



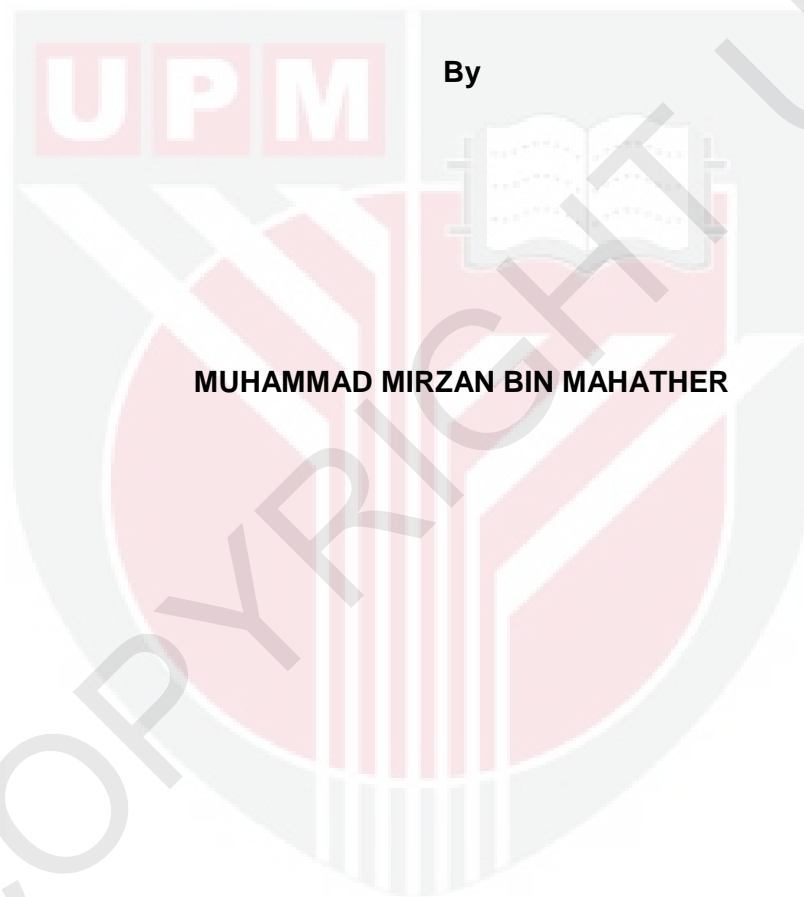
UNIVERSITI PUTRA MALAYSIA

***ASSESSING THE POTENTIAL OF OUTDOOR RECREATION IN
IMPROVING SELF-EFFICACY AMONG UNIVERSITY STUDENTS***

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FPAS 2024 102**

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MUHAMMAD MIRZAN BIN MAHATHER

**A Project Report Submitted in Partial Fulfilment of the Requirements
for the Degree of Bachelor of Parks and Recreation Science (Honors)
in the Faculty of Forestry and Environment
University Putra Malaysia**

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DEDICATION

This thesis is dedicated to my family and friend whose constant support and encouragement have been my driving force. Thank you for believing in me and being there every step of the way. I am also grateful to Dr Mohd Aswad Ramlan for played a crucial role in completing this work. Your contribution is deeply appreciated. To all those who have been a part of my academic journey, thank you.



ABSTRACT

This study comprehensively investigates the impact of student involvement in outdoor activities on the development of self-confidence. In addition to providing a sense of fulfillment and excitement, this activity appears as a strong catalyst to strengthen students' self-confidence. The findings, rooted in the analysis of questionnaires used by the survey on individuals, highlight the important and positive influence of external involvement in accordance with established standards. Examining survey data shows a significant increase in self-confidence among students who are actively involved in outdoor activities. This high confidence not only addresses immediate academic needs but also fosters a resilient mind, preparing students to face future challenges effectively. The results of the total means for the Generalized Self-Efficacy Scale which gives the impression that this study has a positive impact on university students with a high score for the Generalized Self-Efficacy Scale of 3.167 out of 4, and the score for Experience in Engaging Outdoor Recreational Activities, which is 5.42 out of 7. This study emphasizes the collaborative nature of these outdoor activities, emphasizing the importance of group participation to achieve collective goals. The researcher stated that the effectiveness of the program depends on the students who are involved in these outdoor activities together. It is suggested that students who opt out of such activities may miss out on the positive effects observed on self-confidence that are certain in the research. This research supports the multifaceted benefits of outdoor activities, noting that they go beyond academic criteria to be an important component in building self-confidence and equipping students for future challenges.

ABSTRAK

Kajian ini menyelidik kesan penglibatan pelajar dalam aktiviti luar terhadap perkembangan keyakinan diri. Selain memberikan rasa penuh makna dan keseronokan, aktiviti ini kelihatan sebagai pemangkin yang kuat untuk memperkasakan keyakinan diri pelajar. Dapatan kajian, hasil daripada analisis soal selidik yang dijalankan terhadap individu, menekankan kepentingan dan kesan positif penglibatan rekreasi luar selaras dengan piawaian yang ditetapkan. Penelitian kepada data menunjukkan peningkatan ketara dalam kepercayaan diri dalam kalangan pelajar yang terlibat secara aktif dalam aktiviti rekreasi luar. Keyakinan yang tinggi ini bukan sahaja menangani keperluan akademik tetapi juga memupuk minda yang berdaya tahan, menyediakan pelajar untuk menghadapi cabaran masa depan dengan berkesan. Purata pada skala *Generalized Self-Efficacy* memberikan gambaran bahawa ianya memberikan impak positif kepada pelajar universiti dengan skor yang tinggi bagi *Generalized Self-Efficacy Scale*, iaitu 3.167 daripada 4 dan skor bagi *Experience in Engaging Outdoor Recreational Activities*, iaitu 5.42 daripada 7. Kajian ini juga menekankan kepentingan penyertaan secara berkumpulan untuk mencapai matlamat kolektif. Pelajar yang memilih untuk tidak terlibat dalam aktiviti seperti ini berkemungkinan akan terlepas daripada kesan positif yang dinyatakan ini. Kajian menunjukkan bahawa keberkesanan program bergantung kepada pelajar yang terlibat bersama-sama dalam aktiviti luar ini. Penyelidikan ini menyokong manfaat pelbagai aspek aktiviti luar, dengan menyatakan bahawa ia melangkaui kriteria akademik untuk menjadi komponen penting dalam membentuk keyakinan diri dan melengkapkan pelajar untuk cabaran yang akan datang.

