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IMPACT OF PHYSICAL MODULE (ADVENTURE-BASED ACTIVITY) OF MALAYSIA'S NATIONAL SERVICE TRAINING PROGRAMME ON TEAM COHESION

By

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**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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Degree of Master of Science**

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DEDICATIONS

I would like to dedicate this thesis to my parents, my wife, Dr. Nor Azlina Hasbullah, my precious daughters, Bahiyah Nur and Sufiyyah Nur, my colleague, Dr. Md Amin Md Taff and my supervisors, Dr. Manohar Mariapan and Dr. Azlizam Aziz, of whom without their continuous supports and dedications, I would not be where I am today.

I thank them for all the things that they have given to me, throughout this educational journey.

I pray that may Allah S.W.T bless all our efforts in educating our youth; and it is my earnest hope that this thesis will be of great use to all outdoor lovers.





Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Master of Science

THE IMPACT OF PHYSICAL MODULE (ADVENTURE-BASED ACTIVITY) OF MALAYSIA'S NATIONAL SERVICE TRAINING PROGRAMME ON TEAM COHESION

By

JAFFRY ZAKARIA

January 2012

Chairman : Manohar Mariapan, PhD

Faculty : Faculty of Forestry

The National Service Training Programme better known as Program Latihan Khidmat Negara (PLKN) was launched by the government on the 16th of February 2004 to foster national unity and integration. However, since its inception, no specific empirical study has been conducted on the physical activity module (adventure-based activity) to measure the effectiveness of the programme in improving the process of national unity and integration. Therefore, the present research attempts to measure the effectiveness of physical activity module of the programme which consists of the adventure-based activity curriculum and to study the effects of outdoor activities on team cohesion among the participants of the programme at three camps namely, Tasik Meranti Camp, Tasoh Camp and Guar Chenderai Camp in the state of Perlis, Malaysia. Pre and post-test were conducted in order to investigate the effects of adventure-based activity towards cohesiveness among participants in groups at the camps. The study also explores the influence of socio-demographic variables (age, gender and place of residence), physical activities as well as interpersonal relationships among the participants towards improving team





cohesion. Herein, respondents comprised of a total of 994 participants. A modified Group Environment Questionnaire (GEQ) was used to collect the required data which was administered during the pre and post-test at the respective camps. The GEQ measured four different dimensions: (1) Group Integration-Task (GI-T), (2) Group Integration-Social (GI-S), (3) Individual Attractions to the Group-Task (ATG-T) and (4) Individual Attraction to the Group-Social (ATG-S). Among the four sub-scales, Individual Attractions to the Group-Task (ATG-T) was found to be most significant while Group Integration-Task (GI-T) sub-scale were found to be not significantly different between the pre and post-test. Nevertheless, after the physical activity curriculum at the camps was accomplished, team cohesion was successfully developed in all sub-scales investigated. The data collected was analyzed using the Statistical Package for Social Science (SPSS). The statistical analysis of GEQ on the pre and post-test proved that team cohesion among the participants was achieved and significantly different during pre and post-test. Concisely, it can be concluded that the physical activity module (adventure-based activity) had increased the level of participants' group cohesiveness and resulted in positive group binding. Participants showed shared vision and unity of purpose, developed complementary roles and synergistic teamwork, displayed strong internal leadership and effective communication. Overall, the present study found that physical module (adventure-based activity) in the National Service Training Programme (PLKN) was effective in developing cohesion and integration among participants. The study also indicated that there was a positive correlation between the Group Development Component and the Theory of Group Development as propounded by Tuckman (1965).



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai
memenuhi keperluan ijazah Master Sains

**THE IMPACT OF PHYSICAL MODULE (ADVENTURE-BASED ACTIVITY)
OF MALAYSIA'S NATIONAL SERVICE TRAINING PROGRAMME ON
TEAM COHESION**

