

STUDENTS' MOTIVATION TO ATTEND PHYSICAL EDUCATION CLASSES IN UNIVERSITIES OF UKRAINE

Mariana Kukhar

Lviv State University of Physical Culture named after Ivan Bobersky, Ukraine

Nataliya Sorokolit

Lviv State University of Physical Culture named after Ivan Bobersky, Ukraine

Andriy Yavorsky

Lviv State University of Physical Culture named after Ivan Boberskyj, Ukraine

Olga Rymar

Lviv State University of Physical Culture named after Ivan Bobersky, Ukraine

Olena Khanikiants

Lviv State University of Physical Culture named after Ivan Bobersky, Ukraine

Abstract. *The article is dedicated to the research of priority motives according to attending "Physical education" classes by I and II year students from universities of Ukraine. The goal of the research is to determine the ratings of students' motivation towards attending physical education classes in the universities in Ukraine. The methods of research are analysis and generalization of scientific methodologic literature data, sociologic methods (questionnaire) and mathematical statistics methods. The questionnaire was answered by 363 students from 4 Ukrainian universities. Among them were 170 males and 193 females. The main results of the research are as follows. It was determined the general structure of students' motivation and value orientation according attending physical education classes by each university particularly. There was performed comparable analysis of significance ranking of the motives to attend physical education classes and also generalized differences between females and males in the choice of motivation priority. It was determined that 57,9% of students that have been taking part in the questionnaire, think that priority motive to attend physical education classes is to get credits from the course, while body strengthening has second priority place (47,9%). As males (46,5%) so females (67,9%) believe the most essential motive is to get credits from the course "Physical education" and body strengthening (males – 38,8%, females – 56,6%). The third place among males got the motive to improve physical efficiency (26,5%), among females – the desire to get fit (35,2%). Conclusions: The results we have got testify the importance to increase motivation level to attend physical education lessons.*

Keywords: *questionnaire, students, physical education, motives.*

Introduction

The situation of sharp deterioration of health condition of modern student youth is observing in Ukraine in last years and it becomes a huge modern problem (Loza & Homenko, 2016; Sorokolit & Kukhar, 2019). The health of young generation reflects development level of society and its well-being. The scientists (Gakman, Balacka, Grigorishina, & Nikolajchuk, 2018) specify in researches that low interest towards motor activity, lack of motivation, absence of the need in physical culture classes and sport, intensification of educational process in universities and hypodynamia have negative impact on youth's health (Maljar, 2015). It leads to specific morfo-functional condition of students' organism, that characterizes by reduction of the level of organism functional body activity, physical development and physical effectiveness. That is why, the question of forming of physically healthy and motivated students from universities for motor activity is relevant nowadays.

The question of students' motivation towards physical education classes is the subject of research as Ukrainian researches (Azarenkov, 2016; Bezverhnja & Maevskij, 2015; Grinev & Shlat, 2020; Gruzhevskij, 2014; Malahova & Bielkova, 2020; Nikolaev, 2010; Shijan, O., Shijan, V., & Svadkovska, 2016; Starosta & Popadich, 2019), so foreign scientists (Alderman, Beighle, & Pangrazi, 2013; Mowling, Brock, Eiler, & Rudisill, 2004). Thus, Starosta and Popadich; Grinev and Shlat have determined that motivation is one of the most important factors of preparation of modern scientists. Shijan, O., Shijan, V. and Svadkovska state formation of motivation is the main problem in educational process building. Malahova and Bielkova have reach the conclusion that question of students' motivation towards attending of physical education require deep investigation. Azarenkov thinks that it is important to promote and inoculate modern sights on the physical education role in the process of personality building and to stimulate the eager to be healthy and to self-improve in order to form a sustain students' motivation towards physical education classes (Azarenkov, 2016). Nikolaev states that increase of motivation-valuable attitude of students from universities institutions (HEI) towards physical education classes and sport will be effective if there is a wider list of physical activities to choose from. The list should include various forms of physical and sport activities, taking into account individual interests, predispositions and students' skills. In addition, the more university improve material and technical provision the higher will be general level of students' functional preparation (Nikolaev, 2010). Gruzhevskij emphasize on the imperfection of the modern methodic of physical education, that is directed not on the students' personality but on the priority of control norms or testing exercises of studying program (Gruzhevskij, 2014). Bezverhnja and Maevskij have determined that students participate in physical education classes in order to

prevent themselves from possible problems with attestation and exams without a goal to learn new exercises.