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I want to express my heartfelt appreciation to the individuals and organizations whose unwavering support and significant contributions have been crucial to the successful completion of this thesis. My deepest gratitude goes to Dr. Mohd Aswad Ramlan, my thesis supervisor, whose guidance, mentorship, and constructive feedback have played a pivotal role in shaping and refining my research. His expertise has been invaluable, and I am truly thankful for his support. I would also like to acknowledge the unwavering support, understanding, and love from my family throughout this academic journey. Their encouragement has been a constant source of motivation, and I am grateful for their presence in my life. A special thanks goes out to the participants who generously shared their time and insights, contributing significantly to the empirical aspect of this research. Their willingness to engage in the study has enriched the depth and quality of my work. Finally, my gratitude extends to all those who, in various capacities, have contributed to the successful completion of this thesis. Whether through discussions, shared resources, or moral support, your involvement has been invaluable, and I appreciate each one of you for your contributions and encouragement. Thank you all for being an integral part of this journey.

APPROVAL SHEET

This thesis entitled “**Assessing the potential of outdoor recreation in improving self-efficacy among university students**” submitted by Muhammad Mirzan bin Mahather in partial fulfillment of the requirements for the degree of Bac. of Parks & Recreation (hons)

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CHAPTER 1

INTRODUCTION

1.1 General Background

Outdoor recreation encompasses outdoor leisure activities, free from obligations within constructed environments (Pigrams et al., 2006). Activities like hiking, camping, climbing, and cycling offer individual's opportunities for both solitary and group-based experiences. While some activities demand professional safety guidance, they present avenues for meaningful engagement with nature, delivering diverse physical and mental health benefits (Colleague et al., 2015).

However, the impact of outdoor recreation and leisure participation does not result only in physical and mental well-being but also extends to psychological & sociological benefits (Dorsch, Andrew, Richards, Swain, & Maxey 2016). These benefits interconnect with life satisfaction, quality of life, and personal confidence, fostering positive self-image and overall happiness. Studies by Schwab et al. (2010) and Dahn et al. (2005) underscore the multifaceted advantages of recreation, emphasising its broader influence on social connections and sensory rejuvenation.

However, contemporary local university students exhibit a noticeable decline in interest towards outdoor recreational activities, a shift increasingly attributed to their preference for indoor leisure activities such as social media engagement and online gaming. These modern forms of entertainment have gradually

supplanted traditional outdoor pursuits as the primary leisure means among this demographic. Factors such as inadequate knowledge about outdoor activities and demographic influences, as highlighted by Pasli (2014), further contribute to this trend, limiting students' ability to seek recreational outlets.

This study focuses on recognising how engagement in outdoor recreation shapes university students' self-efficacy. As revealed by (Bandura, 2016), participation revealed that outdoor recreational activities hold promise for enhancing students' confidence and competence in managing various tasks. This research aims to delve into the mechanisms through which these activities positively impact students' self-efficacy levels, thereby contributing significantly to their personal and academic growth. By exploring the relationship between outdoor recreation and self-efficacy, this study aims to illuminate the potential for these activities to empower students, fostering their confidence and capability across diverse domains of their lives.

1.2 Problem Statement

The current university students have high levels of motivation within themselves. However, many of them encounter difficulties in enhancing their self-efficacy levels in their lives. This can be observed from their involvement in routine activities within or outside the campus. While university students actively participate in various programs, not all students excel in self-efficacy.

According to a study by Jamali (2023), students need motivation that aligns with their self-efficacy levels. Hence, the prevalent issue among today's university

students is their limited self-efficacy. Factors contributing to the decline in self-efficacy among university students include academic, social, and life pressures, which affect their personality traits as students. The potential within them remains untapped due to these internal challenges.

In this globalisation and urbanisation era, university students' self-efficacy is continuously eroded. The academic and social burdens they bear paint a clear picture to society that they are affected by their challenges. Hamid (2019) noted that young individuals, particularly those in higher education institutions, bear the brunt of psychosocial changes and must confront various challenges and pressures to adapt. Consequently, this group is highly susceptible to mental health issues.

Engaging in outdoor recreational activities provides an advantage, allowing university students, in particular, to enhance their self-efficacy. Healthy activities undoubtedly benefit students in improving their quality of life. However, university students still lack awareness of how outdoor recreational activities can benefit them.

1.3 Objectives

The main goal of this study is to understand how outdoor recreational programs positively impact university students. The objectives include:

1. To understand the students' outdoor recreation experiences that reflect their well-being and personal development.
2. To assess how university students' participation in outdoor recreational activities affects their well-being and self-efficacy levels.

1.4 Significance of the Study

The study seeks to comprehend and highlight the positive influence of outdoor leisure on the lives of university students. It emphasises how participating in outdoor activities helps students' self-efficacy, which relates to their belief in their abilities to complete tasks and overcome obstacles. Many outdoor recreation elements have been highlighted as important tools that assist university students in recognising and developing their potential talents. Teamwork, problem-solving, leadership, and resilience are typically linked with outdoor activities.

The study is not just about sharing knowledge or experiences about outdoor recreational activities. It goes further by looking into the therapeutic aspects of these activities. The therapeutic component increases students' self-efficacy, favourably contributing to their overall psychological and emotional states. In summary, the study recognises outdoor recreation as more than just a recreational activity; it is regarded as a valuable and therapeutic

component that can substantially impact university student's personal and academic development in the current situation.



CHAPTER 2

LITERATURE REVIEW

2.1 Introduction Self-efficacy

Self-efficacy, or one's belief in their competency at a task, is grounded in the expectations one has for how well they will perform that task. According to Bandura (1977), self-efficacy refers to the personal judgement of one's capability to act in specific situations that may contain novel, unpredictable, and potentially stressful encounters. The concept of perceived self-efficacy "reflects an optimistic self-belief" and "the belief that one can perform novel or difficult tasks, or cope with adversity in various domains of human functioning" (Jerusalem et al., 1995, p. 35). It positively impacts individual success, confidence, and future development (Propst & Koesler, 1998). People can influence and choose personal actions to help elicit desirable outcomes, though the degree to which individuals believe in this ability varies from person to person.

