



Motivational factors for student participation in physical education classes in a secondary school in the city of Nampula-North of Mozambique

Fatores motivacionais para a participação dos alunos nas aulas de educação física numa escola secundária da cidade de Nampula-Norte de Moçambique

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ABSTRACT

The present study aims to analyze the motivational factors for students' participation in Physical Education classes, at a Secondary School in Nampula city Mozambique-northern. The sample consisted of 150 students from 8th to 12th grade, in both sexes, aged between 13 and 17 years old. For data collection, was used the intrinsic and extrinsic motivation questionnaire prepared by Kobal7, which assesses the identification of intrinsic and extrinsic reasons in Physical Education classes. The results showed that students are extrinsically motivated to attend Physical Education classes.

Keywords: Exercise. Motivation. Physical Education.

RESUMO

O presente estudo tem como objetivo analisar os fatores motivacionais para a participação dos alunos nas aulas de Educação Física, numa Escola Secundária da cidade de Nampula, Norte de Moçambique. A amostra foi constituída por 150 alunos da 8ª a 12ª classe em ambos sexos, com idades compreendidas entre 13 a 17 anos. Para a coleta de dados, foi utilizado o Questionário de Motivação Intrínseca e Extrínseca nas Aulas de Educação Física (QMIEAEF) elaborado por Kobal7, que avalia a identificação de motivos intrínsecos e extrínsecos nas aulas de Educação Física. Os resultados mostraram que os alunos estão motivados extrinsecamente para participação de aulas de Educação Física.

Palavras-chave: Educação Física. Motivação. Exercício físico.

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INTRODUCTION

In Mozambique, Physical Education is an eminently practical curricular subject taught from Basic Education to General

Secondary Education. It aims at the harmonious growth, physical and mental development of children while participating in Physical Education classes. It is legitimated by LSNE (Law of the National

Education System) - Law No. 18/2018 of December 28, that establishes as a compulsory curricular component in basic education, which must be adjusted to the age groups, the conditions of the students and the pedagogical proposal of the school. Physical Education is an educational process that uses movement as a means to acquire skills, conditioning, knowledge and attitudes that contribute to their optimal development and physical and psychological well-being.

However, in order to achieve the goals of Physical Education, it is important for students to participate fully in classes and this participation depends largely on motivation.

Motivation is understood as a grouping of relationships between incentive operations and the changes observed in the behavior that takes place after the operations¹³, and in the educational process, it does not only allow the awakening of student's action, but also it sustains their activity¹⁶.

Hence, motivation is an important factor for learning not only in cognitive terms, but also in terms of skills and abilities⁹. However, studies on the motivation of students in Mozambican schools are still scarce, especially in the context of physical education, which is why the present study aimed to analyze the motivational factors for students' participation in Physical Education classes in one of the secondary schools based in Nampula city, northern Mozambique.

METHODOLOGY

The study included 150 students of both sexes (75 male, 75 female), aged between 13 and 17 years old, attending 8th to 12th grades. The data collection instrument was an Intrinsic and Extrinsic Motivation Questionnaire in Physical Education Classes (QMIEAEF) developed by Kobal⁷. It assesses motivational factors in Physical Education classes, with 32 items. Each statement is answered using a 5-point Likert scale, where 1 = strongly disagree, 2 = disagree, 3 = doubt, 4 = agree, 5 = strongly agree.

The 32 items are grouped into three questions (1. Participation, 2. Like and 3. Dislike), and assess factors related to intrinsic motivation (16 items) and the other (16 items) to extrinsic motivation.

For this research, questions were worked with 1. "I participate in Physical Education classes because" and 2. "I like Physical Education classes when", given that we consider questions that to reveal the reasons for participating in Physical Education classes, and we selected the items that students indicated as motivational factors⁷.

The questionnaire completion lasted 45 minutes and was collected on the same day. Data analysis was based on descriptive statistics, determining the mean, standard deviation, absolute and relative frequency, and to compare the motivational factors in the gender variable, the T-test of

independent measures was used with the significance level $p < 0.05$. Data were calculated using the statistical package SPSS (Statistical package for the Social Science), version 21.0.

RESULTS

The results of this study were grouped into 2 questions and two types of motivation to facilitate understanding of the content.