Foreign scientists highlight the attention mostly on the reasons of decrease of students' motivation after first year of studying (Mowling, Brock, Eiler, & Rudisill, 2004) and look for ways to increase students' motivation towards physical education (Alderman, Beighle, & Pangrazi, 2013).

Despite there is a list of researches in investigating the issue of motivation towards physical education classes, there still exist the problem of searching of efficient forms of organization of physical education that could effectively influence on forming of sustain motivation among students.

The goal of the research is to determine the ratings of students' motivation towards attending physical education classes in universities in Ukraine.

Methodology

The methods of analysis and generalization of scientific and methodic literature sources were elaborated in due to study the problem and in due to determine the goal and relevance of our research. The sociologic method of questionnaire is applied as a method to get information through writing respondents' answers on the system of standardized questions of the survey. In order to calculate we have applied method of mathematical elaboration of results, that we have got from the research.

Preconditions for performing the research is health worsening of student youth and low level of attendance of physical education classes in universities. There was applied sociological method of survey (questionnaire). This research is average according its period.

In our research have participated students from I and II year of studying in high education institutions of Ukraine. These institutions are Drohobych Ivan Franko State Pedagogical University, (DSPU named after I. Franko), Oleksandr Dovzhenko Hlukhiv national pedagogical university (HNPU named after O.Dovzhenko), Kherson State University (KhDU) and Ukrainian State University of Railway Transport, Kharkiv (UkrSURT). In general, we have asked 363 students: 170 males and 192 females (18-20 years old). The questionnaire was performed anonymously. According to way of delivering, the questionnaire was handout. The questionnaire consists of 22 questions and is divided into blocks. The block that is directed on determination of motives, goals and students' interests according attending physical education classes is a part of research. The questionnaire includes half-closed and closed questions. This has allowed for respondents as to choose among presented answers, so to write down their own point of view for one or another question. Among all the options of answers on the questions according to motivation, the respondents were proposed to choose

three options of answers, that fits in the best manner. The research has taken place from 2018 till 2020 year. All respondents have given their allowance in the participation in the questionnaire.

The Results

The questionnaire that we have elaborated has shown that students from DSPU named after Ivan Franko prefer, in general, the motive of body and health strengthening in 64,7%. The motive to pass the exam from PE has been chosen by 60,0% of respondents. The improvement of physical effectiveness and desire to get fit were checked by 31,8% and 30,6% of respondents. In total, 28,2% of respondents get pleasure during doing classes and 21,2% want to develop their physical and volitional qualities. The motive of harmonized individual development is close to 10,6% of students. Less than 10,0% of students are close to such motives as the classes are well organized and interesting (8,2%); the opportunity to learn how to perform physical exercises technically correctly (7,1%); to learn a number of physical exercises and to remove psycho-emotional stress (5,9%). There is also high percent (5,9%) of those students that are not motivated to attend physical education classes. Other motives get around 1,2% of answers (Table 1).

Table 1 The Rating of Motives of Students from Drohobych Ivan Franko State Pedagogical University

Motives	Respondents' answers		
	Total %	Males %	Females %
1. To heal the organism and strengthen health	64,7%	55,6%	69,1%
2. To pass the exam from discipline "Physical education"	60%	55,6%	62,1%
3. Improvement of physical effectiveness	31,8%	44,4%	25,9%
4. The desire to get fit	30,6%	14,8%	37,9%
5. To get pleasure from the lessons	28,2%	33,3%	25,9%
6. The development of physical and volitional qualities	21,2%	25,9%	19,7%
7. The harmonized development of the personality	10,6%	11,1%	10,3%
8. The lessons are well organized and interesting	8,2%	7,4%	8,6%
9. The opportunity to learn how to perform physical exercises technically correctly	7,1%	14,8%	3,4%
10. The removal of psycho-emotional stress	5,9%	11,1%	3,4%
11. The opportunity to learn a number of physical exercises	5,9%	11,1%	3,4%
12. No motives	5,9%	7,4%	5,2%
13. Other motives	1,2%	3,7%	0,0%
Total respondents	100%	100%	100%

n=85

Taking into account the gender approach it was determined that the main motivation to attend physical education classes by males from Drohobych Ivan Franko State Pedagogical University is organism healing and health strengthening, PE exam passing – 55,6%. Females are guided by the motive to heal organism and strengthen health in 69,1%.

