

## FACTORS THAT AFFECT PEOPLE'S PARTICIPATION IN TABLE TENNIS

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**ABSTRACT** – The term "core co-curricular" refers to extracurricular activities or electives that students may enroll in as extra classes for their academic work. Currently, there is no study on the factors that influence student involvement in extracurricular activities, especially table tennis at the higher education level. Student participation in extracurricular activities is influenced by various factors. therefore, the purpose of this study is to identify the factors that influence the involvement of Chinese students in a university in table tennis activities as their co-curriculum. 101 respondents from Chinese universities were randomly selected. Data was collected using a questionnaire that was part of a research tool that underwent reliability testing and expert validation procedures. The overall findings of the study show that several factors, such as practicality, interest, and academic concern, have a significant impact on student involvement in table tennis extracurricular activities. Through regression analysis, the cause is identified. Teachers have a big impact on how often students play table tennis outside of school. Because of this, academic staff should use more effort and influence to ensure that students are actively involved in the university's co-curricular table tennis curriculum.

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## INTRODUCTION

Every student should participate in a variety of extracurricular activities offered by the college, including uniformed organisations, clubs, associations, and sporting events. Co-curriculum is a way to develop abilities, refine soft skills, and give pupils something to do in their free time (Roslan & Abdul Hamid, 2020). Soft skills and engaging extracurricular activities for students (Roslan & Abdul Hamid, 2020). Every co-curricular activity that is conducted needs to have active participation from students because there are numerous advantages to doing so. These exercises provide a variety of advantages. Excellent students, in the opinion of Cortis et al. (2017), have proud and well-balanced accomplishments in their academic and extracurricular activities.

Co-curriculum deployment in educational institutions is fraught with issues and challenges for a few reasons and several elements. Teachers are one of the contributing elements since some of them still struggle to emphasise the value of co-curricular activities over academics and focus on the value of extracurricular activities rather than academics. Husain et al. (2017) claim that the mindset of some teachers who view co-curricular activities as being less significant than academics is a barrier to students participating in co-curricular activities is a barrier to kids participating in the co-curriculum. Also, some educators have difficulty overseeing extracurricular activities due to a lack of commitment, expertise, and abilities (Jaeschke et al., 2017). According to research by Williams & Reilly, 2000; Ford et al., 2020, the lack of co-curricular management and operation training for instructors is the main cause of difficulties that consistently crop up.

However, there are instances where co-curricular activity quotas or the availability of co-curricular options are restricted, forcing students to take part in extracurricular activities in which they have little interest. According to China Table Tennis College (2017), students who are interested in co-curricular activities they have selected do not have any issues participating in them, while other students are required to participate in co-curricular activities that they do not want to.

These things prevent the true goal of co-curricular activities from being accomplished. As a result, co-curriculum planning needs to be improved by educational institution management, particularly regarding activity selection and student participation quotas (Ip et al., 2017). contend that a well-designed co-curricular program will increase students' interest in extracurricular pursuits.

The facilities available for co-curricular activities also have an impact on student engagement. It was discovered that several educational institutions lacked all the necessary basic equipment for co-curricular activities, particularly table tennis. One barrier to student participation in extracurricular activities is a lack of infrastructure in 2016's Kisango. Students will not be able to participate in co-curricular activities in a safe, pleasant manner if the educational institution lacks the necessary facilities and equipment, which would gradually lower students' motivation and interest in taking part in extracurricular activities (Moore, 2020).

The advantages of co-curricular activity are numerous, but students are still reluctant to get involved since they must prioritise their studies and off-campus social life. They must prioritise their studies and off-campus social activities; thus, they must ignore extracurricular activities. The fact that taking part in co-curricular activities has many advantages is still unknown to students. Students who participate in co-curricular activities do not have a negative effect on their academic performance, in the opinion of Qin (2019). rather, they contribute to academic performance improvement because co-curricular activities promote physical and mental health because co-curricular activities make the body and mind healthier and more active, and they also improve academic achievement.

Numerous studies have looked at the variables that affect whether university pupils are included in the ping-pong curriculum. (Kisango, 2016; Mohamad Sari & Esa, 2017). The research on students has not been done by other academic specialists, though. In order to fill the knowledge gap on this topic, this research was conducted. The study's main objective was to determine whether they should be included in the ping pong and industry curricula because China has a large university system and produces a lot of graduates each year to satisfy the demands of industry and the labour market. This research was conducted to identify the key factors influencing university students who take part in ping pong activities as part of their curriculum. Determine the degree of participation of ping pong students in the university's Curriculum. These were the precise goals sought for study by this study. 2. Identify the elements that affect the number of students who participate in ping pong competitions as part of the university's Curriculum. 3. Identify the key variables that predominately affect student participation in ping pong in the curriculum at the university.