Oleh

JAFFRY ZAKARIA

January 2012

Pengerusi : Manohar Mariapan, PhD

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Program Latihan Khidmat Negara (PLKN) telah dilancarkan oleh kerajaan pada 16 February 2004 untuk menggalakkan perpaduan nasional dan mewujudkan integrasi. Walau bagaimanapun, tiada kajian ilmiah yang telah dijalankan dalam usaha mengkaji modul aktiviti fizikal di dalam program PLKN bagi mengukur keberkesanan program ini dalam membina dan memajukan proses perpaduan nasional dan integrasi di kalangan para peserta. Atas dasar itu, satu penyelidikan telah dijalankan untuk mengukur keberkesanan modul aktiviti fizikal di dalam program ini dan melibatkan kajian terhadap kesan aktiviti fizikal yang mencabar terhadap kesepaduan kumpulan dikalangan peserta-peserta di Kem Tasik Meranti, Kem Tasoh dan Kem Guar Chenderai di negeri Perlis, Malaysia. Kajian ini juga melihat pengaruh sosio demografik, aktiviti fizikal dan hubungan sesama individu di kalangan peserta dalam mencapai kesepaduan kumpulan. Seramai 994 peserta menjadi responden dalam kajian ini. Soal selidik 'Group Environment Questionnaire' (GEQ) yang telah diubahsuai digunakan untuk mengumpul data *pre* dan *post* (sebelum dan selepas menjalankan aktiviti). Soal selidik ini mengukur

empat sub-skala yang berbeza iaitu; (1) Group Integration-Task (GI-T), (2) Group Integration-Social (GI-S), (3) Individual Attractions to the Group-Task (ATG-T) and (4) Individual Attraction to the Group-Social (ATG-S). Data yang diperoleh melalui soal selidik yang dijalankan telah dianalisa menggunakan perisian 'Statistical Package for Social Science (SPSS)'. Analisis GEQ yang telah dijalankan pada ujian *pre* dan *post* menunjukkan keputusan yang paling signifikan ke atas kesepaduan kumpulan dikalangan peserta bagi sub-skala ATG-T. Walaupun sub-skala GI-T tidak memberikan keputusan yang signifikan sebelum dan selepas aktiviti, namun, para peserta masih mengakui terdapatnya perpaduan di kalangan mereka tetapi, perubahan analisa statistik (perbandingan min) bagi sub-skala ini terlalu kecil dan tidak signifikan. Melalui penyelidikan yang telah dijalankan, dapat disimpulkan bahawa modul aktiviti fizikal (aktiviti berasaskan cabaran) di dalam kurikulum Program Latihan Khidmat Negara (PLKN) telah berjaya membantu dalam usaha meningkatkan tahap kesepaduan kumpulan dan keputusan yang positif telah ditunjukkan di dalam kumpulan. Para peserta menunjukkan pandangan yang sama serta memberikan kerjasama yang baik, kepimpinan sendiri yang kuat dan komunikasi yang efektif. Secara keseluruhannya, kajian semasa yang dijalankan ini mendapati modul fizikal (aktiviti berasaskan cabaran) di dalam program PLKN sememangnya efektif dalam membangunkan kesepaduan di kalangan peserta program. Kajian juga menunjukkan korelasi yang positif diantara '*Group Development Component*' dan '*Theory of Group Development*' yang telah di perkenalkan oleh Tuckman pada tahun 1965.



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activities at the playground, jogging and cycling with ‘abah’ . This is something I will always treasure. I love all of you!

To my late mother, Natrah Mahmud, your love will always be everlasting and priceless...thank you for bringing me to this world. I wish you were still here to share and witness my success. I miss you a lot!...To my dearest father, Zakaria Saad, you have always been my role model and never failed to educate me to become a useful person. Thank you so much ayah.....

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I certify that a Thesis Examination Committee has met on 5 January 2011 to conduct the final examination of Jaffry Zakaria on his thesis entitled "Impact of Physical Module (Adventure-Based Activity) of Malaysia's National Service Training Programme on Team Cohesion" in accordance with the Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The committee recommends that the student be awarded the Master of Science.