The students from Oleksandr Dovzhenko Hlukhiv national pedagogical university believe the main motive to attend physical education classes is the motive to pass the exam from this discipline in 75,0%. The desire to heal organism and strengthen health gave been found in 65,0% of respondents and desire to get fit – in 38,0% of respondents. Less than 30,0% of answers reflect such motives: to improve physical effectiveness in 27,0%, to get pleasure during classes in 26,0% and to improve their volitional and physical qualities – 20,0% of students. There are 16,0% of respondents who want to develop themselves harmoniously and 14,0% of respondents who attend classes to remove psycho-emotional stress. The good classes organization and opportunity to learn how to perform physical exercises technically correctly were checked by 6,0% of respondents. The same level of response (2,0%) have been found in two categories – the desire to learn a number of physical exercises and lack of students’ motivation. Other motives were not checked by students (Table 2).

Table 2 The Rating of Motives to Physical Education Classes among Students from Oleksandr Dovzhenko Hlukhiv National Pedagogical University

Motives	Respondents' answers		
	Total %	Males %	Females %
1. To pass the exam from discipline “Physical education”	75,0%	63,0%	79,5%
2. To heal the organism and strengthen health	65,0%	77,8%	60,3%
3. The desire to get fit	38,0%	14,8%	46,6%
4. Improvement of physical effectiveness	27,0%	22,2%	28,8%
5. To get pleasure from the lessons	26,0%	29,6%	24,7%
6. The development of physical and volitional qualities	20,0%	22,2%	19,2%
7. The harmonized development of the personality	16,0%	14,8%	16,4%
8. The removal of psycho-emotional stress	14,0%	14,8%	13,7%
9. The opportunity to learn how to perform physical exercises technically correctly	6,0%	7,4%	5,5%
10. The lessons are well organized and interesting	6,0%	3,7%	6,8%
11. The opportunity to learn a number of physical exercises	2,0%	3,7%	1,4%
12. No motives	2,0%	3,7%	1,4%
13. Other motives	0,0%	0,0%	0,0%
Total respondents	100%	100%	100%

n=100

Taking into account gender differentiations, the main motive to attend physical education classes among males from HNPU named after O. Dovzhenko is organism healing and health strengthening in 77,8%; among females – exam passing from the discipline in 79,5%.

The respondents from Ukrainian State University of railway transport gave determined the main motive to attend physical education classes. In 44,6% it is the motive to pass the exam from the discipline. The motives to heal and strengthen body, to get fit and to improve their physical effectiveness were checked by 20,8% of students. To develop harmoniously and to get pleasure during classes want 16,8% of respondents. There are 14,9% of students that are motivated by opportunity to learn how to perform physical exercises technically correctly. The well organization of classes and removal of psycho-emotional stress were checked by 12,9% of respondents. 10,9% of students have opportunity to learn a number of physical exercises and the same percentage of students are not motivated to attend physical education classes. 9,9% of students want to develop their physical and volitional qualities, 0,9% reflect other motives (Figure 1).