2.2 Outdoor Recreation

As Phipps (1990) described, outdoor recreation represents a broad spectrum of activities occurring within both urban-man-made and natural settings. These activities, whether pursued individually or in organised groups, serve to maintain physical health and overall well-being. The scope of outdoor recreation extends beyond mere leisurely pursuits; it encompasses a diverse array of experiences that cater to individuals' multifaceted needs and preferences.

Outdoor recreation is a diverse terrain encompassing a wide range of activities and motivations, as emphasised by Fredman et al. (2013). These motivations span from the inherent public health benefits of engaging in forest recreation within urban settings to national economic advancements resulting from tourism investments in high mountain national parks. Such diversity underscores outdoor recreation's multifaceted impact and importance on various societal and individual facets.

However, the concept of recreation transcends the simple engagement in activities. It encapsulates the entirety of an experience—the planning and preparation preceding the activity, the journey to and from the destination, and the lasting recollections that linger afterwards (Moore & Driver, 2005). It is not solely about the activity but rather the complete narrative woven around the engagement, reflecting a holistic understanding of leisure time pursuits. Emmelin et al. (2010) emphasise that while outdoor recreation often unfolds within landscapes moulded by human influence and cultural context, its essence lies in the intimate and profound relationship with nature. This connection with the natural environment serves as the cornerstone of outdoor recreation, regardless of the level of human intervention in the landscape. The experiences gained in these settings—be it serene forests or heavily managed recreational areas—echo the intrinsic link between individuals and the natural world.

Within the context of this study, outdoor recreation encompasses not just physical or leisure activities, but serves as a term embracing the broader spectrum of experiences derived from engaging in outdoor pursuits. It underscores the transformative benefits and intrinsic value these activities hold for individuals, contributing significantly to their well-being and personal development.



2.3 Outdoor Recreation and Self-efficacy

Engaging in outdoor recreation and leisure pursuits offers many advantages, as Dorsch et al. (2016) underscored. One of the notable benefits lies in its ability to foster the development of self-efficacy. This relationship is multifaceted, influenced by various factors significantly impacting an individual's self-belief when participating in outdoor programs.

Outdoor experiences, as illuminated by Bunting (2000), present participants with personal challenges, fostering feelings of success and resilience in the face of adversity. These challenges contribute to the development of self-efficacy, fostering a psychological uplift by evoking a sense of achievement. Participants are often pushed beyond their comfort zones, adapting to new situations and experiencing the empowering "I can do" sensation (Yildiz, Ozen, Bostanci, 2016). This adaptability and conquering of challenges serve as catalysts for enhancing self-belief and confidence.

Self-efficacy intertwined with outcome expectancies influences individuals' motivation and persistence when confronted with challenges (Pajares, 1997). Beliefs regarding personal capabilities significantly affect the choice of activities; individuals tend to avoid situations perceived as beyond their abilities while readily engaging in tasks they believe they can conquer.

Studies by Dorsch et al. (2016), Graham & Robinson (2007), and McAvoy et al. (2006) have consistently highlighted the correlation between engaging in outdoor recreation and the growth in self-efficacy, accompanied by a

willingness to take greater risks. Cooley's (2015) study further emphasises improvements in group work skills, attitudes, and self-efficacy, resulting in enhanced academic performance, confidence, satisfaction, integration, and employability. Each of these facets uniquely shapes individuals' self-beliefs, impacting their confidence and capabilities across various domains of life.

Recognised as a catalyst for personal development and well-being across all age groups, outdoor recreation can enhance self-efficacy among university students. Exploring this relationship within the context of higher education becomes imperative, offering pathways for nurturing students' self-belief and overall growth. Hence, understanding the intrinsic link between outdoor recreation participation and self-efficacy provides valuable insights into enhancing individuals' capabilities and resilience in various domains of their lives.

2.4 The Importance of Self-efficacy

Self-efficacy, or one's belief in their abilities, is crucial to a student's mental well-being and success. It strongly influences how students perceive their capability to handle tasks in various areas of life. Building a strong sense of self-efficacy significantly contributes to mental health and success in social situations.

Experts like Bandura (1997) and Schwarzer & Scholz (2000) highlight its importance, especially in overcoming challenging experiences.

Taking part in outdoor activities can help university students feel more confident. Exploring this connection is super important because it can help

students feel more sure of themselves and grow overall during their time in college.

Amidst the rigours of university life, individuals equipped with higher self-efficacy demonstrate a better coping mechanism. Outdoor recreational activities offer platforms for developing problem-solving skills, resilience, and confidence—integral components of effective stress reduction strategies (Bandura, 1997). Understanding how outdoor engagement bolsters self-efficacy in coping becomes pivotal in managing academic pressures and personal challenges.

The influx of visual-spatial activities in university settings limits opportunities for recreational pursuits, impacting self-efficacy cultivation. Exploring visuospatial self-efficacy—essential in domains like geography or navigation—becomes vital. Investigating how outdoor programs address challenges in promoting visuospatial self-efficacy offers effective approaches for supporting students in spatially demanding academic disciplines (Zimmerman, 2000).

Limited involvement in outdoor recreation impedes the effectiveness of fostering self-efficacy among university students, hindering their recognition of its positive impact. Academic self-efficacy serves as a pivotal predictor of academic success. Outdoor recreational activities can bolster students' belief in their abilities, potentially improving academic outcomes such as higher grades and increased degree completion rates.

The prevalence of severe mental health issues among university students presents concerns, impacting academic performance and progress. The link between mental health disorders, academic self-efficacy, and study progress underscores the intricate relationship. Initiatives to increase awareness and decrease stigma around mental health issues could significantly influence students seeking help (Grøtan et al., 2019; Sund & Bjerkeset, 2019; Quinn et al., 2009; Storrie et al., 2010; Reavley and Jorm, 2010; Eisenberg et al., 2012).

2.5 Significance of Campus Recreation

As Burke (2005) described, campus recreation initiatives play a pivotal role in fostering holistic well-being among students, guiding them towards the exploration and realization of their intrinsic self-worth. Spirituality, commonly understood as a state of the soul, signifies a profound connection to the world and cultivates a profound appreciation for oneself and others. Through these programs, students are provided with avenues to discover not only physical health benefits but also to deepen their sense of spiritual well-being, contributing to a more comprehensive understanding of their own value and interconnectedness with the broader community.