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DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



JAFFRY ZAKARIA

Date: 5 January 2012

TABLE OF CONTENTS

		Page
	DEDICATION	ii
	ABSTRACT	iii
	ACKNOWLEDGEMENT	vii
	APPROVAL	viii
	DECLARATION	xi
	LIST OF TABLES	xiv
	LIST OF FIGURES	xviii
	LIST OF ABBREVIATIONS	xix
	 CHAPTER	
1	INTRODUCTION	
	1.1 Background	1
	1.2 Problem Statements	10
	1.3 Research Objectives	12
	1.4 Significance of the Study	13
	1.5 Limitation of Study	14
	1.6 Operational Definition	15
2	LITERATURE REVIEW	
	2.1 Adventure Based Activity	21
	2.1.1 Adventure Based Activity in Malaysia	27
	2.1.2 Adventure based Activity Module in PLKN	28
	2.2 The Focus of Adventure based Activity	33
	2.3 Research Theory	35
	2.4 Team Cohesion	43
	2.5 Summary of Previous Study	48
3	METHODOLOGY	
	3.1 Design of the Study	50
	3.1.1 Instrumentation	51
	3.1.1.1 Participants Demographic Inventory	52
	3.1.1.2 Group Environment Questionnaire (GEQ)	53
	3.2 Pilot Study	55
	3.2.1 Result of Reliability Analysis	56
	3.2.1.1 Reliability of the GEQ	56
	3.3 Respondents	57
	3.4 Procedure	57



3.5	Data Analysis	59
3.6	Conceptual Framework	60
4	RESULT	
4.1	Quantitative Analysis	63
4.2	Description of the Respondents	64
4.3	Descriptive Statistic of GEQ	66
4.4	Objective of Measurement	67
5	DISCUSSION, IMPLICATIONS AND CONCLUSION	
5.1	Discussion	76
5.2	Implications	90
5.2.1	Participants	90
5.2.2	Parents	91
5.2.3	Employer and Community Groups	91
5.2.4	Programming	92
5.2.5	Nation	92
5.3	Future Research in this Area	92
5.4	Conclusions	94
	REFERENCES	97
	APPENDICES	111
	BIODATA OF STUDENT	112
	LIST OF PRESENTATION	113
	LIST OF PUBLICATION	114
	QUESTIONNAIRE	115





LIST OF TABLE

Table		Page
1	Budget and Spending for PLKN Programme	29
2	Issues Surrounding PLKN	31
3	Four Sub Scales of Group Environment Questionnaire	55
4	Data Analysis Statistic by Research Objective	60
5	Demographic Characteristic of Participants	65
6	A Descriptive Statistic of the GEQ for all Respondents	67
7	The Result Obtained from the pre and post test of the Respondents of GEQ using the t-test for paired sample	68
8	The Paired t-test of the mean differences in the mean scores of the pre and post test for the respondents in GEQ Sub Scale	69
9	The independent t-test of the mean differences in the mean Cohesion scores of the pre and post test on Demographic Factors	72





LIST OF FIGURE

Figure		Page
1	The National National Service Training Camp	14
2	Adventure based Activity Focus Model	33
3	Group Development Theory	38
4	Conceptual Model of Team Cohesion	44
5	Carron Model for Cohesiveness	47
6	Design of The Study	51
7	The Participants were Filling up The Questionnaires	59
8	Conceptual Framework	61
9	Adventure Based Activity in National Service Training	62





LIST OF ABBREVIATIONS

ATG-S	Attention to Group- Social
ATG-T	Attention to Group-Task
GI-S	Group Integration-Social
GI-T	Group Integration-Task
JLKN	Jabatan Latihan Khidmat Negara/ Department of National Service Training Programme
PLKN	Program Latihan Khidmat Negara/ National Service Training Programme
SPSS	Statistical Packages for Social Science





CHAPTER 1

INTRODUCTION

1.1 BACKGROUND

The tragedy of racial riot on 13th May 1969 has exposed us to the fragility of our society and nationhood. It has also made us realize the importance of mutual tolerant and respect among Malaysians so that peace, progress and prosperity of the nation can be developed towards the establishment of '1 Malaysia'. Thus, managing sensitive issues that beset a multiracial society requires exceptional strategies and wisdoms. In this context, Malaysia has created new approaches to address the evolving issues on race relations and the future goal towards the realization of 'Vision 2020'. Therefore, in order to achieve this noble mission, Malaysians must develop strong group cohesion. Concurrently, they must also be mentally, physically, socially, politically and culturally matured. One of the ways to achieve this vision is to introduce a compulsory national service training programme that is specially focused on Malaysian youths.

