

## STRUCTURE AND STATE OF THE UNIVERSITY OF PHYSICAL CULTURE STUDENTS' PROFESSIONAL-PEDAGOGICAL MOTIVATION

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**Annotation.** The state and dynamics of the university of physical culture students' motivation was determined. The complex of diagnostic methods was used to determine the level of professional-pedagogical motivation, which was directed on outlining motivation components and its development levels determination. The research involved 232 students. It was found that for the 1<sup>st</sup> year students the first place was obtained by the professional-cognitive interest, second by achievement motive and third by professional intention. For the 4<sup>th</sup> year students, the first place is possessed by professional cognitive interest, then followed by motives referred to professional and then – motives of achievement. The diagnostics have outlined absence of certain professional intentions. Also from first to fourth year of studies the tendency of increasing the amount of students interest of which is not connected either to physical culture, sports nor to pedagogical activity is followed.

**Key words:** students, professional, pedagogical, motivation, structure, dynamics.

### Introduction

The problem of professional-pedagogical motivation of future specialists has been remaining even to day, in spite of the fact that a lot of researches were devoted to its solution [2, 5, 6, 10, 11]. At the present stage young people's interest to higher education is of pragmatic character and cannot facilitate professional orientation of future specialists to full extent. Reduction of orientation to professional activity, pedagogical inclusive, is stated [1, 3, 4, 8, 9]. With this, analysis of theoretical sources showed that students' professional motivation problem in the system of physical culture educations, still is remaining insufficiently studied, due to its essential traits: its structure, evaluation criteria, peculiarities of motivation's formation in the process of professionally oriented disciplines' study have not been determined. [7]. That is why such research becomes especially urgent.

The work has been fulfilled as per subject 1.5 – “Methodological and normative-legal foundations of physical culture education's organization and peopleware in the sphere of physical culture and sports” of combined plan of scientific & research works in the sphere of physical culture and sports for 2011-2015.

### Purpose, tasks of the work, material and methods

*The purpose of the work:* research of professional motivation status of physical culture higher educational institutions' students.

*The methods of the research:* review and analysis of literature, questioning.

*Organization of the research.* 232 students of LSUPC took part in the research. The researches were being carried out during 2006-2011 with 1<sup>st</sup> year students (2006) and 4<sup>th</sup> year students (2011). The period of professional-pedagogical motivation's diagnostics permitted to observe the dynamics of its formation levels.

The basis for diagnostics of students' pedagogical motivation development levels was model of personality's features levels, which was characterized by complex structure of components and their indicators. The characteristics of levels reflect dynamic of this feature's development, i.e. the process enriching of future teacher-coach's personality with new values, motives and targets, appearance of interests, intentions, manners of behavior, which are adequate to training content in physical culture higher educational institute and future pedagogical activity. The levels characterize development level of every professional-pedagogical motivation's component of future pedagogue.

When choosing different diagnostics means we base on such methodological principles as personal-activity approach, system and conception.

The principle of personal-activity approach is based on studying of personality in the process of educational cognitive activity. And vice a versa, the specific of activity can be understood with reasoning of personality's creative potentials, which guarantee the success of such activity. The principle of system permits to study professional motivation components as an integral system. The principle of concept stipulates availability of output theoretical and empiric conceptions about essence of professional-pedagogical motivation.

The complex of diagnostic methodologies includes methodologies, which are directed to revelation of professional motivation components, methodology of its different levels' study, characteristics of both: as separate components of professional-pedagogical motivation' system and in the whole, and its influence on future teacher's personality (methodology of G. Kazantseva “Study of Attitude to Learning and Academic Subjects”, “The Map of Interests” by Ye. Rogov – questionnaire of awareness about future profession; “Value Orientations” by M. Rokich, “Morphological Test of Life Values” by V. Sopov; questionnaire “Motives of Profession Choice”, the method of unfinished sentences “ When I graduate from university...”; “Demand in Achievement” by Yu. Orlov; “Study of Teaching Activity's Motives” by O. Rean & Ya. Yakunin; “Orientation of Personality” by V. Smekala & M. Kuchera).

The choice of academic years, in which professional motivation was studied, was conditioned by the fact that at the first year of study, research of motives of entering higher educational institution and pedagogical profession's

priority are important, while at the fourth year of study student reconsiders himself as a subject of professional activity and due to this the problem of professional motivation again becomes acute. Besides, for bachelors the 4<sup>th</sup> year is a graduate period, in which all kinds of practices (pedagogical, coach, organizational) as well as the study of psychological-pedagogical disciplines' block complete, that, in its turn, affects on ideas about future profession.

