Motivational factors enhancing student involvement in physical education

Ruth Anne Wiley

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MOTIVATIONAL FACTORS ENHANCING STUDENT INVOLVEMENT
IN PHYSICAL EDUCATION

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Kinesiology

by
Ruth Anne Wiley
June 2008
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A Project
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Ruth Anne Wiley
June 2008

Approved by:

Hosung So, First Reader

Aaron Moffett, Second Reader
The lack of student participation in physical education appears to be a problematic issue. The purpose of this project was to examine motivational factors that increase student participation in physical education. The factors reviewed in this project were student perspective, attitudes, situational interest, feelings of enjoyment, encouragement, curriculum change, confidence, intrinsic motivation, and goal orientation. For the method, a review of literature was conducted to examine factors that affect the increase of student participation in physical education. Results were found to be similar to the review of literature, such as allowing students to make decisions about the activities they participate in and teacher awareness of students' attitudes and feelings, and being willing to change the curriculum to enhance student participation in physical education. Bandura's, (1991) Theory of Self-Efficacy plays a significant role in motivating student participation. For instance, Bandura (1991) claims that people motivate themselves and choose their own actions by way of forethought. Beliefs are formed and the anticipation of outcomes become prospective actions, as well as, setting goals for one-self (Bandura,
1991). Therefore, as Bandura’s (1991) theory taken into account, students are highly responsible for motivating themselves toward participating in physical activity.
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CHAPTER ONE
INTRODUCTION

Statement of the Problem

It has been observed by Portman (2003) that the decrease in student involvement in physical education has negatively affected students. It was found by Boumtje, Huang, Lee, & Lin (2005) that many children struggle with obesity in the United States. A major source of obesity is from the lack of physical activity. Interestingly, high frequency of physical exercise had a strong impact with normal-weight children and that sedentary behavior had a negative impact with overweight children (Boumtie et al, 2005).

According to Couturier, Chepko, and Coughlin (2005) in order to increase student involvement, students need to be able to make decisions about their learning, either about the environment, the curriculum, or with whom they interact. It has also been discovered by Chen, Darst, & Pangrazi (2001) that student involvement in physical education is closely related to students' learning and enjoyment. For example, many studies have found
motivational factors that possibly increase student participation in physical education.

In addition, self-efficacy theory can be used to help solve the problems involved with the lack of participation in physical education. A strong sense of self efficacy will improve accomplishment and personal well-being (Bandura, 1994). Bandura (1994) found that psychological indicators of efficacy influence health functioning in athletic and other physical activities. Motivation of one-self comes from believing that he/she can accomplish a certain task such as decreasing the amount of time it takes to run a mile over a span of one month (Bandura, 1994). By using the self-efficacy theory, the problems of poor participation, and obesity should decrease if the students involved understand and are willing to give the theory a chance.

Significance of the Problem

According to McCaffrey, Rennie, Wallace, and Livingstone (2007), obesity in children has increased dramatically over the last twenty years. Of the ten percent of America’s children that are overweight, twenty-five percent of those are classified as obese (McCaffrey, et al. 2007). Furthermore, environmental risks play a factor in
childhood obesity, such as, eating too many carbohydrate dense foods and beverages, low levels of physical activity, and high levels of inactive behavior (McCaffrey, et al. 2007). Obesity was found to be a major cause of morbity and mortality and is associated with elevated medical costs (Van Baal, Polder, de Wit, Hoogenveen, Feenstra, Boshuizen, Engelfriet, and Brouwer, 2008). Therefore, awareness of the risks of low physical activity and benefits of motivational factors that may influence obesity in children now and help prevent it later in life (McCaffrey, et al. 2007).

Purpose of the Project

Are there motivational factors that increase student participation in physical education activities? To accomplish the purpose of the project, I expect to find useful motivational factors in most of the articles. In order to locate motivation factors it is necessary to review factors such as student perspective, attitudes, situational interest, and feelings of enjoyment, as well as encouragement, curriculum change, confidence, intrinsic motivation, and goal orientation.
Scope of the Project

This project was intended for all students in physical education from middle to high school level. The journals that focused on elementary or college level schools were excluded. Information was gathered from 10 scholarly journals, such as the Physical Educator, British Journal of Educational Psychology, and the Journal of Gender, and Place and Culture. Studies having students from middle to high school level as subjects were only selected and included in this study to better understand what factors middle and high school level students lack of participation in physical education.