Campus recreation programs offer participants valuable opportunities to partake in activities that foster spiritual well-being, emphasizing self-growth and personal development. These initiatives go beyond physical exercises, providing a platform for individuals to explore and enhance their spiritual dimensions. Engaging in these activities allows participants to embark on a journey of self-discovery, cultivating a deeper understanding of their values and

purpose. The holistic approach of campus recreation emphasizes not only physical health but also the nurturing of the spiritual aspects of participants' well-being, contributing to a more comprehensive and fulfilling college experience. (NIRSA, 2013)



CHAPTER 3

METHODOLOGY

3.1 Introduction

Quantitative research methods are widely favoured in academic research due to their numerous advantages. As Creswell (2014) mentioned, the significant advantage is their ability to acquire objective and numerical data, allowing researchers to achieve precise measurements through standardised tools and structured data collection methods. This proficiency facilitates effortless comparisons across different studies.

The researcher chose a quantitative research method to research the adventure therapy experiences of university students engaged in an outdoor recreation program. This choice enabled me to collect and analyse numerical data systematically, offering a statistical and well-organised perspective on the program's impact on students' experiences.

3.2 Study Area

The research studied how university students benefit from outdoor adventure programs in Malaysia. Malaysia has many diverse universities, each with its own unique academic and cultural vibe. The researcher picked universities from all over Malaysia to get a complete picture of how outdoor programs affect students. This way, the researcher hopes to understand how these programs impact students' well-being and personal growth in the varied Malaysian higher education scene. In my study, 19 universities completed an online survey,

sharing their insights and experiences. This broad participation will help me better analyze how adventure therapy experiences influence students across Malaysia's diverse higher education landscape.

3.3 Quantitative method

Quantitative research methods are favoured in academic research due to their capacity to collect objective and numerical data through standardised instruments and structured data collection techniques, fostering precision, comparability, and objectivity. Researchers can utilise statistical analyses to draw conclusions and generalise findings beyond the study sample. At the same time, the emphasis on replicability and efficient data collection makes it a robust choice for generating precise, empirical evidence that informs scholarly inquiry and contributes to cumulative knowledge in various fields (Creswell, 2014).

Quantitative research relies on various statistical tests, including regression analysis, ANOVA, and chi-square tests, to explore relationships between variables, evaluate hypotheses, and gauge the significance of findings (Hair et al., 2019). These statistical techniques enable researchers to quantify the strength and practical significance of observed effects and provide a reliable basis for drawing broader inferences about populations. By employing these tools, researchers can derive robust conclusions, assess relationships, and make data-driven interpretations, enhancing the validity and depth of their research in various fields.

3.3.1 Survey Research & Quantitative Data Collection

Surveys, a commonly used quantitative research method, facilitate the collection of data from large and diverse samples, focusing on participants' attitudes, opinions, and behaviours (Dillman et al., 2014). Employing structured questionnaires ensures standardised data collection, which is crucial for subsequent quantitative analysis. Online surveys have gained popularity due to their cost-effectiveness, convenience, and swift data collection capabilities, making them accessible to a broad audience. However, researchers must prioritise data security and privacy when conducting online surveys to safeguard participant information and maintain research integrity.

3.4 Research design

3.4.1 Sample Size

The design employed in this study is a cross-sectional design chosen for its ability to conduct observational research effectively. In this approach, the researcher simultaneously measures the outcome and exposure variables within the study participants. The selection of diverse groups of people with variations in age, gender, and income is intentional, aiming to capture a comprehensive snapshot of the population under investigation.

By incorporating individuals with distinct characteristics, the study explores how subtle demographic differences may influence the concepts and variables under scrutiny. This study focuses on understanding risk perception, assessing satisfaction levels and exploring participants' intentions to revisit specific scenarios.

The cross-sectional design allows data collection at a single point, offering a snapshot of the relationship between variables. This approach is advantageous in providing a broad overview of the selected population's perspectives and behaviours.

Cochran's formula is:

$$n_0 = \frac{Z^2 pq}{e^2}$$

Where;

e = the desired level of precision

p = the estimated proportion of the population that has the attribute in question

Z = value found in the Z table

The calculation of the sample size in this research is as follows;

$$n_0 = \frac{Z^2 pq}{e^2}$$

$$n_0 = \frac{(1.96)^2 (0.3)(0.7)}{(0.05)^2}$$

$$= 318.539$$

$$\approx 319 \text{ respondents}$$

3.4.2 Sampling Technique and Procedure

In pursuit of an objective and representative selection of participants from the larger population under consideration, the research methodology employed a systematic application of the random sample approach, as suggested by

Cochran in 1977. This approach is crucial in achieving a sample that accurately reflects the characteristics of the broader population.

The process involved generating random numbers to implement basic random sampling. The key principle of basic random sampling is to ensure that every individual within the population has an equal and independent chance of being selected for inclusion in the study, as advocated by Kish in 1965. This method is designed to avoid bias and increase the generalizability of the study's findings to the entire population.

By using this approach, the study aimed to create a sample representative of the larger population's diverse characteristics. This representative sample is essential for drawing meaningful conclusions and generalizing the study's findings to the broader context, enhancing the reliability and validity of the research outcomes. In summary, the systematic application of the random sample approach was a deliberate choice to enhance the study's ability to make meaningful inferences about the larger population based on the characteristics observed in the selected sample.

Purposive sampling is a deliberate and non-random selection strategy where researchers specifically choose study participants based on attributes or criteria relevant to the study objectives. In this research, the intentional selection of participants based on predefined criteria aligned with the research goals was facilitated through purposive sampling, a non-random sampling approach (Creswell & Creswell, 2017).

The data collection period spans from March 11, 2023, to December 12, 2023. The questionnaire distribution was chosen using online platforms for university students, utilizing social media platforms for outreach. The questionnaire is structured into three sections: Experience in Engaging Outdoor Recreational Activities, Generalized Self-Efficacy Scale, and Social Demographic Background.

Participants must respond to questions in each section before providing their demographic details. This approach is designed to gather comprehensive information, ensuring that the goals of the questionnaire are met effectively. Through purposive sampling and a well-structured questionnaire, the study aims to capture meaningful insights into the experiences of university students in outdoor recreational activities and adventure therapy.

