.

In addition, the factor of spectators or sports fans has a significantly weak positive relationship with knowledge on patriotism, $r = 0.120$, $p < 0.05$, a significantly moderate positive relationship with value or sense of patriotism, $r = 0.408$, $p < 0.01$ and patriotic behavior, $r = 0.403$, $p < 0.01$. Meanwhile, the factor of mass media does not have a significant relationship with knowledge on patriotism, $r = -0.018$, $p > 0.05$ but has a significantly weak positive relationship with value or sense of patriotism, $r = 0.252$, $p < 0.01$ and with patriotic behavior, $r = 0.211$, $p < 0.01$.

In conclusion, the results of analysis show that the overall extrinsic factor has a significantly weak positive relationship with knowledge on patriotism, $r = 0.250$, $p < 0.01$, a significantly moderate positive correlation with value or sense of patriotism, $r = 0.534$, $p < 0.01$ and patriotic behavior, $r = 0.568$, $p < 0.01$.

DISCUSSION

Intrinsic factor of sports achievement, namely interest, fun, determination, positive, focus, confidence and competitiveness all have weak influences on knowledge of patriotism. Only effort factor has a moderate influence on the aspect of knowledge of patriotism. In addition, the overall intrinsic factor moderately influences the aspects of value/sense and patriotic behavior. Table 5 shows the findings of overall relationship between intrinsic factor of sports achievement with patriotism.

Emotion and interest/passion need to be understood for they influence the athlete's behavior. Emotional and attitude problems arise when the athlete lacking in interest and willingness is forced to undergo training and competition. An intrinsically motivated athlete has deep interest and strive to overcome weaknesses for the sake of improving personal performance to achieve goals (Gan Abdullah and Omar-Fauzee, 2002).

Table 5: Relationship between intrinsic factor of sports achievement with patriotism

Intrinsic factors	Knowledge	Value/Sense	Behavior
Interest/Passion	Weak	Moderate	Moderate
Fun/Enjoyment	Weak	Moderate	Moderate
Determination	Weak	Moderate	Moderate
Positive	Weak	Moderate	Moderate
Focus	Weak	Moderate	Moderate
Effort	Moderate	Moderate	Moderate
Confidence	Weak	Moderate	Moderate
Competitiveness	Weak	Moderate	Moderate

Intrinsic motivation refers to specific activities such as hobbies and enjoyable profitable games (Beck, 2004). Motivation of fun or enjoyment is a source of success aspiration whereby a highly motivated athlete will be more successful than the athletes who do not have the motivation of fun and enjoyment. This is because there are athletes who feel excited when assigned to a task under short notice, once success is acquired, the thrill and excitement to the task starts to decline.

Negative experience such as defeats and fights during games affects the athletes mentally and emotionally. To overcome these, athletes need to find satisfaction and enjoyment in sports. Internally motivated individual plays sports for fun, enjoyment and comfort. The combination of these internal feelings and motives can reduce mental fatigue (Deci and Ryan, 1985). Meanwhile, a recipe of sporting achievement in the United States is determination, hard work, discipline and dedication to personal achievement. There is no term of shameful defeat or defeating opponents in order to win competitions, instead both sides work very hard to show off their best performance (Woods, 2007).

Meanwhile, there are elements in sports such as cooperation, tolerance, discipline, respect and rules abiding thus shaping behaviors, values and positive character. Repetition of positive behavior can be maintained if there is the feeling of personal satisfaction. Furthermore, the athletes also use specific strategies to disrupt the opponents' focus as was done by Mohammed Ali to Ernie Terrell by asking 'what's my name?' each time throwing punches to the opponent's face.

Motivation will remove boredom and tiredness from daily routine and can increase efforts. Willingness of the sports champions to endure trainings without even think of tiredness and keeping the hard work and persevere is the key to excellence. Strong determination, high ambition, clear goals, good planning and hard work should be adhered to by the student athletes. It is undeniable that all the professional athletes are awarded with natural physical advantage, the way the elite athletes deal with psychological problems of self-esteem, anxiety, concentration and motivation that makes them sports champions (Halonen and Santrock, 1996). Yet not all the

athletes can achieve success in sports despite their best endeavours, these athletes thus should be rewarded for improving the confidence and performance of student athletes.

Coaches recognition of athletes success and increased performance will boost confidence and create positive team climates. This allows athletes and coaches to communicate openly and possess mutual attitude, commitment, aspiration and important goals in carrying out responsibilities for the country (Gan Abdullah and Omar-Fauzee, 2002). Furthermore, if individualism, competitiveness and success are important values of the societies, the practitioners of functionalist theory insist on changes leading to increased individual performance, scoring winnings and overall participation in competitive sports (Coakley, 2004). Meanwhile, competitiveness tends to encourage individuals towards collaboration having realized that without co-operation they won't be great competition (Wong *et al.*, 2001).