Limitations of the Project

The first limitation of this study was that the research was limited to only middle and high school. Another limitation of the study was that it contains only 10 article reviews with 9 factors examined. The factors examined are student perspective, attitudes, situational interest, feelings of enjoyments, as well as, encouragement, curriculum change, confidence, intrinsic motivation, and goal orientation.
Definition of Terms

1. Significant other is defined as, "an influential or supportive person in somebody's life" (Bloomsbury Publishing, 2007).

2. Physical Education is defined as, "gymnastics, athletics, team sports, and other forms of exercise taught to children in school" (Bloomsbury Publishing, 2007).

3. Student Perspective: (a) Student is defined as, "somebody who studies at a school, college, or university" (Encarta World English Dictionary, 2007). (b) Perspective is defined as, "a particular evaluation of a situation or facts, especially from one person's point of view" (Bloomsbury Publishing, 2007).

4. Attitude is defined as, "an opinion or general feeling about something" (Bloomsbury Publishing, 2007).

5. Situational Interest: (a) Situational is defined as, "a particular set of circumstances existing in a particular place or at a particular time" (Bloomsbury Publishing, 2007). (b) Interest is
defined as, "something that somebody enjoys doing" (Bloomsbury Publishing, 2007).

6. Feeling of Enjoyment: (a) Feeling is defined as, "a particular impression, appearance, effect, or atmosphere sensed from something" (Bloomsbury Publishing, 2007). (b) Enjoyment is defined as, "pleasure that results from using or experiencing something" (Bloomsbury Publishing, 2007).

7. Encouragement is defined as, "support of a kind that inspires confidence and a will to continue or develop" (Bloomsbury Publishing, 2007).

8. Curriculum Change: (a) Curriculum is defined as, "the subjects taught in an educational institution, or the topics taught within a subject" (Bloomsbury Publishing, 2007). (b) Change is defined as, "to become different, or make something or somebody different" (Bloomsbury Publishing, 2007).

9. Confidence is defined as, "self assurance or a belief in your ability to succeed" (Bloomsbury Publishing, 2007).

10. Intrinsic Motivation: (a) Intrinsic is defined as, "belonging to something as one of the basic and essential features that make it what it is"
(Bloomsbury Publishing, 2007). (b) See definition above

11. Goal Orientation is defined as, "a focus on interpersonal performance standards. The goal is to improve one’s own performance, not to win the competition" (Weinberg and Gould, 2003).

12. Self-Efficacy Theory is defined as, "people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994).
CHAPTER TWO
REVIEW OF LITERATURE

Introduction

The study was based on Bandura’s Theory of Self-Efficacy and how it affects one’s motivation. Reinboth and Duda (2006) found that Motivation Theory can be used to assess a student’s perception of goal perspective. The articles reviewed in this study are closely related to motivation and directly focus on goals, perspective, points of view, attitude, student interest, encouragement, choice, confidence, participation, and motivation as it pertains to physical education. Bandura’s, (1991) Theory of Self-Efficacy influences student’s motivation by giving the control of their own lives to the student. According to Bandura (1977a), self-efficacy alone cannot make an individual successful; however, it is task specific and can transfer to similar skills or situations.

In an article by Bandura (1991), he claims that people motivate themselves and choose their own actions by way of forethought. Beliefs are formed and the anticipation of outcomes become prospective actions, as well as, setting goals for one-self (Bandura, 1991). Therefore, as Bandura’s
(1991) theory is taken into account, students are highly responsible for motivating themselves toward participating in physical activity. Teachers can use Bandura’s theory to influence student motivation by providing them with opportunities to use the skills required by the theory. Teachers should know their audience and plan lesson accordingly. For example, teachers can offer a challenging physical activity to students that may be physically more advanced than most, in order to promote the challenge aspect of Bandura’s theory.