## **FACTORS AFFECTING THE CURRICULUM**

### **Teacher Factors**

Teachers have a significant impact on all facets of student learning, claims Xiang (2019). For the teaching and learning process to go smoothly and successfully, teachers must prepare the teaching and learning process in the classroom, master the subject that will be taught to students, create teaching materials, and adhere to delivery processes.

The educational procedure is efficient and effective. In order to ensure that the implementation of co-curriculum activities meets the intended goals, teachers must also manage those activities. Energy To ensure that table tennis co-curricular activities are successfully carried out, instructors and teachers must prepare themselves with the necessary abilities (Hussin, 2011). executed successfully (Hussin et al., 2014). Students will be more likely to participate in activities if they are handled well and creatively. Also, teachers must continually project a good attitude towards their students in order to provide for their needs and to stimulate and reward them for participating in the program. If table tennis co-curricular events are run to be enjoyable, and students' participation is always appreciated, they would be more engaged.

### **Interest Factors**

The propensity or urge to engage in anything is called interest. According to Fadzil & Ahmad (2010), a variety of co-curricular activities must be offered to provide students with more options and ensure that they can participate in table tennis co-curricular activities that they are interested in (Kellmann et al., 2018). When kids are interested in an activity, they are more likely to take the initiative to participate in it. This indicates that they are prepared to devote more time and effort to their respective

pursuits. Additionally, co-curricular management should allow students the freedom to select co-curricular table tennis co-curriculum activities that they are passionate about, and that would actively encourage co-curriculum engagement. Table tennis co-curriculum Students will feel more satisfied with themselves, and their engagement will result in more meaningful outcomes if they engage in activities they find interesting. In each co-curricular activity, students will have the opportunity to showcase their potential for success.

### ***Convenience Factors***

Convenience is the term used to describe the infrastructure, facilities, services, and equipment offered by the university for the implementation of co-curricular activities. Mohamed et al. (2017) assert that co-curricular facilities are critical to the success of all co-curricular activities and should be able to meet student requests and needs for activities outside of class. Sports equipment stock management, inventory, specialist rooms, storage, and equipment maintenance are all included in infrastructure facilities. Examples of facilities include football fields, badminton courts, studios, as well as the badminton court, studio, and game equipment, and supplies like chess, balls, and so on. Co-curricular facilities help students participate in co-curricular activities because well-equipped, contemporary facilities would draw students to organised co-curricular events. Convenience is a crucial element in carrying out co-curricular activities, claims (Roberts et al., 2019). In conclusion, facilities offered by the university will often have an impact on how much participation students have in extracurricular activities.

### ***Academic Factors***

Most co-curricular activities, despite being a part of the study curriculum, are not considered seriously by students, according to Othman (2008), because the evaluation of studies solely focuses on academic excellence. According to Singh (2017) and Esa et al. (2005), pupils who participate in extracurricular activities and those who do not have distinct academic performance. The outcomes demonstrated that pupils who were less involved in co-curricular activities performed worse academically than those who were more involved. Student involvement can develop discipline and soft skills like self-confidence, leadership abilities, and always being engaged in class. A student who performs academically will not spend time on things that are not valuable but will instead use time on beneficial activities that offer rewards. According to a study by Azad et al. (2018), involvement in extracurricular activities has no negative effects on students' academic performance. In conclusion, co-curricular activities do not divert students' attention or prevent them from understanding academic material. The ability to effectively balance academic and extracurricular activities is a must for students.

## **METHODOLOGY**

The research methodology used for this investigation was a quantitative survey design. A quantitative survey design, according to earlier research by Rea & Parker (2014), is a good method to obtain truthful data from many respondents. A productive method for getting information straight from lots of respondents. The research sample used in this study included up to 101 respondents, all of whom were students, and the findings describe the characteristics of the community. The sample size was determined using the sample size determination table developed by Krejci & Morgan in 1970. Table 1 displays the profiles of the survey participants. Particularly, the statistics showed that 96 respondents (or 95% of the total) were male, and only five respondents (5% of the total) were female. According to the level of study, 43 respondents (42.6%) and 58 respondents (57.4%) each pursued an undergraduate program. In this research, grade 3 students provided the largest group response, with 29 participants (28.7%).