### Results of the researches

The study of orientation levels of students' professional-pedagogical motivation was carried out by its following structural components:

- 1) professional-cognitive interest;
- 2) professional intentions;
- 3) motive of achievement.

We start the description of future physical culture pedagogues' professional motivation's diagnostics with methodologies, which are directed to studying of the first, marked by us, structural component of professional motivation: professional-cognitive interest. This component was studied by two criteria: professional and value orientations.

Professional orientation was researched with the help of such methodologies: "Study of Attitude to Learning and Academic Subjects", by G. Kazantseva (III chapter "Why do you study?", adapted to our researches; "The Map of Interests" by Ye. Rogov – questionnaire of awareness about future profession.

Value orientation was researched with the help of the following methodologies: "Value Orientations" by M. Rokich, (modified test) and "Morphological Test of Life Values" (MTLV) by V. Sopov.

Analysis of researches results concerning first component witness that in average 44.03% of first year students manifest rather wide interest for teaching's orientation but this interest is not connected with practical activity (see table 1). With this the highest percentage of this indicator was found by us at faculty "Health of a person" (48.38%). We explain this by the fact, that the majority of entering this faculty, are the leavers of nursing schools with already formed professional attitude to speciality. And with it, at the 4<sup>th</sup> year of study they manifest reduction of interest to profession from 44.03% to 10.20%.

Table 1

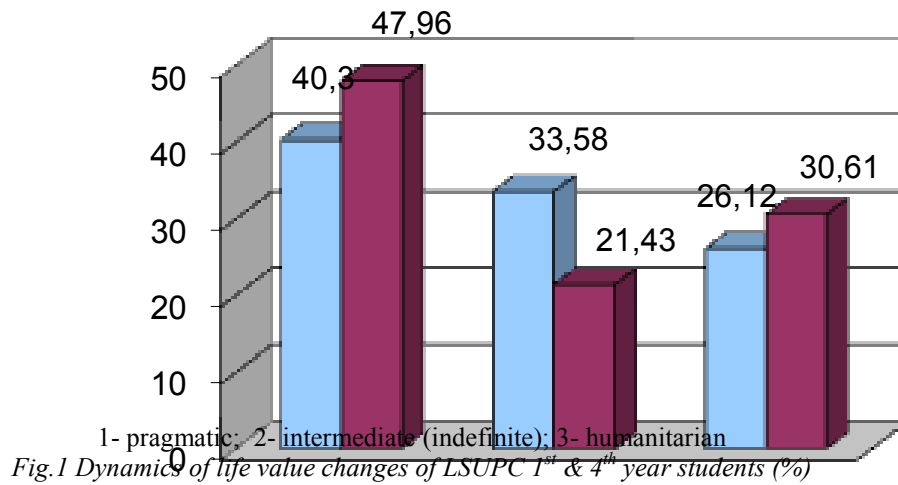
*Indicators change dynamics of the 1<sup>st</sup> and 4<sup>th</sup> year LSUPC students' professional orientation (%)*

Orientation	1 <sup>st</sup> year (n=134)	4 <sup>th</sup> year (n=98)
Attitude to teaching & orientation of training	44,03	10,20
Interest to other fields	16,42	28,57
Interest to pedagogical activity	19,40	29,59
Absence of steady interest to profession	20,15	31,63
Level of awareness about sports pedagogue profession	20,90	61,22

We explain such phenomenon by this fact that ideal notions of the 1<sup>st</sup> year students about profession were correlated by the fourth year students with actual status of sports pedagogue in society. Only 19.40% of the 1<sup>st</sup> year students and 29.59% of bachelors manifest interest to pedagogical activity. The fact, that up to the 4<sup>th</sup> year of study the quantity of students, who manifest interest to other fields of knowledge, increased cannot by cause worry. One third of the 4<sup>th</sup> year students has no steady interest to profession. And with it, the awareness level about future profession increased up to the 4<sup>th</sup> year from 20.90% to 61.22%.

"Morphological Test of Life Values" (MTLV) by V. Sopov permits to diagnose two groups of values. The first group includes components of personality's humanitarian orientation (self-development, spiritual growth, creativity, active social contacts). The values of other group are of pragmatic orientation (prestige, material state, achievements, maintaining of own individuality).

The obtained, by this methodology, results permitted to determine three groups of students by the level of personality's value orientation's expressiveness: humanitarian, pragmatic and intermediate (indefinite) types.