Perspectives

Couturier, Chepko, & Coughlin (2005) researched middle and high schools students’ ideas about physical education. The purpose of the study was to design, administer, and analyze a student survey that would give voice to middle and high school student perspectives on physical education. Data were collected using a survey designed by the physical education teacher preparation program in a comprehensive university that contained three separate sections with the following topics: (a) why they would participate in physical education class, (b) how students feel about physical education classes, and (c) why some students would choose not to participate in physical education. Out of the
7,000 surveys distributed, 2,601 male students and 2,707 female students returned the survey with the average age of the participants being 15.5 years old. Responses from the survey varied depending on grade level and individual interest. However, being healthy, wanting to choose their own activities, and having too much repetition were tallied with the highest percentages among the students surveyed.

**Attitudes**

Ryan, Fleming, and Maina (2003) researched attitudes of middle school students toward their physical education teacher and classes. The purpose of this study was to determine the attitudes of middle school students toward their physical education teacher(s) and physical education class and compare the results to a similar study with high school students (Rice, 1988). Data were collected using a 40-item questionnaire during their physical education classes, and an attitudinal assessment questionnaire designed by Rice (1988). Data were analyzed from 611 returned surveys using descriptive statistics regarding the likes and dislikes about physical education class and the teacher(s). The data were organized using five separate tables and described using percentages and comparing each of the categories in the survey to a similar high school
study. The student attitudes in both the Rice (1988) and Ryan, Fleming, & Maina (2003) studies hold similarities based on the traditional activity-based programs. The results of this study suggest that middle school students enjoyed having a variety of activities, liked the teacher(s); they had fun in their physical education class, but disliked short class periods and dressing out. It was also discovered that males and females share related responses to likes and dislikes about their physical education classes and teachers.

According to Morey and Karp (1998), there is a need to discover why some students dislike physical education even though they are good at it. The purpose of this study was to examine the factors that influence the formation of neutral or negative attitudes in physically competent 10th grade students toward physical education and physical activity. Data collection was completed in three different ways, by classroom observation, a Likert questionnaire, and individual interview. The sample size was abnormally small including only three students for the observations, questionnaire, and interviews. Researchers found that if students felt dissatisfied with the content of their physical education program, that it highly influenced their
attitude towards physical education and activity. The main factors that influence students' attitudes toward physical education were issues about family, community, and themselves. Students tend to bring issues from their personal life to the classroom and allow it to affect the way they view their environment. It is a physical educator's job to be aware of student struggles and to help them through things rather than just teaching how to perform a specific skill.

Situational Interest

Another study by Chen, Darst, and Pangrazi (2001) examined situational interest in students and how it assists student learning in school and the task difficulties teacher's face. The purpose of this study was to determine the influence of dimensional sources on situational interest based on Chen et al.'s empirical model and Deci's theoretical elaboration. Data were collected via the Situational Interest Scale that consisted of 24 five-point Likert items and also measured students' feelings toward activity experience. The five predictors used in the scale were attention demand, challenge, exploration intention, instant enjoyment, and novelty and were represented by four criteria (gymnastic stunts, jogging,
pass-shoot, and chest-pass). Participants were instructed to watch videos related to the four criteria and participate in learning activities and to rate each item on the scale after viewing each video and after participating in each learning activity. This study found that an increased level of situational interest depends on mostly instant enjoyment while participating in an activity with others. The study also found that the likelihood of students being motivated to participate in physical activity would be higher if teachers consider limiting the amount of new challenging physical activity.

Feelings of Enjoyment

Hannon and Pellet (2005) researched the influence of activity mode on feeling states of high school physical education students. The purpose of this study was to determine if changes in positive well-being, psychological distress, fatigue, and enjoyment vary as a function of physical activity mode. The secondary purpose of this project was to assess differences in feelings of enjoyment across mode or type of activity. Data were collected using Polar Accurex II heart rate monitors, the Subjective Exercise Experience Scale and questionnaire to test feeling states before and after exercise, and a seven-point Likert
scale to assess activities based on whether students enjoyed certain activities or not. The study sample consisted of 55 students from two different physical education classes in a Midwest high school. The results showed that students enjoyed participating in sport fitness activities more than traditional fitness activities. This article found that the feeling states improved from pre-to-post activity. The study does prove that students can improve their sport skills and cardiovascular endurance in activities that they found pleasurable.