3.5 Data collection

The process of collecting data for this study is centred on individuals who have actively participated in outdoor recreational activities within designated recreational areas. To facilitate this, an online questionnaire in the form of a Google Form was utilised. The primary objective of this data collection method is to gather detailed information about participants' experiences and the perceived effects of the outdoor recreation program they engaged in.

The questionnaire is designed to delve into various aspects of their participation, including overall satisfaction, specific activities undertaken,

personal growth, and therapeutic effects experienced. Participants are encouraged to share their thoughts and insights, providing valuable information that can be crucial in assessing the effectiveness of outdoor recreation (OR) activities. This assessment extends to understanding the transformative potential of these activities for participants, particularly university students.

Once the data is collected, a comprehensive analysis will be conducted to evaluate trends and extract more profound insights into the impact of recreational activities among university students. This analytical phase is crucial in identifying patterns, assessing the overall success of the outdoor recreation offerings, and understanding how these activities contribute to personal growth and therapeutic benefits for participants. In essence, the data collection and subsequent analysis aim to shed light on the multifaceted effects of outdoor recreational experiences, contributing to a more informed and insightful perspective on their role in the lives of university students.

3.6 Data Analysis

In this study, the survey responses were processed and analysed using IBM SPSS Statistics for Windows. Various analyses will be performed to address the research questions.

3.6.1 Descriptive analysis

To provide an overview, exploratory data analysis will be used to display the frequency and percentage distribution of demographic background details and mean values indicating University student experience from Recreation Experiences and General Self-Efficacy Scale. As described by Zickmund (2003), this method provides for the organisation, ordering, and translation of raw data into an intelligible format.

CHAPTER 4

RESULT & DISCUSSION

4.1 Introduction

This chapter presents the results of the data analysis to assess the potential of outdoor recreation to enhance self-efficacy among university students. The chapter comprises three sections: the first section details the demographic background of respondents, offering insights into participant characteristics. The second section explores the diverse recreation experiences of university students, providing a comprehensive view of the types of activities they engage in. The results of the General Self-Efficacy Scale (GSE) administered to students are presented in the third section. Descriptive analysis was employed across all sections of recreation experiences, demographic background, and adventure therapy experiences scales to comprehensively evaluate the impact on students after participating in outdoor recreation activities. This analytical approach aims to unveil the nuanced relationship between outdoor recreation and self-efficacy among university students.

4.2 Respondent's Background.

The demographic information gathered from the respondents encompasses a range of key variables, including gender, age, marital status, educational status, and university affiliation. This comprehensive dataset is instrumental in exploring and understanding the perceptions and experiences of university students about adventure therapy. By delving into these demographic factors, the study aims to elucidate how varying student characteristics may influence

their perspectives on and engagement with outdoor recreation. This multifaceted approach ensures a thorough examination of the diverse demographic attributes that might shape the overall experiences of university students participating in outdoor recreation elements.

4.2.1 Gender

Table 4.1 illustrates the distribution of respondents based on gender, showcasing the collected results differentiating between male and female participants. The findings reveal that females constitute more than males, contributing 142 participants, accounting for (50.4%). Conversely, male respondents numbered 140, making up (49.6%) of the total respondents. The cumulative total of male and female respondents reaches 282 participants.

Table 4.1 Distribution of the respondents by gender

Gender	No. of Respondents (n)	Percent (%)
Male	140	49.6
Female	142	50.4

4.2.2 Age group

According to Table 4.2, most respondents (68.1%) fall within the age range of 18-22 years old. Additionally, respondents in the age group of 23-27 comprise (30.1%), followed by a smaller segment in the 28-32 age range (1.1%). Moreover, the age group of 33-37 includes one respondent (0.4%); similarly, one respondent falls into the category of 37 years and above

(0.4%). This distribution provides an overview of the age composition of the respondents, revealing a concentration within the younger age brackets.

Table 4.2 Distribution of the respondents by age

Age group	No. of Respondents	Percent (%)
18-22	192	68.1
23-27	85	30.1
28-32	3	1.1
33-37	1	0.4
>37	1	0.4

4.2.3 Ethnic

Table 4.3 presents the distribution of respondents based on ethnicity, with the majority identified as Malay (83.3%). Following this, Chinese respondents constitute the second-largest group (8.9%), and a smaller portion falls into the "Others" category (7.1%). The remaining respondents identify as Indian, comprising a smaller proportion (0.7%). This distribution provides an overview of the diverse ethnic composition of the respondents, highlighting the prevalence of Malay respondents in the study.

Table 4.3 Distribution of the respondents by ethnic

Ethnic	No. of Respondents	Percent (%)
Chinese / Cina	25	8.9
Indian / India	2	0.7
Malay / Melayu	235	83.3
Others / Lain-lain	20	7.1

4.2.4 Marital Status

The distribution of respondents based on marital status is presented in Table 4.4, revealing that most participants are single (92.2%). Additionally, a smaller proportion of respondents are married, constituting (7.8%) of the total participants. This breakdown provides insight into the marital status composition of the respondents in the study.

Table 4.4 Distribution of the respondents by Marital status

Marital status	No. of Respondents	Percent (%)
Single	260	92.2
Married	21	7.4

4.2.5 University

As per the information presented in Table 4.5, the results indicate that the three universities with the highest participation in the questionnaire are UPM, constituting the majority with (51.4%), followed by UMS with (15.6%), and UITM with (12.8%). Additionally, a quarter of the respondents are from MMU (8.5%), while a smaller proportion are from UTS (0.4%). This breakdown illustrates the distribution of respondents across various universities, highlighting the extent of participation from each institution in the questionnaire.