**Table 1.** Information of respondents

Item		Numbers	Percent (%)
Gender	Male	96	95
	Female	5	5
Education Level	Diploma	58	57.4
	Degree	43	42.6
	Year 1	13	12.9
Year of Study	Year 2	32	31.7
	Year 3	29	28.7
	Year 4	27	26.7

### Instruments for Study

A questionnaire with a total of 36 items was used as the research tool in this study, with eight items for each of the four variables (teachers, facilities, interest, and academic) and four items to gauge engagement. The measurement tool was a five-point scale with the numbers 1 (strongly disagree), 2 (disagree), 3 (unsure), 4 (agree), and 5 (strongly agree). The questionnaire was validated prior to conducting the actual study using an expert verification approach that involved three experts. The experts were university teachers with more than five years of work history. Based on advice and criticism from the specialists, items were improved. The instrument's reliability was also evaluated in pilot research with 30 participants. The reliability rate for Cronbach's Alpha was extremely high, 0.83.

### DISCUSSION

To find out how involved undergraduate and diploma students were in the program, analyses were done. Each element was investigated, along with the key elements that had the biggest impact on students' engagement with the regular program. To ascertain the level and diploma of each element evaluated, as well as the level of pupil engagement in the table tennis curriculum, descriptive statistics analysis was used. To determine the level of student involvement in the table tennis curriculum and the degree and diploma of each element studied, descriptive statistics were used to analyse the data using mean and standard deviation. The mean score values were categorised into three levels: low, middle, and high. Table 2 provides a summary of the mean values. As a result, the dominant variables were determined using multiple regression analysis. Multiple regression analysis was performed.

**Table 2.** Testing Interpretation of Average Score

Score Value	Interpretation
Low Level	1.00 – 2.33
Intermediate Level	2.34 – 3.66
High Level	3.67 – 5.00

### Level of Student Involvement in the Co-Curriculum Table tennis

The number of table tennis co-curricular categories, activities, hours spent per week participating in co-curricular activities, and tournament participation were used to gauge students' degree of involvement. The findings of the examination of students' participation in the table tennis curriculum are displayed in Schedule 3.

**Table 3.** Level of student engagement in table tennis

No	Item	Min	Standard Deviation	Level
1	Total participation in table tennis	2.95	0.93	Intermediate
2	Total posting time in a week	2.91	0.98	Intermediate
3	Number of table tennis co-curricular tournaments	2.61	0.94	Intermediate
Overall Average		2.87	0.93	Intermediate

Every university requires its students to participate in co-curricular activities, and the degree of their involvement is determined by the table tennis co-curricular activities they choose to participate in, the categories they choose to participate in, the time they allocate to them, and the tournaments they participate in. It may be inferred from the analysis's findings that there is a moderate level of student participation. The findings of this study are consistent with those of Vacher et al. (2017) study, which revealed that pupils lacked commitment to the table tennis co-curriculum and were less interested in participating in co-curricular events sponsored by the school researchers. Xie (2018) discovered that students' enthusiasm for extracurricular activities was lower than that of their peers. Dollman (2018) also discovered that students had just a moderate amount of interest in playing table tennis as a sport. The low level of involvement in this study could be attributed to students' disinterest in the co-curriculum, and their participation is limited to fulfilling the requirements of their required learning assignments. Furthermore, students place a greater emphasis on academics and abilities than on table tennis co-curricular activities. Furthermore, it is probable that present students choose to spend their leisure time on social media. Teenagers are currently devoting a lot of their online time to activities that are less beneficial to them (Dodd & Newans, 2018).

### Factors Affecting Student Engagement in the Shared Curriculum

There are four factors that were investigated, namely teaching, interest, facilities, and academic factors.

#### Teacher Factors

The results of the study on how instructor variables affect student participation in table tennis activities are presented in Table 4. Overall, there is a high level of student participation in table tennis sport that is influenced by teacher aspects.

This suggests that teacher factors play a significant role in determining how interested students are in table tennis sport. The lowest mean score was recorded for question 8 (I participate in table tennis sports activities because the instructor has experience in the field covered by the table tennis sports activities she teaches) (M=3.72, SP=0.83). With a mean score of 4.12 (SP = 0.77), item 9 ("I participate in extracurricular activities because the teacher shows me gratitude") also has the highest mean score.

