

Motivation for University Studies among Students at Tunisian High Institutes of Sport and Physical Education

Sami Boulila¹, Nasr Chalghaf², Fairouz Azaiez³

¹High Institute of Sport and Physical Education, Sfax, Tunisia, ²High Institute of Sport and Physical Education of Sfax, Tunisia, ³High Institute of Sport and Physical Education of Sfax, Tunisia

ABSTRACT

Our study aims to identify the motivation of Tunisian students at institutes of sports and physical education to academic studies. The study population consisted of 400 students (200 boys and 200 girls) belonging to different institutes of Sport and Physical Education of Ksar Said, Sfax, Gafsa and El KEF. Our population belongs to the 2nd year LMD. The motivation for the study was measured by "The scale of motivation for studies" (TH-U28) adapted to the college EME-C28-etudes (EME-U28 Vallerand et al., 1989). The results showed that extrinsic motivation self-determined is prevalent among students who participated in the research while the level of amotivation is lower.

Keywords: Intrinsic motivation, extrinsic motivation, amotivation

INTRODUCTION

Like any field of study in psychology and science education, academic motivation is studied in a specific theoretical framework which represents something of a thinking model on which the researcher relies to conduct its investigations. For example, we speak of nativist models in psychology for some fields of research. These researches are based on the idea that human cognition is based exclusively on internal determinants to humans, and often neurobiological kind thus in large part innate, whose development over the life will be dictated by genes each individual.

In contrast to these nativist models, there are the models associationists who defend the idea that it is our physical environment that structures our mental, exclusively, and throughout life. Recently, cognitive-social models have emerged with a new design, a sort of compromise between nativist and associationists. The idea is that human behavior is governed by internal factors but that they have an origin in the environment. Since human communication capabilities, it is mainly the social environment is considered. Considered one of the most important conditions for learning (Wang et al., 1993). What can grow well a student or a student to enroll in college? Ask this simple question apparently is inevitably lift the veil that hides the complexity of the many faces of motivation among students, the motivation to learn has become a problem for an increasing number of university students, why not and academic motivation is probably one of the most important determinants of school performance (Bloom, 1979).

Access this article online



Website:
<http://sjsr.se/>

ISSN:
2001-9211

Address for correspondence:

Nasr Chalghaf, High Institute of Sport and Physical Education, Sfax, Tunisia. Phone: +00216 58 92 84 07.

E-mail: n.chalghaf@gmail.com

Indeed, decide to be a student for several years which means choosing one of the ways to go further on the personal and professional. This is an opportunity to deepen their knowledge, acquire a way of learning. According to work by Viau (1994) in this area, academic motivation is a dynamic state that has its origins in student perceptions of him and his environment and the incentive to choose an activity, commit to it and to persevere in its fulfillment to achieve a goal. Work on the student motivation in high school (Viau and Bouchard, 2000) imposed different angles of study, which examines the motivational dynamics characterizing the students in the learning process, that is to say when they must perform activities in a course. Given the magnitude of the problem of abandonment, motivation has become an important factor in research on university students. For example, in the investigation under the ICOPE project (Indicators of Conditions for Further Education), motivation is one of the nine characteristics of success and perseverance in school (Pageau and Bujold, 2000). In this study, as in the majority of the work that has been done on the characteristics of students, motivation is addressed in terms of the reasons that lead them to study at university or in terms of the degree of interest that they manifest for the program in which they are enrolled.

This study is a profound reflection on the nature of the motivation of students to the university. The problem lies not in a lack of motivation of students on their arrival at the university, but in its nature and its decrease or increase throughout their studies. Motivation is the constructed hypothetical used to describe the internal forces and/or external translating the outbreak, the direction, intensity, and persistence of behavior (Vallerand and Thill, 1993).

METHODS

The study population consisted of 400 students (200 boys and 200 girls) belonging to different institutes of Sport and Physical Education of Ksar Said, Sfax, Gafsa and El KEF. Our population belongs to the 2nd year LMD.