In order to introduce The National Training Programme in Malaysia, several modules throughout the programme duration need to be proposed and constructed. One of the designed modules is the physical module which consists of the adventure-based activity. Adventure-based activity could be one of the strategies for people to be personally involved in developing group cohesion. For example, trainee teachers





majoring in physical education have to undergo physical training (adventure-based activity) and outdoor education as subjects at the Ilmu Khas Teaching Training College (Maktab Perguruan Ilmu Khas, MPIK) since 1960. Some of the outdoor education topics include camping and other adventure-based activities (Abdul Alwi, 1992).

The adventure-based activities as outdoor education activities have been very popular among trainee teachers throughout Malaysia. On 16th February 2004, the Youth Training Programme, which is better known as National Service Training Programme was launched by the government. This programme is commonly known as Program Latihan Khidmat Negara (PLKN) among Malaysian. The target groups for this programme are Malaysian youths, particularly aimed for teenagers (average age 17) who have just completed the Malaysian Education Certificate (SPM) examination. The idea of the programme originated from the National Patriotism Congress which was held on 24th October 2002 in Bangi, Selangor, Malaysia. The participants who attended the congress were politicians, heads of departments from government ministries, private agencies, academicians and students. One of its resolutions was to develop unity among Malaysian adolescents in order to improve the process of national integration.

According to the National Service Training Act (2003), the Minister may, from time to time by Order, publish in the Gazette and in any other manner, as his opinions will





provide the widest publicity to such order, requires all or any category of persons liable to undergo national service training. The objectives of the National Service Training Programme are to build good personality and develop the spirit of nationalism among adolescents, improve national integration and increase positive attitude towards the programme. In order to achieve these objectives, four main modules were introduced to the participants, namely physical module (adventure based activity), nation building module, character building module and community service module.

All these modules focus on the experiential based learning principles. Experiential based teaching methodology, which utilises adventure-based activities, is a valid, viable and potentially powerful method for teaching physical education concepts to youths. In order to understand the theoretical framework of this study the following segment gives an overview of key elements that have strengthened the adventure-based activity field of study;

There were several previous attempts to explain adventure-based activity interventions. These attempts have often left the 'processes' that may have led to change during the intervention still unravelled and unclear. Neil (1999) stated that there is still much unexplained variation in the outcomes of programmes. Part of the problem is that empirical research evaluation studies have tended to lack descriptive detail about how the programmes were conducted. This lack of detail limited the





extent to which further insights about programmes processes could be gained. He recommends future research to provide more information about the nature of participants (demographic factors), activities, instructional techniques and other aspects of the programme which may influence the outcome. This recommendation for future research is not a new idea. Ewert (1982) postulated that in essence an educational black box was discovered and it is known that something works (the adventure programme format), but the questions are how and why it work. The educational black box Ewert (1982) was referring to is the processes that are taking place during an adventure programme that lead to change in individuals. Later, there have been increased efforts to open up and discover the 'Black Box' and understand what has been going on in adventure training. Gass (2000) reflected that the black box phenomenon was a fallacy. As a field we do know a great deal about which processes tend to help clients the most and whether we chose to use the knowledge becomes the question. This may be distressing to those who have the 'mountains speak for themselves', but as a profession, we know we can strengthen the mountains voice by augmenting it with appropriate processes.

(1) Experiential Education

Adventure-based activity has been built upon a solid theoretical base, with its roots traceable to the field of experiential education. There have been many attempts in the literature to define experiential education, Itin (2000) stated that experiential education is a holistic educational philosophy that recognizes the transactive process





between teacher, student, subject, environment, placing equal importance on both the content to be taught and the process by which it is taught, recognising and incorporating the experiential learning process of both the teacher and student. Priest (2000) affirms that all learning is experience based, whether hearing a lecture, watching video or reading books; learning is based on those experiences. Unfortunately, only 20% is remembered of what being heard, 50% of what being see, but 80% of what being done and practiced. Experiential learning is founded more on the 'active' doing rather than the 'passive' being taught to, the latter unfortunately being in the norm in modern education. In this way, people practice the very skills they are learning and are more likely to maintain their change back in life outside the experiential training programme. Experience based learning becomes 'experiential' when elements of reflection, support and transfer being added to the base experience. William James in the late 1800's furthered a pragmatic approach to philosophy (Donaldson & Vinson, 1979). Pragmatism is based on the belief that the value of any learning experience is determined by the degree of learning that occurs from the actions and consequences of such learning experiences. The motto of the pragmatic approach states that theories, experiences and any learning only possess value if they are practical, that is, if they help an individual learn an apply new learning to everyday life (Priest & Gass,1977). Dewey (1938), cited in Greenaway (1991) believed that 'experience plus reflection equals education'. The essential element of good experiential learning was outlined by Proudman (1992) where the combination of direct experience that is meaningful to the student with guided