**Encouragement**

Portman (2003) examined if physical education classes are encouraging students to be physically active and their experiences during their last semester of required physical education. Data were collected via individual formal and informal 40-minute interviews and observations with 46 participants. Qualitative analysis was used for the interview data and analyzed in three parts: arrange and show of information, creation of intermediary products, and the description and clarification of themes. The highly skilled students claimed their successes came from internal ability such as hard work and practice; whereas the low skilled students observed small amounts of skill
improvement. As observed in previous studies, students viewed physical education class as fun and enjoyable if they were successful in an activity. This study also shows that the highly skilled students like to be challenged, but the lower skilled students wanted to eliminate team or individual games and programs, and focus solely on mastery of motor skills and non-competitive activity.

Curriculum Change

Kovar, Ermler, Mehrhof, and Napper-Owen (2001) examined teachers’ choices of activity units to promote maximum participation and creative physical education curriculum. The purpose of this study was to examine the curriculum as a critical factor in the participation level of students in the instructional lessons to provide insight into how professionals might modify the curriculum to promote increased student participation levels. Data collected were from informal verbal input and structured surveys. Evidence shows that students do not like to participate in foreign activities (Kovar’s study, as cited in Kovar, Ermler, Mehrhof, and Napper-Owen, 2001); Strand and Scantling’s study, as cited in Kovar, Ermler, Mehrhof, and Napper-Owen, 2001), in high intensity fitness, in activities that seem too hard, outdoor activities in the
cold, and activities in which they are not skillful. In order to alter students' views toward wanting to participate in physical education, teachers must consider effectively changing the curriculum to ensure that students will like and participate in the activities.

Confidence

Evans (2006) researched low participation rates among females in physical education and how girls compare single sex physical education class to mixed gender physical education class. The purpose of this study was to develop an understanding of the difference between girls' in-school and out-of-school experiences of sport and confidence. Data were collected through questionnaires containing open and closed ended questions and given a Physical Self-Perception Profile that was adapted from (Fox and Corbin's study, as cited in Evans, 2006) and (Harter's study, as cited in Evans, 2006), as well as participant interviews. Of the participants that admitted to not enjoying physical education, 56% of girls and 53% of boys proved that they participate in sports a minimum of once a week. The data showed that the main component affecting the enjoyment of physical education for most of the female participants was
the focus on competitive team sports, and the fear of not being skilled at the activity.

Intrinsic Motivation

According to Weinberg and Gould (2003), educators should provide opportunities to increase intrinsic motivation, such as, giving positive feedback when students are fully participating. Weinberg, et al. (2003) also mentions that by simply praising students either verbally or nonverbally, it can show a student that they are acknowledged for doing a good job. Increased motivation can also come from simply setting realistic performance goals, for example, improving one’s mile time from 6:15 to 6:05 within a one month time frame (Weinberg, et al. 2003).

Mandigo and Thompson (1998) examined how the Flow Theory can help practitioners to intrinsically motivate children to be physically active. The purpose of this study was to present Flow Theory (Csikszentmihalyi’s study, as it is cited in Mandigo and Thompson, 1998) as a theoretical model to assist those who work with children in physical activity environments to better understand how to motivate children to become and remain physically active. The measures of the literature reviews consisted of questionnaires and small sample sizes. The findings from
the sport and physical activity literature showed that participants who experience a flow state during activity often report an elevated level of optimal experience. The findings also include factors to intrinsically motivate students, which are self-determination; perceived competence, task orientation, and the appropriate level of challenge are needed. Also, instructors should consider creating opportunities for enjoyment, ensuring the program is developmentally appropriate, having clear expectations and goals, as well as allowing the students to make decisions about the activities.

