

MOTIVES FOR PARTICIPATION IN PHYSICAL EDUCATION AND SPORTS ACTIVITIES OF JUNIOR HIGH SCHOOL STUDENTS OF THE BASIC EDUCATIONAL DEGREE

Research notes

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Abstract

The paper is aimed to investigate the motives of junior high school students for participation in physical education and sports activities. The study was conducted within the research project "Physical education and sport as factors for personal formation and physical development of adolescents". The study sample was comprised from 174 students aged 11-13 years. The survey was conducted using questionnaire as instrument designed to determine the leading motives contributing to student activity in exercise and sports. The research data obtained are subjected to quantitative and qualitative analysis, with appropriate conclusions drawn to optimize the learning process.

Keywords: motivation, sports interest, physical development

INTRODUCTION

Motivation is a basic psychological mechanism of personal activity and a condition for the initiative (Tomova, 2014).

The psyche of the personality represents a conscious and unconscious reflection of the objective reality. The function is to orient it, guide it, and regulate it in its activities. Thus, the knowledge, the extraction of objectives in the activity, and the pursuit of their realization are possible. A crucial role in the effectiveness of this process is the reasoning.

Goal motivation aids the goal-setting process, and on the other hand, goal-oriented reasoning, and this two-way process prompts the person to act. It is this process that is most pronounced in sports, respectively in physical education and sports at school.

As a pedagogical process, Physical education has an integrative nature and has a multi-directional positive impact on the child's development (Kostov, Dokova & Kinov, 2017 (Костов, Докова & Кинов) 2017). The effectiveness of this process depends on several factors, including the active participation of students in physical exercises and sports activities (Rumenov, 2020 (Руменов), 2020). Physical education also plays an important role in shaping students' interest and desire for sports activities. (Kinov, 2010, (Кинов), 2010).

On the other hand, the complex effect of sports activity on the personality of the pupil, motivation for activity, and effectiveness in its realization directs us to the peculiarities of impact and the need for high motivation level (Stankova, 2007 (Станкова), 2007).

- The maximum intensity of all physical and psychic forces;
- Purposeful improvement of vital functions and systems of the body;
- Ability to command the body and the comprehensive development of musculoskeletal and visual sensations;
- Development of conceptual motivation and highly versatile development of attention;
- High visual and motor memory;
- Great emotional experiences and development of moral and moral and strong-willed qualities;
- Developing the socio-psychological qualities of the individual. Self-knowledge, self-esteem, self-control.

All this gives us a sufficiently wide range of motivational influences to activate the student personality in Physical education

and sports classes. On this basis, however, it is also important to investigate what and to what extent the students are motivated in this subject.

The paper presents the results of a study of students' motives in the high school stage for participation in physical education and sports. At this age, students' motivation systems are highly individualized based on their needs. The students have preferences and strive to realize them.

METHODS

In the context of the problem under consideration, the objective of our study is to optimize the learning process in physical education and sport by examining the leading motives that contribute to increasing the students' motor activity and forming a lasting interest in exercise and sport. The subject of the study are the motives for participation in physical education and sports activities for the students from the lower secondary stage of the primary education degree. In the course of the study, following methodology was applied: literature review analysis, survey using questionnaire as instrument and percentage analysis.

A contingent of study was comprised from 174 students aged 11-13 years.

RESULTS AND DISCUSSION

In the survey that was realized on students in V-VII class, we found that the question: "What is physical education and sport for you?", the surveyed students rated the highest percentage of responses "A means of improving health" (76,2%, 92,86%, 81,82%). This shows us that the motivational system is sufficiently targeted to ensure a sustained interest in physical pursuits and sports (Fig.1). графиконите се на крај на документот

When asked, "What is your goal in physical and sporting classes?" fifth, sixth, and seventh graders assess with the highest percentage the answer "to improve my motor skills and the different types of sport", which confirms the motives for the conscious and constructive effect of impact on the personality by 57.69% respectively, 73.21% and 53.03% (Fig.2).

On the question: "Do you actively participate in physical education classes", students from grades V, VI, and VII with 61.73%, 83.93%, and 62.12% accordingly, reported the highest "Yes, al

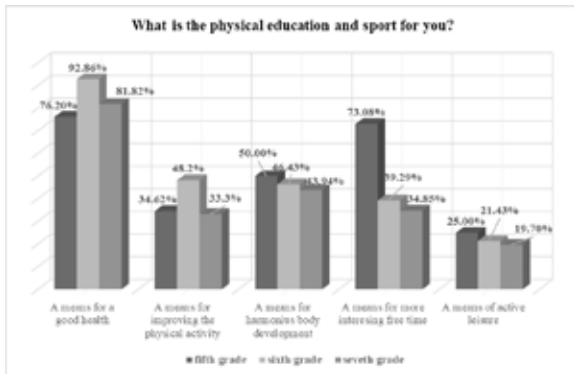


Figure 1. Distribution of answers for Q1: What is physical education and sport for you?