reflection and analysis. It is a challenging, active, student-centred process that impels students towards opportunities for taking initiative, responsibility and decision making.

Experiential education engages the learner emotionally. Students are immersed in the learning that they are often uninterested in separating themselves from the learning experience. It is real and they are part of it. Simply put, participants in experiential programmes learn by doing, and from direct involvement in the experience, and the consequences of the involvement. Experiential programmes focus on concrete experiences to foster learning. One form of experiential learning that focuses on concrete experience is adventure-based activity. Its teaching methodology engages students fully in the learning adventure-based activity.

(2) Adventure-Based Activity

Adventure-based activity has evolved utilising the philosophies of experiential education. Priest and Gass (1977) identify two main areas of focus in adventure-based activity which involves interpersonal and intrapersonal relationships. The process of adventure-based activity involves the use of adventurous activities that provide a group or an individual with compelling tasks to accomplish. These tasks often involve a group problem solving, often requiring judgement, cooperation, communication and trust, as well as personal challenge testing competence against mental, social or physical risks. Itin (2000) described adventure-based activity on how



programmes are designed to, 'effect a change in behaviours (both increasing function and positive action and decreasing dysfunction and negative action) especially as it relates to professional, organizational and community contexts.

Historically, Kurt Hahn is considered the father of adventure-based activity. In 1920's he helped found a co-educational school called Salem Schule in Germany. The curriculum at the school emphasised the personal responsibilities, equality, social justice, respect and service to the community. These principles however were in opposition with the Nazi leadership and forced Hahn to flee to Britain (Gray, 1977; Priest and Gass, 1977). It was here he set up the Gordonstoun School, which was based on the Hahnian philosophies developed at Salem. Due to World War II, Hahn was forced to move his operation to Aberdovey in Wales, where in conjunction with Lawrence Holt a shipping magnate, set up training programmes for young seaman that were destined for the armed services at the time. In 1941, the result of this work was the foundation for what became known as 'Outward Bound'. A typical course consisted of orienteering, search and rescue, training, athletics, small boat sailing, ocean and mountain expeditions, obstacle course and service to the local communities. Holt summed up Hahn's training methods with his comments, 'The training at Aberdovey must be less training for the sea than through the sea, and so benefit all walks of life' (Miner, 1990). From these beginnings, adventure-based activity spread across the world, with the Hahn philosophy being the basis for training programmes that addressed a variety of areas of social decline or societal





needs. These included school based outdoor education programmes (Gray, 1997), adventure therapy programmes helping a variety of clientele needing psychological support (Gass, 1993), corporate team building programmes helping business people work more effectively together (Priest & Lesperance, 1994) and sport psychology programmes preparing athletes for competition (Meyer & Wenger, 1998). All these modern equivalents attempt to use adventure-based activity methods as a mean to initiate 'functional change' in their participants (Gass, 1993).

Most of the adventure-based activity programmes are founded on the belief that several key elements need to be present for behavioural change to occur. It must take place in an unusual new setting, most often in the outdoors. The learner is placed in a situation that often involves an element of potential risk and an uncertain outcome.



This type of learning requires the participants to ask questions, explore new meanings and possibilities, solve problems and overcome fears and at the end of the process is asked to reflect and look at what they have learnt, and how they might apply this to other areas of their lives (Ewert, 1989). An individual is challenged to make changes to their existing thought and action processes. Kraft and Sakofs (cited in Gass, 1993) suggested a key list of key elements that successful adventure programmes follow, that would enhance the learning process; the learner is a participant rather than a spectator in learning, the learning activities require personal motivation in the form of energy, involvement and responsibility, the learning is real and meaningful in terms of natural consequences for the learner, reflection is a



critical element of the learning process and learning must have present, as well as future relevance for the learner and society of which the participant is a member.