Goal Orientation

Weinberg, et al. (2003) discussed goal orientation and that some individuals can be both task and outcome oriented. In turn, that task orientation can protect a person from disappointment, frustration, and poor motivation when others' performance is superior (Weinberg, et al. 2003). In comparison, Weinberg, et al. (2003) found that people involved with outcome orientation tend to have difficulty maintaining competence and perform less well in testing scenarios.

According to Carr and Weigand (2002), the influence of significant others on the goal orientations of children in
physical education are important. The purpose of this study was to explore whether differences in perceptions of the motivational climate emphasized by teachers, peers and sporting heroes correspond to differences in personal goal profiles in children in physical education; and to explore the relative influence that individuals have on children's task and ego orientation. Data were measured by the physical education Class Climate Scale of a 5-point Likert scale and two subscales, 8 subscales measuring peer influence, three subscales measuring children's perceptions of heroes, and a questionnaire to assess personal goal orientations. It was found that teachers are the strongest predictor of students' task orientation for physical education. Interestingly, sport heroes directly influence students unrealistically, and it would be better to minimize the sport hero influence and provide the student with a more realistic goal orientation.
CHAPTER THREE
METHODOLOGY

Research began by entering information into the California State University of San Bernardino online library research databases, which were ERIC, sport psychology, physical education index, science direct, and Ebscohost. The keywords used for the search were motivation, teaching strategies, physical education, physical activity, goals, techniques, factors, and encouragement, as well as, participation, interest, middle school, high school, and attitudes.

A total of one-thousand related articles were found in original search. After skimming article abstracts and titles, I was able to decrease the number down to one-hundred based on if they were full text only articles. Out of the one-hundred articles left, after reading all of the abstracts thoroughly, I narrowed the search to only middle and high school articles and found fifteen that contained significant factors for this project.

The level of the article significance was on whether the factors could relate back to the physical education environment. After I found the top fifteen articles, I
printed them out and begin reviewing them using a highlighter to mark important facts and a pencil to make comments in the margins. After reviewing the 15 articles, five were dismissed because of unclear use of language. The journal articles were reviewed using a method of breaking down the article into parts and examining each section. After reviewing journals specifically dealing with student perspective, attitude, situational interest, feelings of enjoyment, encouragement, curriculum change, confidence, intrinsic motivation, and goal orientation for students in physical education, the main focus was on finding factors aimed to increase student participation in physical education.

Scholarly journals used for the literature review included the Physical Educator, the British Journal of Educational Psychology, and the Journal of Gender, Place and Culture. Many common factors frequently appeared in the journals that included student interest, gender differences, skill level, motivation, and activity enjoyment. The articles were chosen based on their relationship to Self-Efficacy Theory. The factors were chosen based on those which affect middle and high school
male and female students with respect to participating in physical education.
CHAPTER FOUR

RESULTS

After completing the review of literature, this study focused on nine factors describing motivation in the secondary physical education student. They were (1) student perspectives, (2) attitudes, (3) situational interest, (4) feelings of enjoyment, (5) encouragement, (6) curriculum change, (7) confidence, (8) intrinsic motivation, and (9) goal orientation.

Bandura’s theory of Self-Efficacy significantly influenced the use of the nine motivational factors in the project. Bandura’s theory uses Feltz’s (1984) six major sources of self-efficacy: (1) Performance accomplishments, (2) Vicarious experiences (modeling), (3) Verbal persuasion, (4) Emotional arousal, (5) Physiological states, and (6) Imaginal experiences.

All of the motivational factors in this project are directly related to the six major sources of self-efficacy. Goal orientation ties in with performance accomplishments, for example, a person wanting to better themselves physically to accomplish a desired goal. Curriculum change relates with vicarious experiences, for example, a student
relying on a teacher to adjust the lesson in order for him to learn a new skill successfully. Situational interest also relates to vicarious experience, for example, when a person witnesses another person of equal ability performing a seemingly difficult will then build confidence and then interest in that task or situation. Encouragement fits in with verbal persuasion, for example, a teacher verbally giving encouraging words and phrases to a student during a physical activity lesson. Intrinsic motivation matches with emotional arousal, for example, a student that feels good and ready to perform physical activity on a regular basis and lacks the need for external motivators. Confidence relates to emotional arousal, for example, a person who thinks positively about one-self demonstrates readiness to be active. Attitude ties in with emotional arousal as well, for example, someone's attitude is dependant on his emotional state during a golf game. Feelings of enjoyment also ties in with emotional arousal, for example, a person must be in a positive emotional state in order to enjoy themselves during an activity. Finally, perspective matches with imaginal experiences, for example, a person that can see himself mastering a skill before he actually performs it.
According to Couturier, Chepko, and Coughlin (2005), results for (1) student perspectives indicated that being healthy, having choices about participating in activities, and repetition of frequently performed activities contained the highest percentages among the students surveyed.

