

The relation of students' motives with pressure/tension, effort, satisfaction and boredom in school physical education.

Kolovelonis, A., & Dimitriou, E.

Department of Physical Education and Sports Sciences, University of Thessaly, Trikala, Greece
e-mail: sakisanta@hotmail.com

Abstract

The aim of this study was to examine the relationship between students' motivational regulation and their pressure/tension, effort, intrinsic satisfaction and boredom in physical education lesson. Participants were 1388 elementary and secondary students. The motivational regulation questionnaire (Goudas, Dermitzaki & Bagiatis, 2000) with the addition of the amotivation subscale (Goudas, 1994) was used for the evaluation of students' motivational regulations. The pressure/tension and the effort were evaluated with the corresponding subscales of the intrinsic motivation inventory (Goudas et al., 2000) and the satisfaction and the boredom with the intrinsic satisfaction questionnaire (Duda & Nicholls, 1992). Pearson correlation revealed that students' pressure/tension and boredom were negatively related with students' intrinsic motivation and identified regulation and positively with the external regulation and amotivation, while students' effort and satisfaction were positively related with students' intrinsic motivation and identified regulation and negatively with the external regulation and amotivation. Multiple regressions revealed that students' motivational regulation explain significantly students' pressure/tension ($R^2 = .08$), effort ($R^2 = .26$), satisfaction ($R^2 = .47$) and boredom ($R^2 = .35$). In conclusion, students' intrinsic motivation and identified regulation are associated with positive outcomes and so physical education lesson should enhance students' self-determined motivation.

Key words: physical education, motives, pressure/tension, effort, satisfaction, boredom