Over the last decades, different lines of research have been developed to address the effectiveness of adventure-based activity towards team cohesion and a wide range of demographic, biological, psychological, cognitive, emotional, behavioural, social, cultural and environmental factors were associated with the physical activity levels. Among the many determinants, associations with demographic and biological variables are well documented. Indeed, age and gender remain as the two most consistent demographic correlates of physical activity behaviour (Trost, 2002). Several studies revealed that men, in general, tend to be more active than women (Sjostrom, 2006; Santos, 2008). Almeida (1999) observed gender differences concerning the type of activity in a sample of 15 European countries. According to their findings, in walking, keep fit, swimming and dancing, female participants were more active, while it is vice-versa in football and other team sports. Meanwhile, the likelihood of being sedentary increased with increasing of age (Sjostrom, 2006). Sallis (2000) found that physical activity declines start earlier in females, mostly for vigorous activities. Regarding socioeconomic status, income, place of residence, occupation and education were usually found to be positively related to physical activity participation (Trost, 2002).

In general, the objective of the physical module is to build the participant's internal discipline, which in turn is expected to develop cohesion, good personality, encourage self-motivation, increase self-confidence, enhance their understanding in safety contacts, and the general development of the country. In the physical module, the activities include some of the outdoor activities, such as obstacle courses, jungle trekking, survival training and first aid training. The objectives of these activities are to ensure that the participants develop self-confidence with the team, gain team cohesion, team spirits and social interaction among the participants.

1.2 PROBLEM STATEMENT

The programmes in the adventure-based activity have been operating in the educational system in the United States since 1935, when Dartmouth College, as a pioneer, ran outdoor activity trips for its first-year students (Hooke, 1987, cited in Bell *et al.*, 2008). Dusi (2007) reported that research on the effects of outdoor activity programmes, especially on youth's team cohesion is still very limited. Why was something with such a potential for bringing about positive learning outcome among youths' perceived as such limited and an unconstructive effort and realization? Nonetheless, in Malaysian governing school, adventure-based activity has been actively taught in its Physical Education subject in order to achieve the objective of the National Education Philosophy (Pusat Perkembangan Kurikulum, 2002). Anecdotally, the lack of opportunities for students to 'experience' what they



were learning appeared to be a problem. According to Abu Bakar Sidek (2004), historically there is no documentation stating when the adventure based activity first started in Malaysia.

Consequently, in the present study, the effects of experiential based learning programmes and its impact on Malaysian youths' development on team cohesion were studied. The influence of adventure-based activities among the participants in the physical module of the National Service Training Programme at three camps in the state of Perlis towards team cohesion building will be investigated and explored. In the attempt to find out previous researches related to this field of study, it soon become apparent that adventure-based activity and sport psychology was a relatively new area of investigation, with only a few studies being documented and published in refereed journals (Mayer, 2000; Meyer & Wenger, 1998). Both these studies utilized ropes and challenge course activities in the trainings and were exploratory in nature. Outcome and processed results were documented. Meyer (2000), focused on how the team generally developed into a more cohesive unit around social relationship. The previous studies have showed how adventure-based activity can enhance team cohesion and psychological skills development within teams. However, how the team members may be utilizing their new skills after completing a specific training programme or an activity performance was not investigated.



Having the understanding of the processes of adventure-based activity will greatly enhance cohesiveness among participants, it is crucial that the outline of the related studies (including the present study) are portrayed and explained in detail according to the key procedures in order to ensure the information is accessible and can be replicated for future research. It is necessary to understand the process variables that are creating change so that optimal benefits can be derived from the adventure experience (Anderson, 1994).

1.3 RESEARCH OBJECTIVES

The overall objective of this study was to study the effects of physical module elements included in the youth training programme. The specific objectives are:

1.3.1 To investigate the impacts of the physical module (adventure-based activities) towards team cohesion among the participants in the National Service Training Programme.