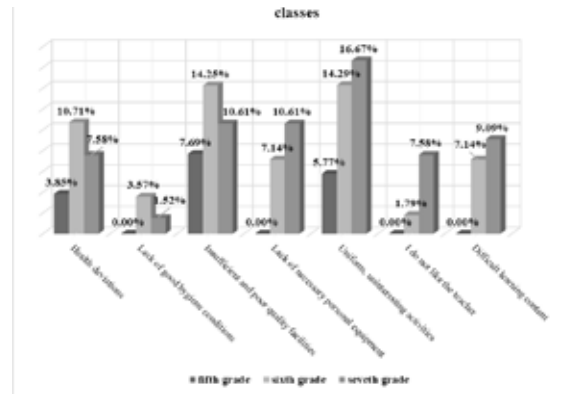


Figure 5. Distribution of answers for Q5: What are the reasons for inactive participation in Physical education and sport classes?

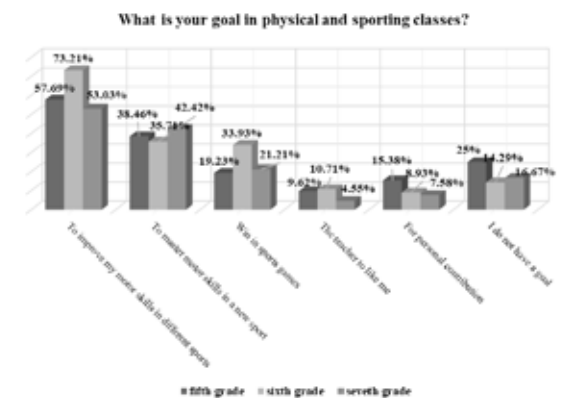


Figure 2. Distribution of answers for Q2: What is your goal in physical education and sport classes?

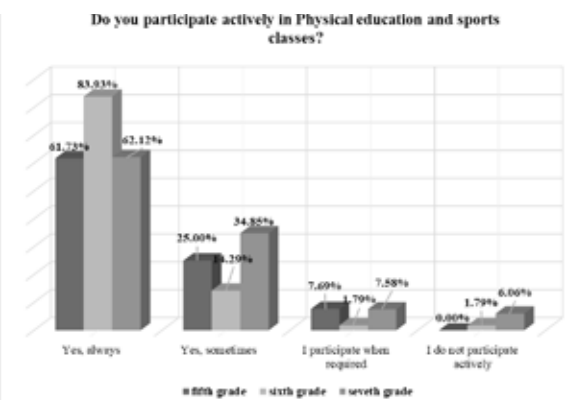


Figure 3. Distribution of answers for Q3: Do you participate actively in Physical education and sports classes?

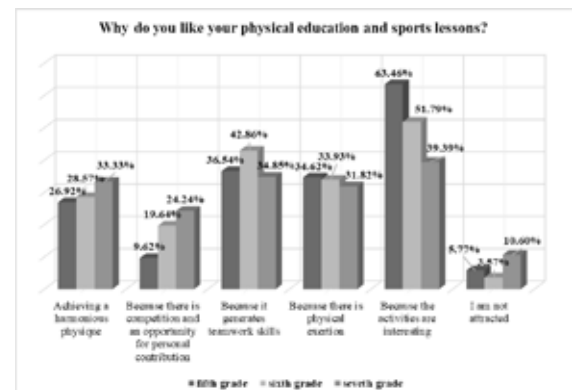


Figure 4. Distribution of answers for Q4: Why do you like Physical education and sport classes?

ways”. Here we can question their ability for real self-esteem, but let’s evaluate their motive for action and activity (Fig.3).

On the question: “Why do you like physical education and sports lessons?” The answers are much more varied based on the needs that are related to the motives for action. In the 5th grade students, the highest percentage, 63.46% rated the answer “Because the activities are interesting”, but the 6th grade students’ answers were already closer except for the answer “I am not attracted”, which speaks to their awareness of needs and a broader motivational found for activity in physical education and sports classes (Fig.4).

For the question: “Reasons for inactive participation in physical education and sports classes”, 5th graders with a maximum percentage rated the answer “Insufficient and poor-quality facilities”, while for grades VI and VII the percentages varied between answers of different natures. For students at grade VI the highest percentage of 16.67% was obtained for the answer “Uniformity and uninteresting activities”. The same question contains the highest percentages - 14.29% in VII grade students. This, on one hand, speaks to the wider awareness of the needs of students in grades VI and VII and, on the other hand, suggest the motivation for the effectiveness of physical education and sports activities (Fig.5).

In general, students in the higher grades the exhibit a conscious motivational need regarding the variety of responses they give. This speaks of their awareness of the activities they carry out.

CONCLUSION

Based on everything analyzed here, we can consider the following conclusions:

- For the students surveyed, exercise and sport are primarily a means of maintaining good health and harmonious physique;
- In the lessons of the PES students strive mainly to master and improve sports and technical skills as well as habits;
- The vast majority of students surveyed participate actively in the activities of the PES;
- The active participation of the students in the lessons of the PES is mainly due to their interest in the learning process on this subject in school;
- Only less than 10% of the students surveyed stated that they were participating in the PES lessons and were not interested in this subject. The lack of cognitive interest in these students is mainly due to the monotonous activities and poor facilities.

In conclusion, we can summarize that a significant part of the students from the lower secondary stage are interested in the activities of the Physical education and sport. In this regard, to increase the

interest and motivation level of the students, it is necessary to invest more resources in the school sports and technical facilities.

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