The Ryan, Fleming, and Maina's (2003) study concerning student (2) attitudes indicated that students enjoyed having a variety of activities, that they liked their teacher(s), and had fun in their physical education classes, and that conversely, they disliked short class periods and dressing out. It was also found that boys and girls share similar responses to likes and dislikes about their physical education classes and teachers.

In reference to a study about (2a) attitudes, Morey and Karp (1998) indicated that if students felt dissatisfied with the content of their physical education program, their dissatisfaction negatively influenced their attitude towards physical education and their activities. The primary factors that influence student attitudes toward physical education were issues related to family, community, and themselves. It was also found that students tend to bring their personal life into their classes and
allow it to affect their attitudes concerning their surrounding environment.

According to Chen, Darst, and Pangrazi (2001), a study on (3) situational interest indicated that increased interest depends highly upon instant enjoyment during an activity. Also, the likelihood of students being motivated to participate in physical activity would increase if teachers limit the level of challenging physical activity.

The results of Hannon and Pellet’s (2005) study about (4) feelings of enjoyment indicated that students enjoyed participating in sport fitness activities more than traditional fitness activities. Furthermore, the feeling states improved from pre- to post-activity. The study proves that students can improve their sport skills and cardiovascular endurance in activities they like.

In a study by Portman (2003) on (5) encouragement, it is indicated that students viewed physical education class as fun and enjoyable if they were successful in an activity. The study also found that highly skilled students like to be challenged, but the less skilled students would like to discard individual games and programs to focus only on mastering motor skills and non-competitive activities.
Kovar, Ermler, Mehrhof, & Napper-Owens (2001), in a study on (6) curriculum change, showed that students do not like to participate in unknown activities (Kovar, 1996; Strand & Scantling, 1994), in high level fitness, in challenging activities, in outdoor activities in cold weather, and activities they are not skilled at. Student perceptions toward participating in physical education can be changed for the positive if teachers consider changing the curriculum to ensure that students will like and participate in the activities.

According to Evans (2006), study results for (7) confidence indicated that the main component affecting the enjoyment of physical education for most of the female participants was the focus on competitive team sports, and the fear of not being skilled at the activity.

According to Mandigo and Thompson (1998), results for (8) intrinsic motivation indicated that participants who experience a flow state during activity often report an elevated level of optimal experience. Effective factors for intrinsically motivating students are self-determination, perceived competence, task orientation, and the appropriate level of challenge. Creating opportunities for enjoyment, ensuring the program is developmentally appropriate, having
clear expectations and goals, and allowing students to make decisions, all assist in increasing levels of intrinsic motivation in students.

Carr and Weigand (2002) indicated in a study about (9) goal orientation that teachers are the strongest predictor of students' assignment orientation for physical education. In addition, sport heroes are directly responsible for motivating students and that it would be more realistic for students to remove the sport hero influence. Finally, the study found that significant others play an important role in mediating students' goal orientations for physical education.

In summary, after reviewing motivational factors on student perspectives, attitudes, situational interest, feelings of enjoyment, and encouragement, as well as, curriculum change, confidence, intrinsic motivation, and goal orientation, it was discovered that teachers play a significant role in motivating students. However, according to the Self-efficacy Theory, students must believe they can accomplish certain tasks first. The theory on Self-efficacy mentions that the sole responsibility should not lie only with the teacher, but with the student as well.
CHAPTER FIVE

CONCLUSION AND DISCUSSION

Conclusion

The purpose of this study was to examine motivational factors that increase student participation in physical education. The majority of the literature reviews mentioned factors relating to student enjoyment, feelings, and attitudes toward physical education classes. Student perspectives on participation during physical education were carefully examined in this study. Readers should consider how the students view the class and whether the activities are developmentally appropriate for everyone. A useful strategy in this case would be to obtain feedback from the students on what they enjoy doing and how they would prefer to participate in the activities of the lesson. Once the teacher has a good idea of the learners' response, the lesson can be more enjoyable and therefore more efficient (Couturier, et al. 2005).

