

## Teacher Physical Education Major Factor in Motivating Pupils

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### Abstract

**Introduction:** Motivation is closely related to creating an active attitude and ensures more active involvement of pupils in the learning process, where it increases the security of the individual's vital involvement in general physical education activities. This requires the teacher to look for more innovative methods to ensure that students are actively involved in the learning organization process. **The purpose of this paper** review is to analyze literature in the field of teaching psychology as well as from the field of teaching, with a spectrum related to their motives, attitudes and connections with teacher strategies, to provide an analysis with conclusions on the most appropriate ways which would help improve the active involvement of pupils in physical education. **Methodology:** In order to fulfill this review are using methods of literature analysis, and is made combination and comparison of data from various works and projects of authors varied. To successfully realize this review paper we studied and analyzed the contemporary scientific literature provided by various Internet-based research sectors such as: "Jab Ref" "Pub Med" "Google Scholar" "Medline" "Sports Discuss" and "Research Gate". The methods used are: literature analysis, physical activity statistics, conclusions and recommendations. **Conclusions and recommendations:** all the literature used can be clearly seen the importance of understanding motivation, and the factors on which it depends on the teacher. The purpose of physical education, ie the concept of physical education class has changed radically in

all developed countries. Modern physical education should aim at strengthening personal traits, in preparing for an active lifestyle not only at school, but throughout life.

**Keywords:** physical activity, physical education, teacher motivational strategies, methodology teaching, pupils.

### **Introduction**

Motivation can be conceived as energy and motivation to learn, work effectively and achieve the right potential in school. Increasing motivation increases the commitment that follows from this energy and push. Motivation and commitment play a big role in pupil interest in being satisfied with school. Motivation and commitment support pupil achievement. Pupils at all points of the academic spectrum benefit from motivation and commitment (*Ferrer-Caja E & Weiss M R., 2000*).

Achieving a satisfactory level of motivation benefits both parties involved in the learning process. On the one hand, pupils reach their potential, taking advantage through the development of their strengths. Disruptive pupils benefit through greater engagement, both in school and in studies. Educators benefit through enhanced opportunities for learning and development. Motivation and commitment are important for all pupils and educators (*Currani V & Zhurda Y., 1996*).

Motivation is closely related to the creation of an active attitude and ensures more active involvement of pupils in the learning process and at the same time increases the security of the vital involvement of the individual in general physical education activities. This requires the teacher to seek more innovative methods to ensure that pupils are actively involved in the learning organization process (*Standage et al., 2006*).

In general, the term “motivation” should be understood as “a process of activating the body, completed the implementation of a decisive goal in regard to circumstantial conditions” (Chartrand T & Bargh, J A., 2002). The term motivation can be understood

as “a community of factors that promote the subject activity being oriented toward some objectives are not achieved immediately” (Standage et al., 2007).

It is already known that physical education as a subject in school has a special importance. He realizes many formative aspects that are important and cannot be done by other subjects. But to achieve the stated objectives of physical education, an important role is to motivate pupils to be active in their participation in sports activities. The main role in this regard was the teacher of physical education, which should recognize these motivations and rely on them to build a more effective teaching. The physical education teacher should be clear that his role is not just in completing the lesson, but his work should focus and give importance to the way the pupil is as active and growing as possible their physical abilities as naturally as possible. In this context, it is clear that student motivation has a primary role. One of the most important successes of a teacher is his ability to motivate pupils to feel pleasure in practicing their physical activity. Students are always motivated by the pleasure of moving, of running, of dancing, of playing, especially when these are accompanied by a sense of freedom (Ntoumanis N., 2005).

Looking at it from this perspective, the teacher should keep in mind this motivation, which means that every teacher in the classroom should create the opportunity (always within the teaching discipline) for the pupil to be free and feel the pleasure of practicing with sports activity. Another motivation is that of competition, it comes from an intrinsic human need to deal with others and himself. This motivation is related to competence motivation. Pupils need to face fellow friends and these motivations make them protagonist in a particular action (Reeve J et al., 2004).

Competition between them makes pupils quite active and gives them a special pleasure, and also significantly affects the increase of their physical and psychological performance. But, this teacher should direct away from the competition to dominate the other and not affect the incitement of anxiety in pupils, which means that the competition should not be a promoter of selfishness, anger, etc., but a form that should give pleasure (Tamo A et al., 2005).