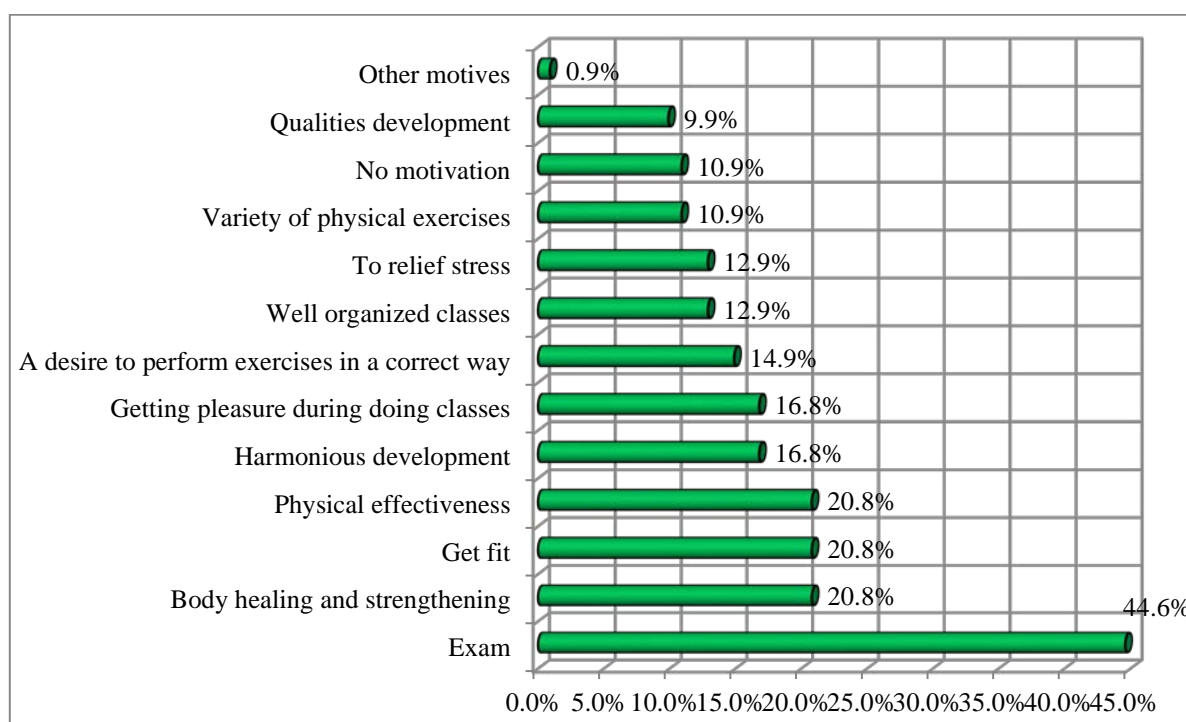


Figure 1 The Rating of Motives to Attend Physical Education Classes among Students from Ukrainian State University of Railway Transport

Taking into account gender difference, 43,0% of males and 50,0% of females believe their main motive to attend physical education classes is to pass the exam from the discipline.

The research in Kherson State University has shown that 50,6% of students are motivated to attend physical education classes in order to pass the exam from the discipline. There are 42,9% of respondents who want to heal and strengthen their body and 36,4% of students who want to develop their volitional and physical qualities. 23,4% of respondents want to develop harmoniously and get fit; 20,8% of students get pleasure visiting classes; 18,1% of respondents improve their physical effectiveness and have opportunity to learn how to perform exercises technically correctly; 16,9% of students believe that classes are well-organized and are interesting and 15,6% can remove their psycho-emotional stress during lessons. There are 10,4% of students that have opportunity to learn a number of physical exercises and 3,9% of students without motivation to attend classes. Other motives have got 1,3% of answers. Taking into account gender indicator it was determined that 40,5% of males are motivated by the reason to heal the body and strengthen their health and 65,0% of females attend classes mainly in order to pass the exam from the PE discipline.

Thus, we have elaborated the ranging of motivation of students that are studying in high institutions in Western, Eastern, Southern and North-Eastern regions of Ukraine according to results of our questionnaire (Figure 2).

