

## Motivation in the teaching of Physical Education in Elementary School students

### La motivación en la enseñanza de la Educación Física en estudiantes de Educación General Básica

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#### Resumen

La motivación se destaca en la educación, gracias a este proceso los estudiantes logran tener éxito en el ámbito educativo, su importancia se enfatiza en el contexto de la enseñanza de la Educación Física; el trabajar de manera significativa los aspectos emocionales, sociales y cognitivos influye directamente en la motivación, permitiendo diseñar experiencias de aprendizaje que promueven el desarrollo físico y que estas contribuyan al bienestar psicológico, nuestro objetivo de estudio fue analizar la motivación durante la enseñanza de la Educación Física en los estudiantes de Educación General Básica de la Unidad Educativa Luis Fernando Ruiz. La metodología se basa al enfoque cuali-cuantitativo con una muestra de estudio conformada por 74 estudiantes de octavos años, cuyas edades están entre 12 y 13 años, se aplicó el Cuestionario del Clima Motivacional Percibido en el Deporte-2 (PMCSQ-2); para análisis los datos se utilizó el paquete estadístico SPSS versión 25. Los resultados en el clima motivacional TAREA obtuvieron un valor entre 4,2 y 5 que corresponde a totalmente de acuerdo, en cuanto al segundo clima motivacional EGO se obtuvo un valor de 1,50 a 2,67 que corresponde a algo en desacuerdo, de igual manera en el clima reconocimiento desigual se obtuvo un valor 2,1 a 3,1 equivalente a algo en desacuerdo y Neutral; mientras que, en la rivalidad entre los miembros del grupo, se obtuvo un valor de 4,2 algo de acuerdo.

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## Abstract

Motivation stands out in education, thanks to this process students achieve success in the educational field, its importance is emphasized in the context of teaching Physical Education; Working significantly on the emotional, social, and cognitive aspects directly influences motivation, allowing the design of learning experiences that promote physical development and contribute to psychological well-being. Our study objective was to analyze motivation during the teaching of Physical Education in Basic General Education students of the Luis Fernando Ruiz Educational Unit. The methodology is based on the qualitative-quantitative approach with a study sample made up of 74 eighth-grade students, whose ages are between 12 and 13 years old, the Perceived Motivational Climate in Sports Questionnaire-2 (PMCSQ-2) was applied; To analyze the data, the statistical package SPSS version 25 was used. The results in the TARE motivational climate obtained a value between 4.2 and 5, which corresponds to completely agree, as for the second motivational climate EGO, a value of 1 was obtained. 50 to 2.67 which corresponds to somewhat disagree, similarly in the unequal recognition climate a value of 2.1 to 3.1 was obtained equivalent to somewhat disagree and Neutral; while, in the rivalry between the group members, a value of 4.2 was obtained, some agreement.

**Palabras clave:** Enseñanza, Motivación, Educación Física, Estudiantes

**Keywords:** Teaching, Motivation, Physical Education, Students

## Introduction

Motivation plays a fundamental role in the educational field; its importance is particularly highlighted in teaching Physical Education. This educational field not only seeks physical development but also contributes to the social field of individuals (Guaita, 2024), it also promotes comprehensive well-being and the acquisition of healthy habits throughout the students' lives; Therefore, it is necessary to work on the psychomotor aspect of schoolchildren and at the same time motivate educational processes in the area of Physical Education.

Physical Education is not simply about developing motor skills, known as motor skills, rather it is about cultivating a sense of comprehensive well-being in students, that is, a true commitment to well-being and personal health in the practice of physical activity (Díaz-Tejerina, 2024). In this context, motivation plays a fundamental role, since it can influence commitment, participation, and results in the educational field.

It is essential to take into account the emotional, social, and cognitive aspects of each student, this perception of the aforementioned factors directly influences motivation, and allows us to design learning experiences that not only promote physical development but also cultivate a taste for the practice of physical activity, thus contributing to the long-term psychological well-being of students, that is, true emotional and physical development, in this sense (Conde, 2021) mentions the importance of children having good motivation to go to school. Classes.

Motivation in the teaching of Physical Education presents a unique interest since it becomes a determining factor in achieving the active participation of students (Fernández, 2024) in physical, sports, and recreational activities. The complexity of motor skills, personal interests, and physical fitness levels among students is diverse. Currently, motor habits along with the educational needs of students require personalized pedagogical approaches, which require the application of strategies by teachers. (Vélez-Montesdeoca, 2024), Encourage true intrinsic motivation, that is, the internal desire to participate in physical activities during Physical Education class hours.