The teacher should be very attentive to those pupils who for various reasons, for example are given behind the computer, mathematics, these motivations may be drowsy, where in these pupils he has the task that with the motivation of proper to “awaken” the feeling of exercising with sports activity. An important issue nowadays is also the tendency that adolescents have in their physical development, for the changes they want in relation to their body. But the knowledge they have does not help them to achieve this goal. Body preoccupation motivation is an action that the teacher should use to motivate adolescents, but at the same time this type of motivation makes adolescents more aware of the role that physical education has in shaping a beautiful and healthy body. Teenagers want to be equal with their peers, want not be avoided, they value and appreciate friends who have good physical qualities (*Taylor I & Ntoumanis, 2007*).

Pupils are inclined to follow the example of some of their models, who can be great athletes, movie artists, etc. Their good physical shape makes pupils more motivated to be active in physical education, in exercising sports activities, to be as close as possible to their idols. The role of the teacher in this case should be primary, because he should give the pupil a precise orientation regarding what, the achievements for a beautiful and strong body, can not be achieved immediately. The teacher should make the best use of this motive to motivate pupils for physical activity (*Mouratidis M et al., 2008*).

Psychologist *Ogilvie, B.C.* states: “I am convinced that sport gives a great benefit to children but this does not happen automatically, these benefits can be provided by a competent leadership teacher, who understands children and the structure of the right programs.”

By using different techniques that increase motivation, the teacher will be able to improve and enhance pupil performance. Knowing how to focus at the right moment, being motivated to achieve the goal, having self-confidence and self-values, knowing how to keep one’s emotions physiologically active, are among the most important psychological factors to influence the work of pupils. (*Musai B., 2003*).

Physical education teachers by building their work on the basis of these motivations that are described in this material will be more productive and will be successful in their work.

*Purpose of the paper*

The purpose of this paper is to analyze literature in the fields of educational psychology as well as in the field of teaching, spectrum that has to do with the motives, attitudes, and their relationships with teaching strategies, provide an analysis of the results for routes appropriate which would help improve the active involvement of pupils in physical education.

**Methodology**

In order to fulfill the purpose of this review we are using methods of literature analysis, and is made combination and comparison of data from different works and authors of various projects. To successfully realize this review paper we studied and analyzed the contemporary scientific literature provided by various Internet-based research sectors such as: “Jab Ref” “Pub Med” “Google Scholar” “Medline” “Sports Discuss” and “Research Gate”, physical activity statistics, conclusions and recommendations.

*Statistics of physical activity in young people*

Although young people are the most active population, specific factors make it less likely for adolescents to pursue an active lifestyle in adulthood. First: levels of physical activity in both boys and girls decline steadily during high school. Second: high school pupils do not engage in regular physical activity, which maintains or improves aerobic well-being, strength and flexibility (*Standage M & Gillison F., 2007*).

These trends have been shown in these results of physical activity (*Hagger et al., 2003*)

- 34.7% adapt to the recommended levels of physical activity.

- 53.6% attended physical education classes one or more days a week.
- 70% did not attend physical education classes every day.
- 35% watched television for an average of two or three hours on a school day.
- 25% played video games or computer games or used a computer for an average of 2 or 3 hours a school day, for something that was not school work.
- Research also shows changes in the behavior of strength exercises among high school pupils (*Chatzisarantis N & Hagger M S., 2009*).
- 53.4% of pupils have done strength exercises (eg pumps, abdominal exercises and weight lifting) on more than 3 of the 7 days of the week.
- Male pupils (62.8%) participated in strength training exercises significantly more than female pupils (44.5%).

Knowing that it is healthy to be physically active does not always affect the levels of physical activity in adults, while for children this knowledge is even less influential. The children put more importance to the value of an activity even if they do not feel competent and happy during the event (*Cavill N et al., 2001*).

In pupils who continue physical activity while growing up, it is clear that they should generally feel competent in physical activity. They also need to feel confident in their ability to achieve a specific goal. Efficiency itself suggests that children and adolescents believe they have a chance to succeed. Control over results is included based on self-efficacy efforts. To influence children's change, teachers need to know how to motivate pupils to actively participate in the classroom. Another component that teachers need to know is how to help pupils to achieve satisfaction or feel successful after their attempt (*Standage M et al., 2003*).