**Table 4.** The table tennis sports activities for students are determined by the teacher.

No	Item	Min	Standard Deviation	Level
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1	I take part in extracurricular activities like table tennis since they are interesting at my place of study.	3.88	0.74	Intermediate
2	Depending on my interests, I take part in extracurricular activities like table tennis.	3.94	0.72	High
3	I follow the table tennis activities rather than my pals.	3.87	0.69	High
4	I like taking part in extracurricular table tennis activities where I go to school.	3.94	0.81	High
5	I devote a lot of time to extracurricular pursuits	3.67	0.79	High
6	I engage in extracurricular activities because they boost my motivation for academic pursuits.	3.92	0.81	High
7	Because they are available at my place of study and appeal to my interests, I take part in table tennis activities.	3.87	0.72	Intermediate
8	I work hard to be active outside of the classroom.	3.99	0.78	High
9	I frequently conduct online research on extracurricular table tennis activities academic pursuits.	3.75	0.96	High
10	I am always mindful of extracurricular events that take place at my school.	3.84	0.75	High
	Average All-Around	3.87	0.78	High

The results of this study show that students' interest is a high motivation for them to follow the co-curriculum. Based on a study by China Development Research Institute (2006), the youth in the country are not interested in co-curricular activities where they do not participate in activities or association or club activities, do fewer sports, and do less exercise. This suggests that if one is not interested in table tennis co-curricular activities, then one will not be involved in these activities. According to Usman Musa & Jalaludin (2016), students should be given the opportunity to choose the table tennis co-curriculum according to their respective interests. So that student involvement in table tennis co-curricular activities is more active and stimulating. Furthermore, students also feel happy when participating in table tennis co-curricular activities at their place of study.

**Comfort Factors**

The outcomes of facilities that affect student involvement in the co-curriculum are displayed in Table 5. Generally, students concurred that convenience or facilities made it easier or harder to participate in co-curricular activities (M=3.88; SP=0.81). The item with the lowest mean score, item 4, "I participate in co-curricular activities because my place of study has a good space to perform extracurricular activities," received an M=3.70 (SP=0.86). Although the first question, "I participate in co-curricular activities because my place of study has complete facilities," got the highest mean score (M=4.07, SP=0.9), it was not the most important factor.

**Table 5.** Convenience variables influencing students' participation in the co-curricular program.

No	Item	Min	Standard Deviation	Level
1	As my college has all the necessary facilities, I take part in table tennis co-curricular activities there.	4.07	0.86	High
2	At my school, I frequently use table tennis facilities.	3.86	0.84	High
3	I appreciate extracurricular table tennis activities. Complete facilities are available for table tennis co-curricular activities.	4.01	0.79	High
4	I take part in extracurricular activities since they can be successfully run at the location where STUDY.	3.70	0.86	Intermediate
5	I believe that the convenience offered by the location where I study makes it safe for me to participate in extracurricular activities. table tennis	3.91	0.84	High
6	I believe the resources offered at my study location are state-of-the-art for extracurricular activities.	3.76	0.81	Intermediate
7	I take part in extracurricular activities since they are convenient and easily available equipment.	3.87	0.72	High
8	I take part in table tennis activities since they are convenient.	3.95	0.73	High
	Average All-Around	3.88	0.81	High

This finding demonstrates that ease is one of the elements that motivate students to engage in co-curricular activities at their university. The findings of this study are consistent with Behari's (2008) research, which discovered that infrastructure issues, such as a lack of facilities, are the primary elements that form a barrier for students to actively participate in the co-curriculum to actively participating in co-curricular activities. Manchaa & Ahmad (2016) assert that the convenience element influences how interested students are in the co-curriculum. This is because employing facilities and equipment that are well-prepared and simple to use increases students' attention and happiness. Equipment that is well-prepared and simple to operate. Also, it is simple for kids to participate in extracurricular activities, and pupils feel secure because the facilities are complete, comfortable, and modern.

### **Academic Factors**

The analysis of academic factors that affect students' participation in co-curriculum is shown in Table 6 results. Overall, respondents (M=3.88, SP=0.78) concurred that academics had a role in determining their participation in extracurricular activities. Item 5, "I participate in co-curricular activities because they help me become more focused on my academic work," had the lowest mean score overall (M=3.78, SP=0.92) and was the item that obtained the lowest mean score. With a mean score of 3.93 (SP=0.92), the item with the highest mean score is 6 (I believe that extracurricular activities do not disrupt academic progress). 3.93 (SP = 0.73) as the final score.