Table 4.5 Distribution of the respondents by university

University	No. of Respondents	Percentage (%)
International Islamic University Malaysia	3	1.1
Multimedia University	24	8.5
Netherlands Maritime University College	3	1.1
POLITEKNIK	1	0.4
Sekolah Menengah Kebangsaan	1	0.4
University Of Technology Sarawak	9	3.2
Universiti Teknologi MARA	36	12.8
Universiti Kebangsaan Malaysia	2	0.7
University Malaysia Sabah	44	15.6
Universiti Malaysia Terengganu	3	1.1
Universiti Kuala Lumpur	1	0.4
Universiti Tenaga Nasional	2	0.7
Universiti Malaya	1	0.4
Universiti Sains Malaysia	2	0.7
Universiti Teknologi Malaysia	2	0.7
University of Sumatera Utara	1	0.4
Universiti Putra Malaysia	145	51.4
Universiti Tun Hussein Onn Malaysia	1	0.4
Universiti Poly-Tech Malaysia	1	0.4

4.3 Respondents' Recreation Experiences.

The assessment of respondents' recreation experiences among university students was conducted using a 7-point Likert Scale, ranging from 1 (Strongly Disagree) to 7 (Strongly Agree). The results are outlined in Table 4.6. The overall mean score for university students' recreation experiences is 5.42, indicating that respondents somewhat agree that these experiences positively impact their lives. Examining specific questions, the highest mean score (5.87) is observed for statement 1, where respondents express enjoyment in the simple beauty of nature and reflection on life, indicating a collective agreement. Additionally, respondents significantly agree (5.78) that being in nature holds special meaning, contributing to memorable experiences. The third-highest mean score (5.76) is attributed to the statement that the experiences push individuals beyond their limits, suggesting respondents somewhat agree that such challenges positively impact their well-being. Furthermore, achieving personal goals through these experiences is reflected in the mean score of 5.75, highlighting that, for the respondents, recreation plays a role in self-improvement for a better future. This detailed analysis, as presented in Table 4.6, provides valuable insights into the perceptions and experiences of university students regarding outdoor recreational activities.

Table 4.6 Recreation experiences of recreation activities students

Statements	Mean	Average mean
I enjoyed the simple beauty of being in nature and reflecting on my life	5.87	
I was physically active during most of my experience	5.66	
I did not feel a part of this group during my experience	4.72	
I was intentionally supportive and encouraging of my peers during my experience	5.72	
I felt little to no sense of accomplishment after my experience	4.73	
The leaders helped me understand what my experience could mean for me	5.60	
I achieved my goals for my experience	5.75	
I found it difficult to apply the lessons learned in my experience	4.95	
My experience caused me to think differently about my life	5.59	
I was able to bond with my peers during my experience	5.69	
I was just going through the motions during my experience	5.51	
Getting away and being in nature was especially meaningful for me	5.78	
I found the leaders to be helpful and supportive of my experience	5.73	
I was often preoccupied with other member's comments and had a hard time staying present	4.70	
My experience pushed me beyond my physical limits	5.76	
My experience brought up new emotions for me	5.28	
My experience led me to examine my behavior	5.47	
My actions and thoughts on my experience were intentional	5.08	
My experience physically challenged me	5.52	
Just being in nature restored and energised me	5.67	
There was a time when I was not sure I could trust the leaders	5.12	5.42

4.4 General Self-Efficacy Scale (GSE)

The evaluation of university students' recreation experiences utilised a 4-point Likert Scale, ranging from 1 (Not at all true) to 4 (Exactly true). The results are presented in Table 4.7. The overall mean score for the General Self-Efficacy Scale (GSE) indicates that respondents somewhat agree that these experiences positively impact their lives. Delving into specific questions, the highest mean score (3.36) is noted for Statement 2, "If someone opposes me, I can find the means and ways to get what I want.," reflecting a consensus among respondents. Furthermore, respondents express significant agreement (3.28) with the statement, "It is easy for me to stick to my aims and accomplish my goals." The third-highest mean score (3.27) is attributed to the statement, "I can usually handle whatever comes my way." This detailed analysis, as depicted in Table 4.7, offers insights into the self-efficacy perceptions of respondents concerning their recreation experiences as university students. These findings highlight students' strong sense of self-efficacy regarding their recreational experiences, positively influencing their problem-solving confidence.

Table 4.7 General Self-Efficacy Scale (GSE)

Statements	Mean	Average mean score
I can always manage to solve difficult problems if I try hard enough.	3.09	
If someone opposes me, I can find the means and ways to get what I want.	3.36	
It is easy for me to stick to my aims and accomplish my goals.	3.28	
I am confident that I can deal efficiently with unexpected events.	3.09	
Thanks to my resourcefulness, I know how to handle unforeseen situations.	3.18	
I can solve most problems if I invest the necessary effort.	3.24	
I can remain calm when facing difficulties because I can rely on my coping abilities.	3.04	
When I am confronted with a problem, I can usually find several solutions.	2.92	
If I am in trouble, I can usually think of a solution.	3.20	
I can usually handle whatever comes my way.	3.27	3.167

4.5 Discussion

In this section, we delve into a detailed analysis of the findings from Chapter 4, aiming to unravel the intricate relationship between outdoor activities and university students' self-efficacy. Drawing inspiration from Bandura's seminal work in "Self-efficacy: The Exercise of Control" (1997) and Zimmerman's insights in "Self-efficacy: An Essential Motive to Learn" (2000), our goal is to comprehensively understand the complex interplay between various outdoor experiences, students' perceptions of their abilities, and the influence of demographic factors.

The detailed examination of demographic data in Section 4.2, guided by Pajares's exploration of self-efficacy during childhood and adolescence (2005), reveals intriguing patterns. Younger students, particularly those within the age range of 18-22, exhibit a heightened enthusiasm for engaging in outdoor activities, aligning with Pajares's findings on age-related differences in self-efficacy. Furthermore, cultural backgrounds play a discernible role, with Malay and Chinese students showcasing potentially distinct preferences. Acknowledging these variations becomes imperative for planners, as highlighted in Pajares's work, underscoring the necessity for inclusive programs that resonate with the unique characteristics of different student groups.

Upon meticulous scrutiny of the data presented in Table 4.6, a prevalent positive sentiment emerges among university students regarding the transformative impact of outdoor activities on their self-efficacy. This aligns with Bandura's (1997)

conceptualization of self-efficacy as a crucial determinant of human behavior. Notably, activities such as hiking and camping are perceived as catalysts for achieving personal goals and surmounting challenges. However, the diversity in responses underscores the need for a nuanced understanding, emphasizing the multifaceted nature of self-efficacy, as highlighted by Zimmerman (2000). This insight accentuates the importance of outdoor recreation programs to accommodate students' diverse preferences, recognizing that a one-size-fits-all approach may not be optimal in fostering confidence.