The biggest quantity of students, both of 1<sup>st</sup> (40.30%) and 4<sup>th</sup> (47.96%) years of study manifest pragmatic type of values. The next by the quantity of 1<sup>st</sup> year students (33.58%) was intermediate type of orientation. At the 4<sup>th</sup> year this type of orientation was manifested by 21.43%. The least quantity of 1<sup>st</sup> year students (26.12%) manifested humanitarian type of orientation. At the 4<sup>th</sup> year, this type of orientation increased to 30.61%. In fig.1 the dynamics of life value changes of students from 1<sup>st</sup> to 4<sup>th</sup> year of study is presented, which witness, that the quantity of students with pragmatic type of orientation increased from 40.30% to 47.96%; the quantity of students with intermediate (indefinite) type reduced from 33.58% to 21.43%, humanitarian type increased from 26.12% to 30.61%, and it, in our opinion, witnesses about certain increase of awareness level and integration of different professional motives' forms in the process of education.

For more profound and exact application of value orientation we used methodology "Value orientation" by M. Rokich. Pedagogical profession as a life value of the first priority, was entered by us into list of terminal values, and pedagogical activity - into the list instrumental values. Analysis of the methodology's results permitted to estimate the values hierarchy of students of different years of study (table 2).

Table 2

Hierarchy of life values of LSUPC students

Value orientations	I year			IV year		
	Quantity of students	Percentage from total q-ty	Rank	Quantity of students	Percentage from total q-ty	Rank
Priority of the chosen profession	32	23,90	1	30	30,61	1
Other priorities	27	20,15	2	3	3,12	6
Family as a life value	25	18,65	3	20	20,40	3
Education as a life value	22	16,42	4	22	22,44	2
Physical and spiritual improvement	18	13,43	5	14	14,28	4
Priority of creative activity	10	7,46	6	9	9,18	5

Percentage correlation of the first year students' and bachelors' priorities distributed in the following way: 23.90% of 1<sup>st</sup> year students and 30.61% of 4<sup>th</sup> year students regard pedagogical profession as main life value; the second place (20.15% - 1<sup>st</sup> year students) was taken by other priorities, in opposite to this 4<sup>th</sup> year students (22.41%) regard education as a life value. Family as a life value is regarded only by 18.65% of 1<sup>st</sup> year students and by 20.40% of bachelors; only 7.46% of 1<sup>st</sup> year students and 9.18% of 4<sup>th</sup> year students consider creative activity the most important. And with it, the quantity of students with other priorities reduced from 20.15% to 3.12% up to the 4<sup>th</sup> year.

The level of professional cognitive interest formation of the 4<sup>th</sup> year students proves our assumption that the content of professional disciplines ensures more attentive attitude to pedagogical activity. Though, alongside with it, the quantity of students, whose interests are not connected with the future profession, increases up to the 4<sup>th</sup> year. The fields of knowledge, which attract interest of students, become more pragmatic, with it, the largest quantity of "pragmatics" (50.20%) was found at faculty of sports. May be, it is connected with the work, in which students are engaged in

parallel to studying at university (in spheres of selling and service, security agencies, model business, fitness clubs). Some of students receive other higher education, studying, in parallel, in other higher educational institutions.

Generalizing the results of research of students' professional-cognitive interest, we singled out its initial, middle and high levels (table 3).

Table 3

*Levels of professional-cognitive interest formation of LSUPC students (quantity of students, %)*

Levels	I year (n=134)	IV year (n=98)
Initial	20,15	31,63
Middle	60,45	38,78
High	19,40	29,59

Dynamics of changes of professional-cognitive interest formation from 1<sup>st</sup> to 4<sup>th</sup> year of study witness that the quantity of students with initial level of professional cognitive interest formation increased by 11.48% at the 4<sup>th</sup> year; the quantity of students with the middle level reduced by 21.67%; the quantity of students with high level increased by 10.119%.

Monitoring of students' progress showed that among the expelled students 89.70% belonged to initial level of professional-cognitive interest formation and only 7.20% belonged to group with high level.

Study of the next, marked by us component of professional motivation, namely professional intentions, was carried out with the help of questionnaire "Motives of profession's choice" and method of unfinished sentence, "When I graduate from university...".

Distribution of students' answers concerning the motives of profession's choice are given in table 4.