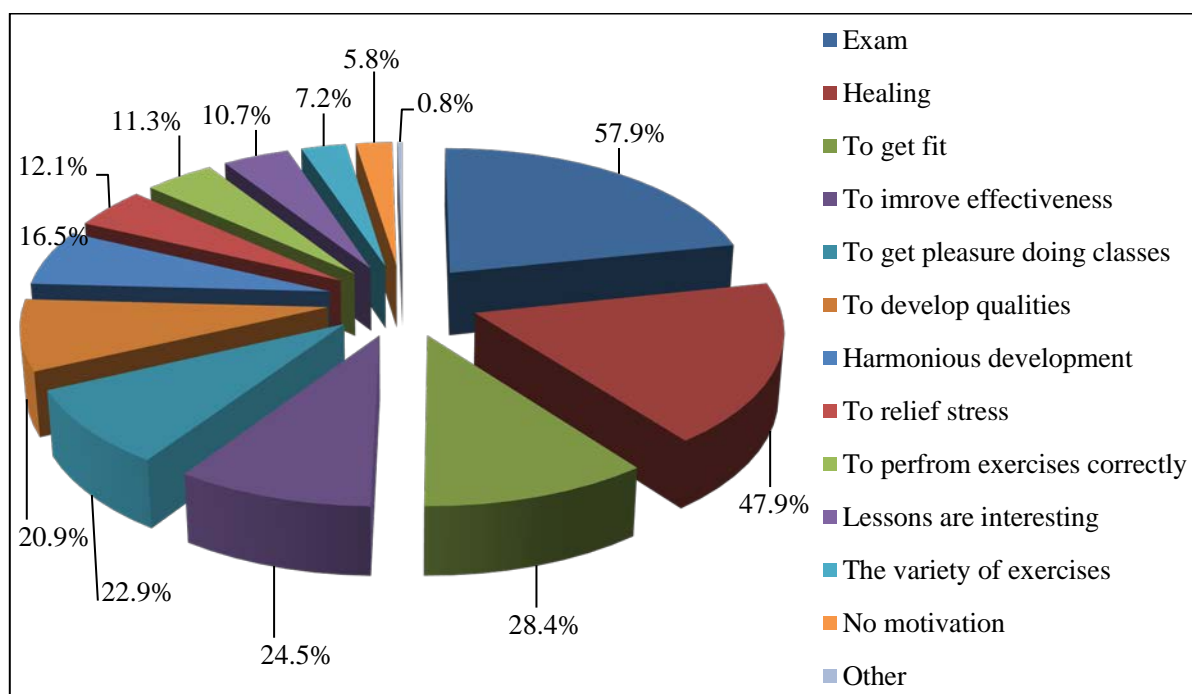


Figure 2 The Percentage Meaning of Students' Motivation to Attend Physical Education Classes in Four Ukrainian Universities

While analyzing of general percentage meaning of answers from the universities we have got the pattern: the main and priority motive to attend physical education classes for students is the desire to pass the exam from PE discipline (57,9%). It was ranged at the first place. The body healing and health strengthening is on the second place (47,9%). The third place has got the desire to get fit (28,4%); on the fourth – the motive to improve physical effectiveness (24,5%); on the fifth place – to get pleasure while doing classes (22,9%); on the sixth – the desire to develop their volitional and physical qualities (20,9%); on the seventh – harmonious development of the personality (16,5%); on the eighth – to remove psycho-emotional stress (12,1%); on the ninth – the opportunity to learn how to perform physical exercises technically correctly (11,3%); on the tenth – classes are well-organized and are interesting (10,7%); on the 11th – opportunity to learn a number of physical exercises (7,2%); on the 12th – no motives to attend physical education classes (5,8%); 13th – other motives (0,8%).

Taking into account gender approach with the comparative analysis of general results of anonymous questionnaire we have found out some different and common points between females and males in the choice of motivational priorities to attend physical education classes. As males (46,5%), so females (67,9%) believe that to pass exam from the PE discipline is the main motive to attend physical education classes. In our opinion, it is the result of physical education department's work in the direction of building normative approach, when they put external indicators, that are characterized by average control standards from the educational program from PE instead of individual students' desire and preferences. On the second place as males (38,8%) so females (56,5%) have put the motive to strengthen the body and health. This indicates general students' awareness about positive impact of physical exercises on the human body and health in general, but they do not make it dominant. This point causes a lot of concerns. Males have put the motive to improve physical effectiveness on the second place (26,5%). This may state that modern student is aware about how much important is the qualified specialists with high physical and professional effectiveness in due to provide full-fledged professional activity in modern society conditions. From the contrary, females are pushed by the desire to get fit (35,2%) as far as esthetic motivation for women is much more important than for men, young generation look after their appearance, they want to look nice and make a positive impression.

Discussion

The generalized results of the survey have determined that the dominant motive among students is exam passing from PE discipline. So, external motives overcome inner students' motives. The presented results of our research prove the

results of other domestic scientists about the lack of inner realized motivation (Bezverhnja & Maevskij, 2015). We can observe contrary tendency, such as domination of inner motivation towards physical education when perform comparison with foreign scientific researches about this problematics (Ferrer-Caja & Maureen, 2000; Kuśnierz, Rogowska, & Pavlova, 2020). Though, this motive is not on the first places among all universities in the research. There was stated that students from Drohobych Ivan Franko State Pedagogical University prefer the motive to heal the body and give them first place. This may be as the result of a good work of a physical education department in this direction, so a good students' awareness about positive impact of physical exercises on their bodies and health.