This research also examines how university students perceive and experience outdoor recreation activities. Using a 7-point Likert Scale, students rated their experiences, revealing valuable insights into the impact of outdoor activities on their well-being. Notably, students strongly agreed (mean score of 5.87) that they enjoyed the beauty of nature and reflective moments. They also actively participated in physically demanding activities, showcasing positive group dynamics and intentional peer support (mean scores of 5.66 and 5.72, respectively). The students felt a sense of accomplishment, with a notable mean score of 5.75 for achieving their goals during these experiences. According to J. Rayburn (2013), performing outdoor activities makes students more excited and interested. So, students who participate in outdoor sports or explore nature tend to be more motivated. It means they have more energy and enthusiasm than students who don't do these outdoor activities.

With its 1 to 4 scale, the GSE gives us a closer look at how students perceive their abilities after participating in outdoor activities. Looking at the mean scores, it's evident that students generally feel quite capable. For example, they express confidence in problem-solving (3.36), sticking to goals (3.28), and handling life's challenges (3.27). These scores tell us that outdoor recreation is linked to increased self-belief among university students. The challenging and immersive aspects of outdoor activities seem to boost students' confidence in problem-solving, goal achievement, and dealing with life's ups and downs. This lines up with Bandura's idea that self-efficacy is not just about having skills but also about believing you can use them effectively. By merging the GSE findings with the broader recreation experiences we discussed in Chapter 4, we get a fuller picture of how outdoor recreation impacts students. It moves beyond their experiences and dives into how these activities shape their thoughts about their capabilities. This matters because these beliefs influence motivation, resilience, and overall well-being (Bandura, 1977).

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This study examines the influence of engaging in outdoor activities on students' self-efficacy. The findings suggest that these activities not only offer a sense of fulfillment but also contribute to an increase in students' self-assurance. These conclusions stem from analyzing surveys completed by individual students, which demonstrate that outdoor activities have a notable impact based on established criteria. The results indicate that participation in outdoor activities enhances students' self-belief, thereby better equipping them to tackle future challenges. The researcher emphasizes the importance of group participation in these activities, highlighting the significance of collaborative goal-setting. It is emphasized that the effectiveness of the program relies on students' involvement in outdoor activities together. Simply put, students who opt out of outdoor activities may miss out on the positive effects on self-confidence identified by the researcher.

This study discovered that having fun and enjoying outdoor activities significantly boost the self-confidence of university students. It suggests that feeling skilled and competent is not just about having specific abilities but also about enjoying the experience. This finding challenges theories that mainly focus on skills when

explaining recreational activities. It shows that having a good time is crucial for understanding how students perceive their capabilities during outdoor fun. In simpler terms, enjoying yourself is not just about having fun; it actually makes you feel more capable and skilled, challenging traditional ways of thinking about recreation and leisure. According to Benabou and Tirole (2002), they highlighted how feeling confident about oneself can affect motivation and behavior, particularly noting its importance in improving problem-solving skills for university students.

This research also perceived competence is about how confident someone feels in their abilities and whether they believe they can avoid failure and control outcomes. This confidence is essential because when people believe in their skills and expect positive results, they feel more free and are more likely to participate in fun activities, especially outdoor ones. It's like saying that when you feel good about what you can do, you're more likely to enjoy and participate in what you like to do in your free time. This idea comes from the belief that people naturally want to show they're good at things, and feeling capable during fun activities gives a sense of freedom to join in and have a good time. According to Bandura (1986), self-efficacy, or the belief in what you can achieve with your skills, is not just about having the skills but about your judgment of what you can do with them.

Understanding these concepts helps us see how feeling capable and believing in ourselves affect how much we enjoy and participate in activities.

Now, researchers must look closely at why people enjoy outdoor activities and what makes them meaningful. It's time to see things from new perspectives and realize it's simpler than we thought. Most people just want to have fun and enjoy themselves outdoors and don't need to be experts. Sometimes, simply giving something a try can make you feel accomplished! Even with all the fancy gear and technology, what matters most to people are the simple things like having fun, trying new things, and feeling a sense of accomplishment. It shows that, despite all the changes, the basics of joy, trying new things, and feeling proud of small achievements still matter a lot in outdoor experiences. Natural settings provide a venue for students' socially shared experiences but also support retreat behaviors by enabling 'being away' and giving freedom from the pressures of student life. Being in nature helps students think about their lives and feel more sure of themselves. So, being outside is not just about the outdoors; it's about having fun, trying new things, feeling proud, and growing, all while nature helps you think and feel better about yourself (Puhakka, 2021).

Recent research questions the idea that having the right balance between skill and challenge is the main factor for getting into the "flow" during activities. Some expert researchers think that people might be giving too much importance to skill and challenge (Csikszentmihalyi & Ellis, 2003). They suggest that other things, like the environment and our mindset, might play a bigger role in making activities truly enjoyable. Despite this, many people still talk a lot about finding the right balance between challenge and skill, even though research shows it might not be as crucial

as we once thought. This difference between what studies say and what people commonly believe could be important for our understanding of having the best experiences during leisure and recreation.

In summary, the study found that outdoor activities make people feel more confident about themselves. The tool used to measure this confidence is reliable and gives accurate results. Also, the scores from a survey filled out by university students match how much they actually participate in outdoor activities, showing that the study is a good way to understand how outdoor fun boosts confidence in real life.

5.2 Recommendation

Future research efforts should widen the scope of studies involving university students by diversifying the participant sample to cover a broader range of cultural situations. Using an intersectional approach that takes into account numerous aspects of identity will uncover additional discrepancies in the issues encountered by different groups of student. In parallel, there is a desire for qualitative research into self-efficacy among university students, employing methods such as in-depth interviews to reveal underlying beliefs and contextual factors that influence self-efficacy. Collaboration with university support services is also encouraged to ensure that study findings are practical and contribute to evidence-based solutions customized to specific difficulties confronting students in the ever-changing university environment.

5.3 Limitation of Study

This study has a couple of limitations. Firstly, researcher only had a short time, about a month and a half, to collect information from people. This might mean researcher missed out on hearing from a diverse group of participants, and the short timeframe could leave out important details that happen over a longer period. Secondly, some people didn't find the topics researcher were researching very useful, and that made them less interested in taking our survey. This could affect the quality of the information research got, as people might not have given it much thought. Being aware of these limitations is important because it helps researcher understand that there might be gaps in what researcher found, and it gives us ideas on how to do better in future studies, like giving people more time or choosing topics that everyone finds important.