The motivation for the study was measured by “The scale of motivation for studies” (TH-U28) adapted the college EME-C28-etudes (EME-U28 Vallerand et al. 1989). The questionnaire includes 28 items distributed according to a Likert scale from 1 to 7 (1 = not agree at all; 7 = strongly agree). It measures three categories of motivation is intrinsic motivation (to knowledge, to the completion and stimulation). The extrinsic

motivation (The external regulation, introjection, and identification) and amotivation.

RESULTS

To verify the psychometric quality built, an orthogonal factor analysis type Varimax (Kaiser, 1958) is performed on our questionnaire based on 28 items and made our study population of 400 students.

The results presented indicate that the scale of motivation in studies (EME-U28 Vallerand et al., 1989) has a satisfactory internal consistency ($\alpha = 0.7782$). Note from the Figures 1-7, students, regardless

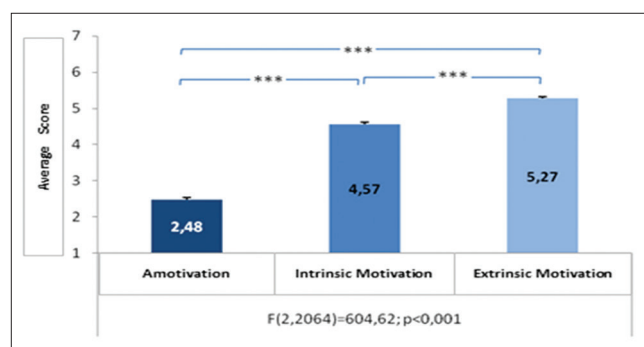


Figure 1: Motivation of the study population regardless of gender and institution. Significant difference at ***P < 0.01

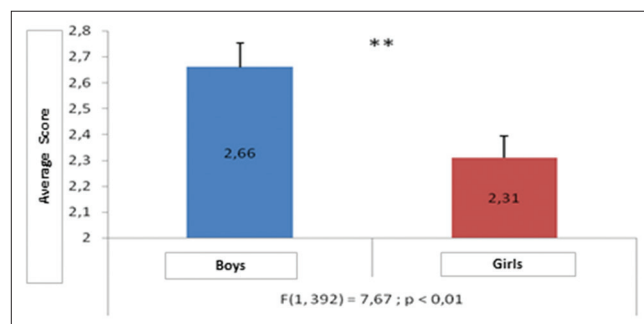


Figure 2: Amotivation by gender. Significant difference at **P < 0.01

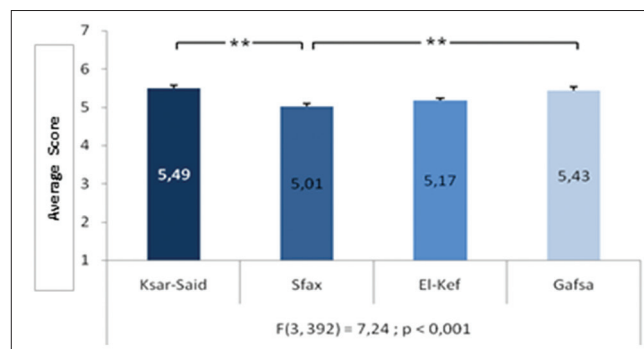


Figure 3: Extrinsic motivation by the four institutions. Significant difference at **P < 0.01

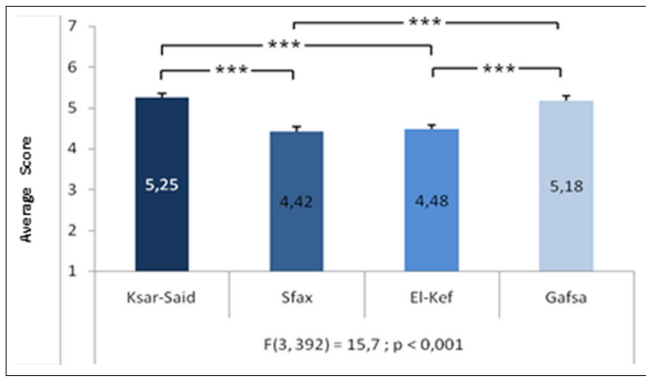


Figure 4: Extrinsic motivation by external regulation by the four institutes. Significant difference at ***P < 0.001