Motivation in Physical Education classes plays an important role in the comprehensive development of students since it directly influences their participation and commitment to physical activities in Physical Education classes. Deci and Ryan (2000) are the predecessors of the theoretical field of self-determination, where intrinsic motivation is that which arises as personal interests towards internal satisfaction to carry out physical-sports activities, which are essential to foster a sustained commitment during Physical Education classes (Cueva, 2018). When students find meaning and value in physical activities, they experience an internal drive that prompts them to participate more actively and persistently. For his part, Vallerand (1997) highlights the foundation of the theory of passion in the educational context, thus suggesting the development of a passion for physical activity, which leads the individual to act as a powerful motivational engine. The impetus can be divided into a harmonious passion, being associated with positive experiences, therefore, it is of utmost importance to work on the motivational aspect in Physical Education. By promoting the impetus for exercise and Physical Education classes, a lasting and positive commitment is encouraged, contributing to the formation of both healthy and moral habits throughout the individual's life.

Motivation is a determining factor in participation in any activity and, Physical Education is no exception, it is a discipline in which motivating behaviors are encouraged to carry out Physical Education, so when students are motivated they show a greater commitment to the Physical Education class, which leads to better academic results in the aforementioned subject, therefore an improvement in the physical level of a person can be seen since motivation is closely related to the emotional and mental well-being of the individual (Domínguez-Alonso, 2021), as it promotes feelings of autonomy, social relationships, and competence thanks to social connections with the environment that surrounds them.

When we talk about motivation, we must mention the self-determination theory that distinguishes different types of motivation, ranging from intrinsic motivation, driven by interest and personal satisfaction (Sánchez, 2024), to extrinsic motivation, influenced by external rewards (Delfa-De La Morena, 2024). In the context of Physical Education, it is important for teachers to encourage intrinsic motivation, which is associated with longer-lasting participation and greater enjoyment of physical activity during Physical Education classes; Motivation is influential during teaching, motivation is a teaching and learning process that guides the student to make an effort to achieve productive learning (Chancusig, 2023), that is, motivation is responsible for achieving an adequate interest for learning, where the teacher plays a fundamental role in achieving understandable learning (Flores, 2024).

Physical Education teachers must promote motivation by creating an inclusive class environment and providing educational support to students who present sedentary behaviors, in addition to the support detected in the motor skills deficit that some students present, that is, it is a requirement within the duties of teachers, create spaces where students feel valued and respected; Motivation involves the students and the teacher in the learning environment, this relationship highlights intrinsic motivation and its importance, as well as the way to reach the students (Castro, 2023).

A very significant aspect is establishing achievable goals; Establishing realistic goals helps students stay focused and motivated to practice regular physical activity. It is important to celebrate your achievements, no matter how small they may be, it will help maintain high motivation. The teacher must keep in mind a variety of activities during their classes, provide a

diversity of options and a variety of exercises, this will allow students to choose between different physical activities; In addition, the teacher can provide a wide range in class days, which can increase motivation by facilitating a sense of autonomy and control over academic learning, therefore motivation is the most important factor in learning, as it has an impact direct on learning results and psychological and emotional states (Salmon, 2022), that is, working with commitment so that students can improve their efficiency and achieve academic success through motivation (Domínguez, 2021); Another aspect that should be highlighted is promoting teamwork and collaboration, where group activities and collaborative support not only promote intrinsic motivation by increasing the sense of belonging and social connection, but also teach social skills, important for achieve cooperation, leadership and practice of values; Finally, educational inclusion is a transcendental aspect; it requires creating a good environment for student coexistence and increasing the motivation of students in academic performance (Torres, 2023). Inclusive education takes into account student diversity, and this in turn increases motivation in a positive learning environment (Zuñiga Villegas, 2021).

Currently, the problem that can be observed during the practice of physical activity, especially during Physical Education class hours at the school level, lies in the inactivity that students present (Teodoro, 2024), the inappropriate behaviors of the exaggerated use of technologies are leading to sedentary behaviors in students, this added to an inadequate diet, is causing overweight problems, a problem detected and that is occurring in the students of Basic General Education of the Luis Fernando Ruiz Educational Unit in the city of Latacunga. Therefore, our study objective was to analyze the motivation in teaching Physical Education to the Basic General Education students of the Luis Fernando Ruiz Educational Unit.

