



COMPARISON OF MOTIVATION SYSTEMS OF HIGH SCHOOL GIRLS AND FIRST-YEAR FEMALE STUDENTS IN REGARD TO PARTICIPATION IN PHYSICAL EDUCATION AND SPORTS CLASSES AT TRAKIA UNIVERSITY, STARA ZAGORA

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ABSTRACT

Using the survey method, the paper presents the attitudes of participants in the educational process in Physical Education and Sports (PES) who are in the final high school stage and on the university level of education. The reasons for difference in motivation of girls at high school and female students at university are clarified. The change in the attitudes towards the subject Physical Education and Sports as a main element in the formation of new professionals has been monitored.

Key words: survey, attitude to Physical Education, change in the motivation system, new approaches

INTRODUCTION

As a notion in terminology motivation was first mentioned by the German philosopher Arthur Schopenhauer.

Motivation is one of those concepts that finds diverse application and is used for a huge number of behaviour patterns. In psychology the concept of motivation describes a fairly wide range of phenomena: desires, preferences, drives, aspirations, expectations, attitudes, incentives, values and meanings of situational conditions, goals, intentions, etc. Motivation denotes the activation, direction and regulation of behavior and activity.

Motivation manifests itself as a relatively stable personal entity, an overall orientation of personality. The motivational system consists of components that not only complement each other, but also contradict each other. Conflicting motivational tendencies very often cause hesitation, indecision, inadequate choice of goals for action. In fact, it is an expression of the inner contradiction of personality itself.

Motivation also means the individual's ability to effectively and actively meet his/her needs.

PURPOSE

In psychology personal motivation is a dynamic process that includes psycho-physiological mechanisms that control human behaviour and determine its stability, orientation, organization, activity (2).

Over time, even in a minimal period, motives and the overall motivational system can change in a certain way when the surrounding reality changes. This is the main idea of research – the possibility of development and change in motivation when the educational level changes(1).

METHODS

When entering a university, a large number of freshmen realize the change – greater independence, which also leads to greater responsibility. The need for adequate self-assessment increases, the workload of educational process increases, i.e. there is a change in the attitude towards one's personal realization (3).

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RESULTS

The study was constructed as a survey consisting of two rounds of questions, the first one for students at high schools and the second one, which had been modified, for students at higher schools (universities). The respondents included 50 female students who answered the questions independently and anonymously. The results of their answers are presented in relative values – percentage (%).

Round 1 – retrospection

Question No.1: Which motivations for participating in Physical Education and Sports classes are dominant at secondary school?

Answers:

- the mandatory nature of classes without a right to exemption;
- improving the level of physical qualities;
- reduction of the tension accumulated in education;
- improvement in the appearance.

Analysis: It is not unexpected that a large part of the respondents have indicated the mandatory nature of the subject – about 75%, 10% have said “to overcome tension“ and only 15% have given a different answer. The answers directly reflect the place of Physical Education and Sports classes at school, included in the weekly schedule along with other subjects.

Question No. 2: Is there an objective motivator for you to participate in classes?

Answers:

- teacher’s personality;
- sports family;
- achievements in past periods;
- possibility to continue education at a Higher School of Sports.

Analysis: The results show a greater differentiation: the teacher's personality dominates – 54%, personal achievements – 20%, the least indicated answer is to continue education in sports programme at a Higher Schools. That corresponds to the specificity of sports as education and career.

Question No. 3: What is the main problem that would negatively affect your motivation at high school?

Answers:

- facilities;
- attitude to the types of sports, the choice of which is limited;
- teacher’s qualification and attitude to students;

- personal anthropometric indicators.

Analysis: The largest percentage of answers are irrevocably related to facilities offered – 68% despite the financial resources granted by the government and the funds of some European projects, many schools do not provide adequate opportunities for sports; the lowest percentage is given to the teacher's qualification and attitude – 12%.

Question No. 4: Can different types of sports events motivate active participation?

Answers:

- no, because the presented types of sports do not interest me ;
- yes, because of positive emotions;
- no, due to the available sports calendar;
- yes, due to going out of the "comfort zone".

Analysis: The highest result has been reported in negative answers, which is understandable in regard to the gender of respondents and the opportunities of secondary school as facilities – most often the sport is group, rarely dualistic and almost no individual sport is offered; the other negative answer is related to holding most competition events during school classes or at weekends – 52% and 34%, respectively.

Round 2 – reality at the end of the first academic year

Question No. 5: Which is the dominant motive for participation in PES classes at university?

Answers:

- the compulsory nature of classes with the right of exemption if certain results are achieved;
- improving the level of physical qualities;
- reducing the accumulated tension in education;
- improving the appearance.

Analysis: The change in the external environment has already affected the motivation of female students: the first answer is again the most preferred but with less dominance – 58%, the second place with 28% is taken by reduction of the tension accumulated during the learning process. The curriculum at secondary school is most often assimilated as a "campaign" – for a certain test while training of students at universities is an uninterrupted process.

Question No. 6: What is the main problem that would be of negative impact on your motivation at university?

Answers:

- facilities;