1.3.2 To examine the socio-demographic variables such as age, gender, and place of living in influencing team cohesion.

1.4 SIGNIFICANCE OF THE STUDY

Over the last 20 years, adventure-based activity has been claimed to be a powerful medium for learning and thus, many studies have been conducted in examining the effects of adventure-based activity, especially on the participants' personal and social development (American Institute of Research, 2005; Shivers-Blackwell, 2005; William, Graham, and Baker, 2003). However, the effectiveness of adventure-based activity in improving team cohesion and individual behaviours is very short-lived and has been criticized by many researchers (Lane, 2008; Shivers-Blackwell, 2004). There are various studies that radically question influence by request for empirical evidence rather than only assuming such positive outcomes. For instance, Robottom (1996, cited in Bogner, 2002) judged any demonstrable positive effects of the adventure-based activity programme as ill-founded.

Therefore, this research would be a unique contribution to the growing body of literature on the adventure-based activity programmes and learning communities in Malaysia in proving the effects of physical module activity on team cohesion. In addition, the impact of these results can be used as an indicator for outdoor instructors or educators in Malaysia, and as useful information for The National Service Training Department of Malaysia (Jabatan Latihan Khidmat Negara, JLKN) when restructuring curriculum for the physical module (adventure-based activity) of the National Service Training Programme.

1.5 LIMITATIONS OF THE STUDY

It is important to acknowledge several limitations of this study. The following limitations are placed on this study:

- The present study was limited to the National Service Training Programme participants in Tasoh Camp, Guar Chenderai Camp and Meranti Camp in the state of Perlis, Malaysia.
- Team cohesion was accessed using the Group Environmental Questionnaire, (GEQ) (Carron, Widmeyer and Brawley 1985).
- The study was limited to the adventure-based activity in the Physical Module syllabus conducted at the National Service Training Programmes camps.
- This study was limited to the participants' response on the physical module activities conducted at the National Service Training Programme camps.



Figure 1: The National Service Training Programme Camps in Perlis, Malaysia, (a) Tasik Meranti Camp (b) Guar Chenderai camp (c) Tasoh Camp



1.6 OPERATIONAL DEFINITIONS

The following definitions are used in the present study:

Team Cohesion

Team cohesion is a dynamic process which is reflected in the tendency for a group to stick together and stay united in the pursuit of goals and objectives (Cox, 2002).

Task Cohesion

According to Cox (2002) task cohesion is the degree to which members of a team work together to achieve a specific and identifiable goal; while Shaharudin (2001) claims that task cohesion is the level where the members of the group work together to finish a specific task.



Social Cohesion

Cox (2002) defines social cohesion as the degree among all members of a team liking each other and having personal satisfaction from being a member of the team;

Attraction to the Group-Task (ATG-T)

Individual's perception about personal motivations acting to attract and to retain him/her in the group, as well as his/her personal feelings about the group towards completing a task



Attraction to the Group-Social (ATG-S)

Individual's perception about personal motivations acting to attract and to retain him/her in the group, as well as his/her personal feelings about the group towards social interaction with the group.

Group Integration-Task (GI-T)

Individuals' perception about the closeness, similarity and bonding within the group as a whole, as well as the degree of unification of the group towards completing a task.

Group Integration-Social (GI-S)

Individuals' perception about the closeness, similarity and bonding within the group as a whole, as well as the degree of unification of the group towards social interaction with the group.

Adventure-based activity

Adventure-based activity is a specific subset of experiential programming where the outcome of the experience is uncertain and may contain risks (physical, emotional, social, and financial, etc.). Direct participation in action events requires the use of one's competency to face fears of the risks and to resolve the uncertainties of the outcomes. In dealing with these challenges, and by turning perceived limitations into



abilities, Great deal about relationships between oneself with the others could be learned (Ewert, 1989).

Experiential learning

Is founded more on active doing rather than the passive being done. In this way, people practice the very skills they are learning and are more likely to maintain the change that takes place. Experience-based learning becomes 'experiential' when elements of reflection, support and transfer are added to the base experience (Priest, 2000).

National Service Training Programme

The National Service Training Programme is a compulsory national training course for those who have completed their secondary education in Malaysia. It is commonly known as Program Latihan Khidmat Negara (PLKN). The objectives of the programme are to develop good personality and positive attitude, while concurrently fostering nationalism among Malaysian youth, strengthening ethnic cohesion and national integration.