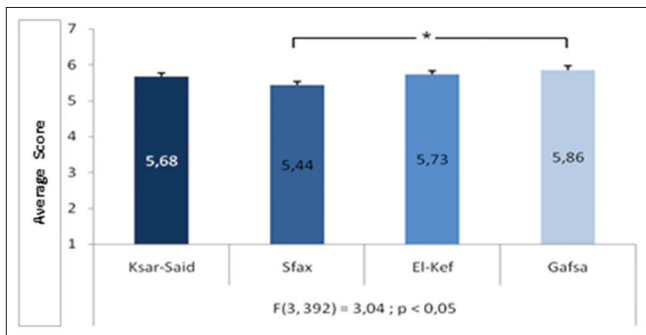


Figure 5: Identified extrinsic motivation by the four institutions. Significant difference at *P < 0.05

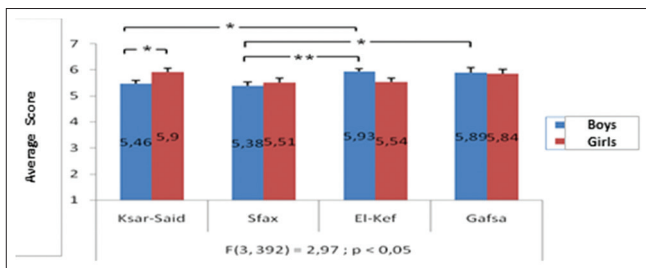


Figure 6: Identified extrinsic motivation by institutes and gender. Significant difference at *P < 0.05; **P < 0.01

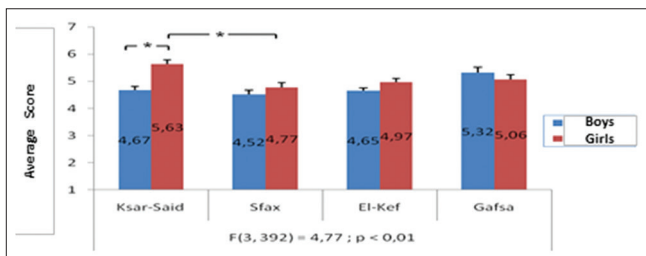


Figure 7: Intrinsic motivation with accomplishment by gender and institutes. Différence significative à *P < 0.05

of sex and institution, have an average score of extrinsic motivation (5.27) that is higher than that of intrinsic motivation (4.57) and amotivation (2.48) (Figure 1).

1. The amotivation by gender: The analysis of variance with two factors showed:

- A leading institute effect ($F [3, 392] = 1.62; P > 0.05$)
- A significant gender effect ($F [1, 392] = 7.67; P < 0.01$)
- An institute versus gender not significant interaction ($F [3, 392] = 2.26; P > 0.05$).

The *post-hoc* analysis showed that, regardless of the institutes, male students (2.66 ± 1.32) have higher amotivation ($P < 0.01$) than female students (2.31 ± 1.19) (Figure 2).

2. Extrinsic motivation by the four institutions: The analysis of variance with two factors showed:

- A significant institute effect with ($F [3, 392] = 7.24; P < 0.001$)
- A non-significant gender effect with ($F [1, 392] = 1.56; P > 0.05$)
- A non-significant interaction of institute versus gender with ($F [3, 392] = 1.56; P > 0.05$).

The *post-hoc* analysis showed that, regardless of gender, student at ISSEP Ksar Said (5.49 ± 0.77) and Gafsa (5.43 ± 0.94) exhibit a higher extrinsic motivation ($P < 0.01$) than students of ISSEP Sfax (5.01 ± 0.92). No difference was observed between the ISSEP el-Kef and three institutes (Figure 3).

3. Extrinsic motivation by external regulation by the four institutes: The analysis of variance with two factors showed:

- A significant institute effect with ($F [3, 392] = 15.7; P < 0.001$)
- A non-significant gender effect with ($F [1, 392] = 0.41; P > 0.05$)
- A non-significant interaction of institute versus gender with ($F [3, 392] = 0.45; P > 0.05$).