Furthermore, the extrinsic factor of sporting achievement, i.e., reward, sports, education, parents, coaches, fellow athletes and spectators or fans pose only weak influence on the aspect of knowledge on patriotism. Mass media is the only element that does have influence on knowledge on patriotism of the student athletes. Meanwhile, the extrinsic factor of reward, fellow athletes and the mass media pose weak influence on the aspects of value/sense of patriotism.

Meanwhile, other extrinsic factors have moderate influence on the aspects of value/sense of patriotism. In addition, the extrinsic factor of reward and mass media pose weak influence on patriotic behavior aspect. Meanwhile, other extrinsic factors pose moderate influence on the aspect of this patriotic behavior. Table 6 shows the overall findings of the relationship between the extrinsic factor of sports achievement with patriotism.

Reward in sports such as medals, trophies, sashes, star and honorary awards and championship titles are strong remarkable impetus (Mohamed, 2003). Many think that rewarding intrinsically motivated behavior will increase behavior to higher levels of performance (Beck, 2004). There are various incentives in sports, starting from championship cup of little extrinsic value to lucrative cash rewards. The basis is the perception that reward is an object or situation that is perceived as fulfilling all requirements (Cashmore, 2005).

In the world of sports today, athletes are more interested in extrinsic than intrinsic motivation. For example, material rewards such as money, cars, scholarships and allowances when winning sports

Table 6: Relationship between extrinsic factor with patriotism

Extrinsic factors	Knowledge	Value/Sense	Behavior
Reward	Weak	Weak	Weak
Sports	Weak	Moderate	Moderate
Education	Weak	Moderate	Moderate
Parents	Weak	Moderate	Moderate
Coaches	Weak	Moderate	Moderate
Fellow athletes	Weak	Weak	Moderate
Spectators/Fans	Weak	Moderate	Moderate
Mass media	No relationship	Weak	Weak

competitions. There are various participation motivations that serve as incentives to partake in any sports events such as social, victory, fame, health, competition, money, medals or trophies, acquiring skills and enjoyment (Gervis, 2005).

Therefore, sports institutions should be serious in their responsibility to improve performance of the student athletes (Demerath III and Marwell, 1976). Sports can take a leading role in promoting changes and strengthen the dominant social value system (Woods, 2007). Western country identities such as England is linked through achievement of its team sport events for male athletes and individual sports achievement for women athletes (Harris and Humberstone, 2004). Meanwhile, Long *et al.* (2008), their findings also question the ability of sports education in the context of social and youth development. In addition, children with high achievements have parents who encourage their independence and often give rewards on their children's success. Furthermore, the characteristics of individuals who achieve excellence are those who have high ambitions, love to compete and persevere in problem solvings (Mohamed, 2003).

Coaches need to show good attitudes in order to change negative attitudes of their athletes (Gan Abdullah and Omar-Fauzee, 2002). Studies in the west have identified 271 college students with enthusiastic patriotism where the respondents consider patriotism obtained as a result of their involvement in athletics sport event and the role of the coaches in inculcating patriotism. The respondents feel that patriotism or nationalism is important to coaches, despite their seemingly insignificant efforts in raising the spirit of patriotism (Koehler, 1984). Coaches who understand their athletes better will make things easier for the athletes to achieve their best of performance.

Supporting each other is the primary motivation in achieving team member goals (Othman and Omar-Fauzee, 2002). Highly motivated athletes undergo training and competition under better terms. However, success is simply not enough to motivate athletes, on the other hand supports from their coaches, friends and family is important in achieving the desired goals (Zainuddin and Omar-Fauzee, 2002). Meanwhile, by Berger *et al.* (2002), an

extensive review by 10 European countries involving about 40,000 school children reveals that good friends and brothers and sisters who work out encourage these children to exercise until adulthood.

Furthermore, Hellrung (2009) finds that the athletes who participate in the study show that positive supports from friends particularly fellow teammates and fellow athletes they are training with is very important to garner fun and pleasure and maintain continuous involvement in sports activities. Meanwhile, Beedy and Gough (2000) state that a healthy and meaningful relationship between peers will also contribute to a positive sports experience for the student athletes.

Fans or supporters usually work very hard to disrupt the focus of opponent teams with different strategies such as taunting. In Canada, the home team winning percentage increases when the number of viewers increases (Choo and Omar-Fauzee, 2002). Meanwhile, continuous encouragement and cooperation of all parties are necessary for prevailing moral values, the formation of a patriotic character and sportsmanship.

CONCLUSION

Patriotism is associated with the theory of motivation that causes an action taken to meet the basic needs of individuals, groups or society such as a love and respect for the country. According to La Machia (2000), he considers patriotism is a feeling of deep love and pride, support and defend of sovereignty of one's country. Finally, intrinsic and extrinsic motivations are important to drive individuals to do their best to achieve the desired goals. An individual who is not intrinsically motivated will tend to give up before putting a fight and becomes less effective, relying on others to succeed. Herzberg *et al.* (1959), asserting extrinsic factor needs to be strengthened with intrinsic factor. Intrinsic factor contributes to athletes' satisfactions thus motivated to excel in sports competition.

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