The issue of student attitude was reviewed twice and it was found that teachers should seriously consider the fact that students are not sufficiently happy with the organization of the curriculum (Ryan, et al. 2003), and
(Morey, et al. 1998). By obtaining input from students in either survey or verbal question and answer regarding how they prefer to be taught, the teacher may want to give them some examples of different teaching methods. For example, by providing a lesson with detailed explanations, or teaching a succinct lesson with only a couple of specific cues, students will be motivated to participate.

To obtain situational interest it was discovered that students must feel completely comfortable with oneself in an activity and by having a good time (Chen, et al. 2001). For situational interest, one strategy might be to take a quick tally of how many students have performed the activity previously, and what their level of interest is in that activity. Also, if the students demonstrate avoidance during the lesson, stop and adjust the activity as needed so that all students are involved. Enjoying an activity is a way to ensure that students will be motivated to improve their skills and fitness. By giving students opportunities to be successful whether it is the highly skilled student or the less skilled one, we as teachers can provide the appropriate approach of encouragement to ensure participation.
To assist teachers to use strategies that improve students' intrinsic motivation, they must be aware of such factors as self-determination, competence, task orientation, and appropriate level of challenge (Mandigo, & Thompson, 1998). It was found that significant others play a role in mediating students' goal orientations, so it would be wise to ensure that students have good role models in their lives (Carr, et al. 2002).

Discussion

Motivating students to participate in physical education can be effective and rewarding. Teachers should consider some alternative strategies to assist student learning such as; changing the teaching style, pre-testing students to discover their skill level, and what feelings and attitudes they may have about physical education. Obtaining valuable knowledge about their students and being aware of motivational factors will aid teachers to effectively educate and promote students' motivation to learn and be physically active in their physical education classes.

It was found that a powerful sense of self efficacy will improve accomplishment and personal well-being
(Bandura, 1994). Bandura (1994) found that psychological indicators of efficacy influence health functioning in athletic and other physical activities. Motivation of oneself comes from believing that he/she can accomplish a certain task such as decreasing the amount of time it takes to run a mile over a span of one month (Bandura, 1994). This study supported the idea that motivational factors can enhance participation in physical activity. By using the self-efficacy theory, the problems of poor participation, and obesity should decrease if the students involved understand and are willing to give the theory a chance.

Weinberg and Gould (2003) found that educators should consider providing opportunities to heighten intrinsic motivation, such as, providing positive feedback when students are fully participating. Weinberg, et al. (2003) also states that by praising students either verbally or nonverbally can show a person that they are recognized for doing something right. Increased motivation can also come from creating realistic performance goals, for example, improving the number of times a person can do an accurate push-up from 20 to 30 in two weeks time (Weinberg, et al. 2003).
It was discussed by Weinberg, et al. (2003) that goal orientation for some individuals can be both task and outcome oriented. Also, that task orientation can protect an individual from failure, frustration, and diminished of motivation when a peers' performance is superior (Weinberg, et al. 2003). In comparison, Weinberg, et al. (2003) found that people involved with outcome orientation tend to have trouble maintaining competency and do not perform as well in testing situations.

Bandura (1977) as adapted by Feltz (1984) used six sources of self-efficacy to improve motivation, those being, performance accomplishments, vicarious experiences, verbal persuasion, emotional arousal, physiological states, and imaginal experiences. All of Bandura's sources can be used in combination with student perspective, attitudes, situational interest, feelings of enjoyment, encouragement, curriculum change, confidence, intrinsic motivation, and goal orientation in order to achieve an optimal increase in student participation in physical education.
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