Recent research in the physical activity of children and the psychology of exercise provide sufficient evidence that fail to provide teachers of physical education who understand much better how they motivate children and where the difference lies between the motivation of children and adolescents. This understanding can help

teachers develop classroom work strategies that can help pupils understand the importance of being active and influence the change in physical inactivity in adolescence (*Goudas M et al., 1994*).

It is very important for children to feel competent during the efforts. To feel competent, young children need to be guided through acquisition skills and be provided with many skills to practice at their level of opportunity, without focusing on competition. Young children have a tendency to believe that, simply by trying too hard the result is controlled. The teacher should construct such strategies where all pupils are able to perform the assigned task but that the degree of difficulty must necessarily be adapted to the capabilities of each pupil. This does not mean that the tendency for pupils to reach the desired level should be abandoned, but it requires the teacher to construct in such a way where everyone builds their own strategies of trying to achieve the result (*Fraboni F & Minerva P M., 2003*).

Teachers can define the concept of effort in young children by rewarding the number of effort exercises or minutes spent working toward a goal. As children learn and develop, they realize that effort does not always lead to success and that the reward system must change to reward goals. This change in mental development is why older children need to be given more choices of activities so that they can find activities with which they can succeed. To develop self-efficacy, children need to be able to choose from a variety of activities. This approach will increase their chances of finding activities that compare to personal factors such as strength, height, endurance or other biological factors (*Morris G & Maisto A., 2008*).

Teachers should provide pupils with choices of activities, including team and individual activities, as well as different levels of competitive or non-competitive activities. Teachers can find a variety of relevant developmental activities in the “Best Physical Activity Guidelines”. Using a variety of activities adapted to pupils age and development level will increase the interest and success of pupils, increasing self-efficacy of pupils. This approach can lead to greater pupil motivation in the classroom. Teachers who use appro-

priate developmental activities are taking the first steps in creating a psychologically safe classroom where children and adolescents can be successful, receive regular helpful reviews to improve the performance of their physical abilities and have choices of activities used to meet fitness goals. Pupils who feel confident and who have experienced success will insist on physical education activities in the classroom and during leisure time after school (*Ntoumanis N., 2001*).

### **Conclusions**

From all the literature used it can be clearly seen the importance of understanding motivation, as well as the factors on which it depends. The purpose of physical education and the concept of physical education class has changed radically in all developed countries.

The latest trends in physical education with pupils in schools are moving in the direction where the main idea of change should lead to the development of basic motor skills, as well as to the development of attitudes enabling young people to continue developing those skills throughout life independently.

In other words, young people need to learn how to develop periodically and constantly, to be able to use those skills when they grow up. This is what school education should provide for young people today.

*Boiché J et al., 2008*, provide the following two proposals for the future of physical education:

- Physical education should develop physical fitness and motor skills to the level that enables young people to pursue an active lifestyle.

- Physical education should contribute to the overall social, cognitive and emotional development of young people in their preparation for life.

These findings show that in our schools a lot of work needs to be done in order for young people from an early school age to



build a right attitude towards being active all their lives, as well as to become aware of the values of a healthy lifestyle. To be active throughout life every individual must have the right worldview towards physical activity.

Many theories show that one of the key factors is the understanding of the emotional world of children, but also of theories of learning which explain the driving force, internal or external, which in psychology is known as motivation.

#### *Recommendations*

The research in this paper brings the following recommendations:

- Modern physical education should aim at strengthening personal traits (beliefs, moral values, motives, interests, motor skills or sports) in preparation for an active lifestyle not only at school but throughout life.
- Make changes in the teaching organization, where teaching is organized through pedagogical methods and the specific interactive nature of the relationship between teacher and pupils.
- To enable children to be educated through the variety of activities, forms and methods of their distribution, which are used to help young people towards their interests in physical education in the future.
- In social life, physical culture play an important role, that individuals of all ages to participate in physical activities.
- Provide the necessary conditions and infrastructure which would enable different categories to be involved more regularly in physical activity.
- To invest by society and institutions in promoting the value of physical activity and healthy living, by creating promotional activities and campaigns. Various mass initiatives which create right attitudes towards the value of being active.

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