**Table 6.** Academic variables influencing co-curricular participation by students.

No	Item	Min	Standard Deviation	Level
1	I believe that class learning, and instruction are not hampered by table tennis co-curricular activities.	3.92	0.73	High
2	I can prioritise my in-class study time. I am successful in extra table tennis curricular activities.	3.91	0.73	High
3	I believe extracurricular activities do not hinder academic success.	3.86	0.77	High
4	I feel at ease learning in class after participating in extracurricular activities.	3.93	0.77	High
5	I take part in extracurricular activities because it helps me to be more focused on my academic work.	3.78	0.92	Intermediate
6	I engage in extracurricular activities because they enhance my academic achievements.	3.93	0.73	High
7	I take part in extracurricular activities because they help	3.83	0.76	High



me stay active in my academic sessions.

8	In order to unwind from studying academic subjects, I participate in extracurricular activities.	3.89	0.85	High
Average All-Around		3.88	0.78	High

The findings indicated that student participation in table tennis co-curricular activities was influenced by academic factors. According to Ismail et al. (2010), table tennis co-curricular activities are frequently viewed as being less essential than academics. As a result, many students believe that participating in table tennis co-curricular activities is a waste of their time.

They view extracurricular activities as a waste of their time. Salman (2000) adds that because of the heavy learning load, many students spend a lot of time on academics, and as a result, they don't have time for extracurricular activities. In conclusion, students should be adept at allocating a fair amount of time for both academic and extracurricular pursuits. Students gain various advantages by participating in table tennis co-curricular activities, such as sports and games, including a healthier body, a more fit mind, and a better personality. So that students do not merely focus on academics to the point of abandoning academic performance, awareness of the value of the co-curriculum needs to be fostered among them. Place such a high value on academics that extracurricular activities are neglected.

***Dominants Factors Affecting Students Involvement in Table Tennis Co-Curriculum***

Due to the four predictor factors in multiple regression analysis that are expected to influence the level of student engagement in table tennis, this method was employed to identify the dominating influencing factor. The findings of the multiple regression analysis are shown in Table 7, where the instructor component [t (100) = -2.176, p0.05] alone was the factor that significantly influenced students' participation in table tennis.

**Table 7.**

Model	Unstandardised Coefficients		Standardised Coefficients	T.	Sig
	B	Std. Error	Beta		
(Constant)	3.52	0.59		5.98	0.00
Teacher Factor	-	0.25	-0.38	-2.18	0.03
Flower Fact	0.48	0.27	0.34	1.75	0.08
Convenience Factor	0.13	0.24	0.09	.500	0.62
Academic Factor	-	0.19	-0.18	-1.24	0.22

**Commented [AA1]:** I am confused whether it is supposed to be -0.54 or in a different table. (PDF REFERENCES)

**Commented [AA2]:** The same issue as above.

The regression model from the regression analysis is as follows: [engagement] = (3.52) - 0.38 [teacher]

The instructor factor is the main factor impacting student participation in the table tennis co-curriculum, according to the regression equation is the instructor factor. Student involvement in the co-curricular activity of table tennis has a negative connection with teacher variables, meaning that student involvement will decline if teacher factors decline. Negative, showing that increasing the instructor factor will lead to a reduction in student engagement in table tennis co-curricular activities becomes more. The results of this study reveal that teachers have a significant impact on coordinating fun extracurricular activities to raise student interest in table tennis as a co-curricular activity. to boost students' participation in extracurricular activities. Result According to Loh et al. (2019) research, teachers are the primary factor in ensuring that student involvement is at its highest level.

According to Abu Bakar & Muhamad (2018), students prefer to hang out with their friends over partaking in extracurricular activities since they find the activities boring and the options for extracurriculars lack variation. To enhance students' participation in co-curricular activities, teachers must be more inventive in how they manage them and offer more options to their pupils. Table tennis co-curricular activities should be more meaningful to students in order to boost student participation in them for students to acquire greater significance.

## CONCLUSION

The findings indicate that students are generally engaged in the co-curricular table tennis program. The management of the university may want to be more proactive in encouraging students to participate in extracurricular activities considering. Furthermore, according to the study's findings, university instructors need to get better at managing extracurricular activities if they want to pique students' interest and draw in more students to the table tennis extracurricular activities offered at the school. The participation of students in extracurricular activities will no longer be viewed as an obligation or a requirement of the study program but rather as a fun activity that adds to the student's experience while attending the university, thanks to effective strategies and the dedication of the instructors.

The findings of this study, however, do not represent the same circumstance throughout China. Few students from diverse universities made up the research sample, and only diploma and undergraduate students were included. As a result, it is advised that future research broaden the research area by including other universities throughout China, as well as by including other universities throughout China and incorporating a variety of students in a variety of disciplines of study.

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