We also have noticed that results of our research differ from the standard imagination about taking care after health in gender approach. A lot of domestic scientists (Shijan, V., Shijan, O., & Svadkovska, 2016, Zelenskyi, B. & Zelenskyi, R., 2018) highlight that women care about their health more than men. According to results we have got, males-participants tend to keep more attention on their health than females. From the contrary, females, in general, are motivated by passing the exam in order to avoid problems during the attestation from the PE discipline.

It is also worth mentioning that indicator of absence of students' motivation to attend physical education classes is on the lowest stages among other motives if to talk about generalized results. Though, if to look at each university individually, it is significantly high at the level of 10,9% in Ukrainian state university of railway transport. In our opinion, the physical education department has to implement modern innovative technologies and studying methodic, taking into account personal approach according to students' opportunities and need in such case. In this manner, it will promote increase in level of motivation towards physical education classes in high educational institutions.

Conclusions

Concluding the presented information, we have stated that 57,9% of students, that participated in the research, believe the priority motive to attend physical education classes is to pass the exam and the motive to strengthen the health get the second place with 47,9%.

As males so females determine the motives to pass the exam from the discipline "Physical education" and health strengthening as the most significant ones (males – 38,8%; females – 56,6%). On the third place is the desire to improve physical effectiveness among males and among females is the desire to get fit.

The results we have got show the importance to increase motivation level to attend physical education classes, to increase interest of the student youth towards

different kinds of motor activity and to form a sustain demand in systematical physical trainings.

References

- Alderman, Brandon L., Beighle, Aaron, & Pangrazi, Robert P. (2013). Enhancing Motivation in Physical Education. *Journal of Physical Education, Recreation & Dance*, 77(2), 41-51. DOI: <https://doi.org/10.1080/07303084.2006.10597828>.
- Azarenkov, V. (2016). Shljahi formuvannja motivacii do zanjat' fizichnoju kul'turoju u studentiv fakul'tetu mistectv. *II Vseukraïns'ka naukovo-praktichna konferencija «Aktual'ni problemi fizichnogo vihovannja riznih verstv naseleennja»*, Harkiv, 12-17. Retrieved from: <http://journals.uran.ua/hdafk-tmfv/article/view/71904>.
- Bezverhnja, G., & Maevskij, M. (2015). Motivacija do zanjat' fizichnim vihovannjam studentok pedagogichnih special'nostej. *Slobozhans'kij naukovo-sportivnij visnik*, (2), 28–33. Retrieved from: http://nbuv.gov.ua/UJRN/sns_v_2015_2_6.
- Ferrer-Caja, E., & Maureen, R. Weiss. (2000). Predictors of Intrinsic Motivation among Adolescent Students in Physical Education. *Research Quarterly for Exercise and Sport*, 71(3), 267-279. DOI: <https://doi.org/10.1080/02701367.2000.10608907>.
- Gakman, A., Balacka, L., Grigorishina, T., & Nikolajchuk, O. (2018). Motivacijni prioriteti do procesu fizichnogo vihovannja studentiv zakladiv vishhoï osviti I rivnja akreditacii (na prikladi m. Chernivci). *Visnik Kam'janec'-Podil'skogo nacional'nogo universitetu imeni Ivana Ogienka. Fizichne vihovannja, sport i zdorov'ja ljudini* (11), 53-61. DOI: <https://doi.org/10.32626/2309-8082.2018-0.%p>.
- Grinev, D., & Shlat, N. (2020). Uslovija razvitija professional'noj motivacii studentov. *Society. Integration. Education. Proceedings of the International Scientific Conference*, (1), 90-200. DOI: <http://dx.doi.org/10.17770/sie2020vol1.4995>.
- Gruzhevskij, V. (2014). Docil'nist' vikoristannja innovacijnih tehnologij u formuvanni osobistisno-orientovanoï motivacii studentiv do fizichnogo vihovannja. *Pedagogika, psihologija ta mediko-biologichni problemi fizichnogo vihovannja i sportu*, (3), 19-24. Retrieved from: http://nbuv.gov.ua/UJRN/PPMB_2014_3_4.
- Kuśnierz, C., Rogowska, A., & Pavlova, Iu. (2020). Examining Gender Differences, Personality Traits, Academic Performance, and Motivation in Ukrainian and Polish Students of Physical Education: A Cross-Cultural Study. *Environmental Research and Public Health*, 17(16), 5729. DOI: <https://doi.org/10.3390/ijerph17165729>
- Loza, T., & Homenko, O. (2016). Motivacija studentiv agrarnih ZVO do zanjat' fizichnoju kul'turoju ta sportom. *Sportivnij visnik Pridniprov'ja*, (3), 115–118. Retrieved from: http://nbuv.gov.ua/UJRN/svp_2016_3_24.
- Malahova, Zh. V., & Belkova, T. O. (2020). Shljahi pidvishhennja motivacii do zanjat' fizichnim vihovannjam u studentiv medichnih zakladiv vishhoï osviti. *Naukovi zapiski. Serija: Pedagogichni nauki*, (189), 148-152. DOI: <https://doi.org/10.36550/2415-7988-2020-30-189>
- Maljar, N. (2015). Porivnjal'nij analiz motiviv studentiv 1-go ta 2-go kursiv vishhogo navchal'nogo zakladu ekonomichnogo profilju do vidviduvannja zanjat' iz fizichnogo vihovannja. *Fizichne vihovannja, sport i kul'tura zdorov'ja u suchasnomu suspil'stvi*, (1), 54–56. Retrieved from: http://nbuv.gov.ua/UJRN/Fvs_2015_1_14.
- Mowling, Claire M., Brock, Sheri J., Eiler, Kim K., & Rudisill, Mary E. (2004). Student Motivation in Physical Education Breaking down Barriers. *Journal of Physical*