The *post-hoc* analysis showed that, regardless of gender, student at ISSEP Ksar Said (5.25 ± 1.06) and Gafsa (5.18 ± 1.2) show a higher extrinsic motivation by external regulation with $P < 0.001$ than students of ISSEP El-Kef (4.48 ± 0.96) and Sfax (4.42 ± 1.21) (Figure 4).

4. Identified extrinsic motivation by the four institutions: The analysis of variance with two factors showed:

- A significant institute effect with ($F [3, 392] = 3.04; P < 0.05$)
- A non-significant gender effect with ($F [1, 392] = 0.12; P > 0.05$)
- A significant interaction of gender versus institute with ($F [3, 392] = 2.97; P < 0.05$).

The *post-hoc* analysis showed that, regardless of gender, student at ISSEP Gafsa (5.86 ± 1.13) exhibit a higher identified extrinsic motivation ($P < 0.05$) than students at ISSEP Sfax (5.44 ± 1). No other significant differences were observed between other institutes (Figure 5).

5. Identified extrinsic motivation by institutes and gender:

The *post-hoc* analysis showed that Ksar Said female students (5.9 ± 0.91) have higher identified extrinsic motivation ($P < 0.05$) than that of male students of the same institute (5.46 ± 0.93). No difference was observed between the sexes in the other three institutes. The comparison between the boys of four institutes has shown that students of El Kef (5.93 ± 0.75) and Gafsa (5.89 ± 1.32) were more extrinsically motivated by recognition than students Ksar-Saïd (5.46 ± 0.93) and Sfax (5.38 ± 1.08). However, no significant differences are reported among girls of the same institutions (Figure 6).

6. Intrinsic motivation with accomplishment by gender and institutes:

The *post-hoc* analysis showed us that the girls at Ksar Said presented an intrinsic motivation with accomplishment higher than boys (5.63 ± 0.89 vs. 4.67 ± 1.1).

By cons, the girls at the Institute of Ksar Said showed an intrinsic motivation with accomplishment higher than girls at the Institute of Sport and Physical Education of Sfax (4.77 ± 1.3) (Figure 7).

DISCUSSION

The results showed that extrinsic motivation self-determined is prevalent among students who participated in the research while the level of amotivation is lower. Recent research has shown that the motivation of an individual to choose a profession rather than another is connected to its self-perceptions efficiency in various school subjects (Lent et al., 1993). A student who feels competent in sport and physical activities and social sciences and biology would be more inclined to be interested in studies in sport science and want to pursue a career in one of his fields. Now, it turns out that the feeling of self-determination of an individual approach science subjects might also explain his interest in studies to ISSEP and perseverance.

The results also show that students have more self-determined motivational profile. Indeed, students

have an extrinsic motivation level identified higher than student's regardless institutes. These results are consistent with those obtained by other researchers (Daoust, 1988; Ryan and Connell, 1989; Senecal et al., 1992). These differences in motivational characteristics between members of both sexes explain, perhaps, the increasing number of female students in the academic domain. The self-determined forms of motivation are associated with greater academic persistence (Vallerand and Bissionnette, 1992).

According to the self-determination theory (Deci and Ryan, 1991), this sense refers to the perception of an individual to be responsible for his actions and to exercise choices and make decisions (De Charms, 1968).

Finally, commitment refers to the effort invested by the student in their learning. Many researches in the education sector have demonstrated the importance of self-determination feelings of competence and commitment to explain the performance and persistence of a student in his studies (Guay and Vallerand, 1996; Senecal et al., 1995; Barbeau, 1994).

Students of the ISSEP El Kef have intrinsic motivation to the higher stimulation than students at ISSEP Ksar Said which provides significant support to the social cognitive approach confirming that human behavior is governed by internal factors but that they were indeed a source in the environment. Overall, the results observed in this research confirm those obtained by other researchers in other settings and with different populations.

CONCLUSION

As a conclusion of this work, we can see that, despite significant obstacles, it is possible to change seats at different levels to stimulate and/or maintain a self-determined motivation among students in STAPS. All theories agree that we must develop intrinsic motivation rather extrinsically. Therefore, it is important that students have a minimum identified regulation to emit the interest, enthusiasm and effort to a university course.

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