Table 4

*Dynamics of students' judgments concerning the motives of profession's choice  
(n=232)*

Nos.	Motives	I year (n=134)			IV year (n=98)		
		Quantity of students	Percentage of total quantity	Rank	Quantity of students	Percentage of total quantity	Rank
1	Receive higher education	34	25,37	1	24	24,48	2
2	Like profession	29	21,64	2	12	12,24	4
3	Desire to be good specialist	21	15,67	3	30	30,61	1
4	Desire to be cultural, educated person	18	13,43	4	13	13,26	3
5	Work with people attracts	14	10,45	5	9	9,18	5
6	Family traditions	8	5,97	6	4	4,08	7
7	State higher educational institute	5	3,73	7	2	2,04	8
8	Other reasons	5	3,73	7	6	6,12	6

The greatest quantity of respondents marked "desire to receive higher education" (25.37%). This motive takes the first rank place. About on fourth of students (21.64%) entered university due to the love to profession. Only 15.67% want to be good specialists, 13.45% - wish to be cultural, educated person, 10.45% are attracted by the work with people.

From the 1<sup>st</sup> to 4<sup>th</sup> years no essential changes were noted, though the rating and desire to be good specialist increased (from 3<sup>rd</sup> place to the 1<sup>st</sup>). Rating of "receive higher education" did not change (1<sup>st</sup> place changed to 2<sup>nd</sup>) and "receive to be cultural, educated person" (4<sup>th</sup> place changed to 3<sup>rd</sup>). The status of motive "Like profession" reduced (from 2<sup>nd</sup> to 4<sup>th</sup> place).

The fact, that significance of profession of pedagogue is understood relatively by low quantity of respondents is a demonstrative one. It reflects the situation in our society. With it, low level of pedagogical activity's evaluation in modern education system directly or indirectly is connected with low status of profession of sports pedagogue.

Indicators of students' professional intentions projecting became an important supplement to the obtained data. For their determination a certain scale was offered. It consisted of six following statements: "I shall obligatory work by specialty"; "most likely"; "may be"; "I have not decided yet"; "I should not like". Diagnostics showed that 84.33% of 1<sup>st</sup> year and 60.20% of 4<sup>th</sup> year students have no clear professional intentions. There was stated a trend of increasing students' quantity with negative professional motivation; at the first year of study 9.70% of the questioned students do not want to work by specialty and at the fourth year – 16.32%. Clear professional intentions to work by specialty were shown by 8.96% of the 1<sup>st</sup> year students. The quantity off the 4<sup>th</sup> year students with such intentions increased to 25.51%.

Application of methodology of unfinished sentences permitted to clear up the found trends. For most of 1<sup>st</sup> year students, continuation of sentence “When I graduate from university...” was characterized by the absence of prospects of education results’ realization in their lives (83.58%). The most typical answers were planning of personal life (“to marry, to have good family, children”) and “good work” without detailing in which field they want to use their education.

In continuation of sentence “When I graduate from university...” approximately equal quantity of 4<sup>th</sup> year students used variant “I shall work at school” (22.54%) and “I shall be good specialist” (25.48%). The rest of students, after graduation of higher educational institute, see prospects in family life (23.52%), earning money, gaining new social status and so on.

Diagnostics data of professional intentions permitted to established dynamics of development levels of this component, showed by future teachers (table 5).

Table 5

*Levels of LSUPC students’ professional intentions’ formation (quantity of students, %)*

Levels	Years of study	
	I year (n=134)	IV year (n=98)
Initial	7,46	14,28
Middle	84,33	62,24
High	8,21	23,48

Study of achievement motive as a component of future physical culture pedagogue’s professional motivation was conducted with the help of Yu.M. Orlov’s methodology “Demand in achievement”. In this test demand is regarded as a feature of personality. As a result of the conducted methodology we obtained the following results: low level of demand in achievement was shown by 46.21% of the 1<sup>st</sup> year students, for the 4<sup>th</sup> year students this figure was 37.76%. Average level of development was manifested by 43.18% of the 1<sup>st</sup> year students and by 42.86% by the 4<sup>th</sup> year students. High level of demand in achievement was manifested by 10.61% of the 1<sup>st</sup> year and by 19.38% of the 4<sup>th</sup> year students (table 6).

Table 6

*Dynamics of achievement motive development of LSUPC students (quantity of students, %)*

Levels	Years of study	
	I year (n=134)	IV year (n=98)
Initial	46,21	37,76
Middle	43,18	42,86
High	10,61	19,38

The research data show that the quantity of students with low level of achievement motive’s development a little reduced from the 1<sup>st</sup> to the 4<sup>th</sup> year of study, but not significantly; indicators of middle level remained nearly unchanged, while the quantity of students, who are able to be persistent in reaching of their aims to finds new methods of work and are not able to work bad increased by 8.77% but in the whole does not exceed even 20% from total quantity of respondents.