- Education, Recreation & Dance*, 75(6), 40-45. DOI: <https://doi.org/10.1080/07303084.2004.10607256>.
- Nikolaev, K. (2010). Formuvannja motivacii do zanjat' fizichnoju kul'turoju studentiv vishhij navchal'nih zakladiv ne fizkul'turnogo profilju. *Naukovij visnik Mikolaïvs'kogo derzhavnogo universitetu imeni V. Suhomlins'kogo*, (1), 135–142. Retrieved from: http://nbuv.gov.ua/UJRN/Nvmdup_2010_1.31_19.
- Shijan, O., Shijan, V., & Svadkovska, Ć. (2016). Motivacijne stavlennja studentiv vishhij navchal'nih zakladiv do fizichnogo vihovannja i sportu. *Sportivnij visnik Pridniprov'ja*, (3), 253–258. Retrieved from: http://nbuv.gov.ua/UJRN/svp_2016_3_52.
- Sorokolit, N., & Kukhar, M. (2019). Monitoring stanu zdorov'ja studentiv I – II kursiv. *Naukovij chasopis Nacional'nogo pedagogichnogo universitetu imeni M. P. Dragomanova. Serija 15 : Naukovo-pedagogichni problemi fizichnoï kul'turi (fizichna kul'tura i sport)*, NPU imeni M. P. Dragomanova, 3K (110), 533–538. Retrieved from: <http://enpuir.npu.edu.ua/handle/123456789/26978>.
- Starosta, V., & Popadich, O. (2019). Motivacija navchal'noï dijalnosti studentiv-pershokursnikiv u procesi ih adaptacii v umovah klasichnogo universitetu. *Naukovij visnik Uzghorods'kogo nacional'nogo universitetu. Pedagogika. Social'na robota*, 2 (45), 173–177. Retrieved from: <https://dspace.uzhnu.edu.ua/jspui/handle/lib/24913>.
- Zelenskyi, B., & Zelenskyi, R. (2018). Motivation: Attitude of Students of Universities Institutions of the I-II Accreditation Levels Toward Physical Education Classes. *Teoriâ Ta Metodika Fizičnogo Vihovannâ*, 18(3), 114-125. DOI: <https://doi.org/10.17309/tmfv.2018.3.02>.