Table 1. Description of motivational factors for participation in classes

Question 1	Items	Number	M±SD
I participate in Physical Education classes because	I like physical activities	150	1.90±1.08
	The find pleasure in Physical Education classes	150	2.35±0.83
	I like to learn new skills	150	1.83±1.05
	I think it's important to increase my knowledge about sport and other contents	150	1.89±1.04
	I feel healthy with Physical Education classes	150	1.89±1.05
	It is part of the school curriculum.	150	4.91±0.35
	I am with my friends	150	4.97±0.16
	My performance is better than my colleagues	150	4.93±0.33
	I need to get good grades	150	3.53±1.38

The motivational factors "I'm with my peers", "my performance is better than my peers", "it's part of the school curriculum", and "I need to get good grades", had averages of 4.97 with a

standard deviation of 0.16; 4.93 with a standard deviation of 0.33; 4.91 with a standard deviation of 0.35 and 3.53 with a standard deviation of 1.38 respectively (Table 1).

Table 2. Description of motivational factors for enjoying classes

Question 2	Items	Number	M±SD
I like Physical Education classes when	I learn a new skill	150	1.79±0.92
	I dedicate myself to the activity as much as possible.	150	1.93±1.12
	I understand the benefits of the proposed activities in class	150	1.83±0.99
	The find pleasure in activities	150	2.05±1.13
	What I learn makes me desire more practice	150	1.81±0.93
	I move my body	150	1.93±1.10
	I forget about other classes	150	4.87±0.40
	The teacher and/or my colleagues recognize my performance	150	4.87±0.53
	I feel integrated into the group	150	4.03±1.44
	My opinions are accepted	150	4.96±0.19
	I do better than my colleagues	150	4.67±0.91

The motivational factors "I forget about other classes", "the teacher and/or my colleagues recognize my performance", "I feel integrated into the group", "my opinions are accepted" and "I do better than my colleagues" had averages of 4.87 and

standard deviation of 0.40; 4.87 with a standard deviation of 0.53; 4.03 with a standard deviation of 1.44; 4.96 with a standard deviation of 0.19 and 4.67 with a standard deviation of 0.91 respectively (Table 2).

Table 3. Motivational Dimensions (Intrinsic and Extrinsic)

Type of motivation	Number	M±SD
Intrinsic Motivation	150	21.20±3.92
Extrinsic Motivation	150	41.73±2.45
Total	150	62.93±6.37

Intrinsic motivation had a mean of 21.20 with a standard deviation of 3.92 and

extrinsic motivation a mean of 41.73 with a standard deviation of 2.45.

Table 5. Comparison of intrinsic and extrinsic motivation as a function of sex

Type of Motivation	sex	Number	M±SD	t	P
Intrinsic Motivation	Male	75	23.02±3.20	6,385	0.019
	Feminine	75	19.38±3.75		
Extrinsic Motivation	Male	75	41.76±2.16	0.133	0.168
	Feminine	75	41.70±2.72		

In intrinsic motivation, males had a mean and standard deviation of 23.02±3.20 and females had a mean and standard deviation of 19.38±3.75 with a test value of 0.019. In the extrinsic motivation, males had a mean and standard deviation of 41.76±2.16 and the female an average and standard deviation of 41.70±2.72, with a proof value of 0.168.

DISCUSSION

The results revealed that the motivational factors for the participation of students in physical education classes in a secondary school in Nampula City, northern Mozambique, in order of importance are: "wanting to be with their colleagues"; "because they think they are better than their peers", another factor is "because they are

part of the school's curriculum” and “getting good grades”.

The factor of "wanting to be with colleagues" can be attributed to the good student-student relationship observed during physical education classes that even with different cultures, different desires, different aspirations, the class environment provides a harmonious fit between them in the performance of activities. It is at school where the social aspects of students begin to evolve with great intensity and Physical Education is among the main subjects that favor greater assimilation and social integration, since classes take place in an open space where both the student and the teacher have freedom of body expression¹⁵.

For the same authors, the student living with this social reality, learns to be inspired by the rules of life such as: knowing how to win and lose, knowing how to respect friends and opponents, knowing how to overcome limitations such as fear, shyness and shame.