In order to reveal the level of professional motivation in general, we studied the level of its structure development as a system. As indicators we regarded the presence or absence of structural components, the level of their development and hierarchic subordination. To reach this target we used modified for our research methodology “Study of motive of students’ educational activity” by O.O. Rean and V.A. Yakunin. The study of dynamics of motivation processes, which were regarded by us also in order to characterize professional motivation in general, we carried out with the help of scale “Orientation to task” from methodology “orientation of personality” by V. Smekala and M.Kuchera, where firmness, strength, depth and breadth of motivation processes were the indicators.

For adaptation of methodology “Study of motive of students’ educational activity” by O.O. Rean and V.A. Yakunin to our work we partially replaced the proposed by authors motives with those, which relate to the marked by us main structural components of professional motivation. The list of teaching activity motives included the motives, which characterize professional-cognitive interest: “to receive profound and sound knowledge”, “any knowledge will be required in pedagogical profession”, “to give answers to specific professional questions”; the motives, which characterize professional intentions: “to become highly qualified specialist in physical culture and sports field”, “to receive diploma of teacher coach”, “because my future depends on the progress in studying”; the motives, which characterize motive of achievement: “to successfully continue studying”, “to ensure successfulness of future professional activity”, “to win approval of parents and other people around me”. Then, the students were proposed to evaluate motives by 7-point scale, depending on their significance. Then, we determined the frequency of one or another motive’s choice, calculated arithmetic mean for each motive and their total.

For the first year students the greatest sum of arithmetic means was obtained by motives, which related to professional-cognitive interest (42.35), the second place was taken by motive of achievement (40.10) and professional intentions (39.55). For the fourth year students, the highest total of arithmetic means (59.5) was taken by motives,

which characterize professional-cognitive interest, the least value had motives, which related to professional intentions (45.2) and motives of achievement (41.5).

The study of dynamic properties of future physical culture pedagogues' professional motivation as per scale "orientation to task" of V. Smekala & M. Kuchera methodology permitted to state, that 11.36% of first year students and 16.33% of fourth year students have initial level of orientation to task. These students are characterized by adhesion with items: "students give the lowest mark to teachers who present the subject, taught by them, as not arousing his interest" or "in the process of studying I like most of all, when I make a push at classes".

48.48% of first year and 51.02% of the fourth year students showed middle level of orientation to task. For representatives of this level, we noted distinction between students of different years of study in the character of adhesion with sentences. For example, the first year students agree more often with sentences: "for me, the most important is to know, how to achieve target" and "I study better if teacher stimulates me for more intensive work".

High level of orientation to task was manifested by 40.16% of the first year and 32.65% of the fourth year students. For the representatives of this level adhesion with most of the test's items is characteristic. Observations, which conducted during classes, permitted for us to specify dynamic properties of professional motivation of different levels' students. As indicators we regarded:

- frequency of appearance of professional motives;
- duration of action;
- dependence on the character of situation;
- steadiness and strength of professional motives;
- attempts to solve pedagogical situations;
- activity in preparation of problematic tasks.

The summarized results of dynamic characteristics' development of future teachers-coaches' professional motivation are given in table 7.

Table 7

*Changes of dynamic characteristics ' development of LSUPC students' professional motivation (%)*

Levels	Years of study	
	I kypc (n=134)	IV kypc (n=98)
Initial	11,36	16,34
Middle	48,48	51,02
High	40,16	32,65

In general, the carried out diagnostics of professional motivation levels' formation permitted to identify the groups of students, which differ by its character. The examples of monographic characteristics of students with different professional motivation's formation levels have been provided.

#### Summary

Thus, as a result of our durable researches with application of the complex of diagnostic methodologies, we obtained data about state and dynamics of students' professional motivation. Among first year students we found wide cognitive interest to training and professionally oriented subjects. It has been stated that the profession of a teacher-coach is not of the first priority as a life value for majority of students. By the fourth year of study the quantity of students, having interest alien to either physical culture & sports or to pedagogical activity has been increasing.

Diagnostics showed that majority of students have no definite professional intentions, with it, we stated the trend of increasing of students', having negative professional intentions, in the period from the 1<sup>st</sup> and up to the 4<sup>th</sup> year of study.

In the structure of the first year students' motivation the first place is taken by professional-cognitive interest, the second – motive of achievement, the third – professional motives; lower motives, relating to professional intentions are located, followed by motives of achievements.

Dynamic characteristics of the first year students' professional motivation advantageously differ from dynamic characteristics of the fourth year students' professional motivation, with it, there is less quantity of fourth year students with high level of dynamic characteristics' development and greater quantity with its initial level.

*The prospects of future researches lie in studying of other problems, connected with motivation of students.*

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