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APPENDIX A

SECTION A: Generalized Self-efficacy Scale (GSE)

BAHAGIAN A: Skala efikasi-kendiri umum

	Not at all true/tidak benar sama sekali	Hardly True/hampir tidak benar	Moderately True/ sederhana benar	Exactly True/ sangat benar
I can always manage to solve difficult problems if I try hard enough/ saya sentiasa boleh menyelesaikan masalah yang susah jika saya mencuba sehabis baik.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If someone opposes me, I can find the means and ways to get what I want./ Jika seseorang menentang saya, saya boleh mencari jalan dan cara untuk mendapatkan apa yang saya mahu.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy for me to stick to my aims and accomplish my goals./ Mudah bagi saya untuk berpegang pada matlamat saya dan mencapai matlamat saya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I could deal efficiently with unexpected events./ Saya yakin bahawa saya boleh menangani kejadian yang tidak dijangka dengan cekap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thanks to my resourcefulness, I know how to handle unforeseen situations./ saya tahu bagaimana menangani situasi yang tidak dijangka dengan pengetahuan saya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can solve most problems if I invest the necessary effort./ Saya boleh menyelesaikan kebanyakan masalah jika saya berusaha sehabis baik untuk melaksanakannya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can remain calm when facing difficulties because I can rely on my coping abilities./ Saya boleh bertenang apabila menghadapi kesukaran kerana saya boleh bergantung pada kebolehan saya mengatasinya.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am confronted with a problem, I can usually find several solutions./ Apabila saya berhadapan dengan masalah, saya biasanya boleh mencari jalan penyelesaian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I am in trouble, I can usually think of a solution./ Jika saya menghadapi masalah, saya biasanya boleh memikirkan penyelesaian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually handle whatever comes my way./ Saya biasanya boleh mengendalikan apa sahaja yang datang dengan cara saya sendiri.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION B: Recreation experiences

BAHAGIAN B: Pengalaman berekreasi

items	Strongly disagree	disagree	Somewhat disagree	neutral	Somewhat agree	agree	Strongly agree
I enjoyed the simple beauty of being in nature and reflecting on my life / Saya mudah menikmati keindahan yang berada di alam semula jadi dan merenung kehidupan saya	1	2	3	4	5	6	7
I was physically active during most of my experience / Saya sememangnya aktif dalam kebanyakan pengalaman saya	1	2	3	4	5	6	7
I did not feel a part of this group during my experience / Saya tidak merasakan sebahagian daripada kumpulan sepanjang pengalaman saya	1	2	3	4	5	6	7
I was intentionally supportive and encouraging of my peers during my experience / Saya sengaja menyokong dan menggalakkan rakan-rakan saya semasa dalam pengalaman saya	1	2	3	4	5	6	7
I felt little to no sense of accomplishment after my experience / Saya hanya berasa sedikit atau tiada pencapaian selepas pengalaman saya	1	2	3	4	5	6	7
The leaders helped me understand what my experience could mean for me / Para pemimpin membantu saya memahami makna pengalaman saya untuk saya	1	2	3	4	5	6	7
I achieved my goals for my experience / Saya mencapai matlamat saya untuk pengalaman saya	1	2	3	4	5	6	7
I found it difficult to apply the lessons learned in my experience / Saya mendapati sukar untuk mengaplikasikan pengajaran yang dipelajari dalam pengalaman saya	1	2	3	4	5	6	7
My experience caused me to think differently about my life / Berdasarkan pengalaman saya menyebabkan saya berfikir secara berbeza tentang kehidupan saya	1	2	3	4	5	6	7
I was able to bond with my peers during my experience / Saya dapat merapatkan hubungan dengan rakan-rakan saya semasa pengalaman saya	1	2	3	4	5	6	7

I was just going through the motions during my experience / Saya hanya akan melalui gerakan semasa pengalaman saya	1	2	3	4	5	6	7
Getting away and being in nature was especially meaningful for me / Menjauhkan diri dan berada di alam semula jadi amat bermakna bagi saya	1	2	3	4	5	6	7
I found the leaders to be helpful and supportive on my experience / Saya mendapati pemimpin membantu dan menyokong pengalaman saya	1	2	3	4	5	6	7
I was often preoccupied with other member's comments and had a hard time staying present / Saya sering sibuk dengan komen orang lain dan menyebabkan sukar untuk terus hadir	1	2	3	4	5	6	7
My experience pushed me beyond my physical limits / Pengalaman saya mendorong saya melebihi had fizikal saya	1	2	3	4	5	6	7
My experience brought up new emotions for me / Pengalaman saya membawa emosi baru untuk saya	1	2	3	4	5	6	7
My experience led me to examine my behavior / Pengalaman saya membawa saya untuk mengkaji tingkah laku saya	1	2	3	4	5	6	7
My actions and thoughts on my experience were intentional / Tindakan dan pemikiran saya mengenai pengalaman saya adalah disengajakan	1	2	3	4	5	6	7
My experience physically challenge me / Pengalaman saya mencabar saya secara fizikal	1	2	3	4	5	6	7
Just being in nature restored and energized me / Hanya berada di alam semula jadi memulihkan dan memberi tenaga kepada saya	1	2	3	4	5	6	7
There time were time when I was not sure I could trust the leaders./ Ada masanya saya tidak pasti saya boleh mempercayai pemimpin.	1	2	3	4	5	6	7



SECTION C: Social demographic background

BAHAGIAN C: Latar belakang demografik

1. Gender / jantina *

	Male / Lelaki
	Female / Perempuan

2. Age / umur: *

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3. Ethnic / etnik: *

	Malay / Melayu
	Chinese / Cina
	Indian / India
	Others / Lain-lain

4. Marital status / status perkahwinan: *

	Single / Bujang
	Married / Berkahwin

5. Educational status / Taraf pendidikan: *

	Diploma
	Sijil Tinggi Persekolahan Malaysia (STPM)
	Matriculation / Matrikulasi
	Bachelor Degree / Ijazah Sarjana Muda

6. University / Universiti

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