With regard to the factor of “my performance is better than my peers” it may be related to awards such as praise, social recognition, and money. An identical study mentions that, in Physical Education classes, the teacher, as a way to motivate and encourage students, in addition to developing numerous activities, should stimulate creativity and create an environment of affection, allowing for greater freedom for the student¹⁶. However,

this freedom must respect the school regulations, the pedagogical principles, the methodological steps of the content under study and the rules of the game, if the case is content about a sport.

For the factor "it is part of the school curriculum", despite being highlighted as another reason for the participation of students in classes, it does not reveal any motivational trend, but the acceptance of an unavoidable aspect, as it is a subject of the curriculum and the simple fact of being part of the school curriculum and needing to get good grades. This factor was also highlighted in other studies^{1,8} as a reason for students' participation in Physical Education classes.

For the second question “I like classes when”, the students pointed out motivational factors such as: “I do better than my friends”, my opinions are accepted', I forget about other classes”, the teacher and my colleagues recognize my performance”, and “I feel integrated in the group”. These factors converge with those in the first question, indicating affiliation.

These factors indicate the interest in conquering and maintaining acceptable affectionate relationships with other people and the need to be liked and accepted⁵. “Forgetting about other classes can lead to two meanings: 1) lack of interest and lack of motivation for classes in other subjects, leading to interest about satisfaction and pleasure at school²; 2) it can be related to

classes where the student achieves more freedom of movement. Since interaction with colleagues and the need for body movement are two elements that favorably lead to the students' motivation for physical activities⁷. Similar results pointed to extrinsic motivational factors for participation in Physical Education classes^{10,11,17}.

The aspects listed above lead us to understand that the learning environment in Physical Education classes enable improvement of psychosocial values both in the relationship between students and for the teacher-student. Indeed, the motivational factors pointed out by the students originate from extrinsic motivation, such as: being with friends, acceptance of the opinions of others, recognition of students' performances by both teachers and peers, and a feeling of belonging to the group.

Therefore, this understanding is supported⁷, by stating that Physical Education classes intended to training in critical thinking, autonomous and conscious people in their actions, with the aim of social molding, it being up to the teacher to make use of their knowledge to vary the contents to teach in their pedagogical practices. Thus, seeking to meet the needs of students, given that this is responsible for the integral formation of men with admirable values in society.

In the statistical analysis of the gender and age variables, the results showed

the existence of statistically significant differences in the intrinsic motivation dimension. Identical results⁴ found statistically significant differences in the gender variable in a sample of 81 students of both sexes from two schools (state and municipal) in order to analyze the motivation of students for Physical Education classes. The author explains that boys were more motivated than girls, as they needed greater recognition from teachers and peers, which led girls to dislike the attitudes of teachers and their peers.

Contrary to this study¹², in an analysis of motivational factors for participation in Physical Education classes in 29 students, the results revealed no statistically significant differences in the gender and age variables in the two dimensions of motivation.

Making an in-depth analysis of the dislike of classes by girls can be explained in two ways: first, perhaps the teachers did not take into account that boys generally have a high level of ball handling, strength and speed activities compared to girls who have potential in balance, coordination and rhythm; second, it may be because of the content of sports that predominate in high school classes in the form of games.

Whatever the reason, it is important to underline that the teacher in their practices needs to apply their own strategies to meet the needs and interests of their students, without, however, violating the rules, for

example of a game if applicable, or methodological steps in a given exercise.

In fact, it is pertinent to consider the school as a place for the development of culture, where the teaching-learning process guarantees the student basic knowledge of the technical elements of each sport in the form of a game with weighted rules⁶.

Thus, the teacher, when planning the sporting content, must take into account rigorous evaluation in the execution of the technical elements of each modality is required in training and approved in competitions.

FINAL CONSIDERATIONS

The motivation of students to participate in Physical Education classes is predominantly extrinsic. They participate in physical education classes to be with friends, because they think their performance is better than others and the Physical Education subject is part of the curriculum. They like Physical Education classes because they feel distinguished by their teachers and colleagues, they feel integrated into the group and they look down on classes from other subjects. Male students seem to be more intrinsically motivated than female students.

SOCIAL APPLICATION OF THE STUDY

It is expected that the results of this research can contribute to the improvement of teaching work with regard to planning and use of strategic methods that motivate students to participate in Physical Education classes in the school under study and those in northern Mozambique in general. For the academic community and future researchers, this study can serve as a source of consultation to develop other work related to the subject, thus enriching the database with regard to student participation in Physical Education classes.

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