## **Materials y methods**

The study sample consisted of students of General Basic Education of the Luis Fernando Ruiz Educational Unit of the city of Latacunga, however, the sample for the research study consisted of 74 eighth-grade students, whose ages are between 12 and 13 years old.

It should be noted that at all times the ethical norms established in the Helsinki protocol were applied, respecting at all times the data and confidentiality of the students, in addition, since the

students were minors, informed consent was requested from the parents or guardians in order to participate in the study, which is presented in the following table 1.

Table 1. Study sample

Variable	Male (n=26 - 35%)		Female (n=48 – 65%)		Total (n=74 – 100%)	
	M	±DS	M	±DS	M	±DS
Age	12,4	0,51	12,0	0,17	12,2	0,43
Weight	38,1	7,41	35,1	8,11	36,7	7,98
Height	1,42	0,06	1,40	0,05	1,41	0,06

### Research techniques and instruments

Since this is mixed research, the collection of information was carried out to analyze motivation, the analysis of motivation was made during the Physical Education classes, which were in accordance with the planning established in the curricular blocks of the area, in this way it was possible to obtain the data to verify the existing motivation processes during the teaching of Physical Education in the study group. During the development of the research, the technique of direct observation was applied during the respective fieldwork, the instrument applied was the Perceived Motivational Climate Questionnaire in Physical Education known as (PMCSQ-2) Newton, Duda, and Yin (2000) used to evaluate motivation parameters.

### Statistical treatment of the research results

The data processing was carried out with the IBM SPSS Statistics version 25 package, and the data and results obtained during the research process were analyzed, processed, and statistically interpreted according to the study sample. A descriptive analysis was performed to calculate the respective medians and standard deviations. The results are set out below.

### Results and discussion

Within the results found, two types of motivational climates can be observed, on the one hand, we have the Task climate and the second Ego climate. According to the application of the Perceived Motivational Climate Questionnaire in Sport-2 (PMCSQ-2) validated by Newton, Duda, and Yin (2000), the results can be seen in the first motivational climate TASK, in which we have cooperative learning taking questions 11,21,31, and 33.

Table 2. Cooperative Learning Data

Reception: 2024-08-19 / Checking: 2024-08-25 / Approval: 2024-11-10 / Publication: 2024-11-27

Items	Subjects	Mean	Mean	Deviation	Minimum	Maximum
11. Peers help you to progress		4,2	4,1	,97	3,0	5,0
21. The teacher encourages us to help each other.	74	4,1	4,2	,95	4,0	5,0
31. Colleagues work together as a team		4,1	4,2	,92	4,0	5,0
33. Peers help you to improve and stand out.		4,2	4,1	,95	4,0	5,0
		4,2	4,2	,95	3,8	5,0

In Table 2. In Table 2, referring to cooperative learning, we can observe the students' scores, which present a mean of 4.2 as well as the corresponding median, the percentages of standard deviation are at 0.95; a minimum value of 3.8 was obtained, which corresponds to the neutral value, and a maximum value of 5, which corresponds to Strongly agree; However, the values of the total medians are located in the value 4.2 which corresponds to somewhat agree, with which it can be affirmed that the students of General Basic Education of the Luis Fernando Ruiz Educational Unit of the city of Latacunga present a good cooperative learning.

Table 3. Data on effort/improvement

Items	Subjects	Mean	Mean	Deviation	Minimum	Maximum
1. The teacher wants us to try new skills		4,4	5	0,97	4	5
8. Students feel good when they give their best effort	74	4,8	5	0,95	4	5
14. The teacher makes sure to improve the skills of classmates in which they are not good		4,7	4,3	0,91	4	5
16. Peers feel acknowledged when they improve		4,2	5	0,94	5	5



Reception: 2024-08-19 / Checking: 2024-08-25 / Approval: 2024-11-10 / Publication: 2024-11-27

20. Effort is rewarded	4,2	4,5	0,94	4	5
25. The teacher insists that you give your best	4	4	0,98	4	5
28. Peers are encouraged to improve their weaknesses	4,7	4,7	0,96	4	5
30. The most important thing is to improve	4,2	5	0,89	3	5
	4,4	4,6	0,94	4	5

In Table 3. Referring to effort/improvement, where questions 1, 8, 14, 16, 20, 25, 28, and 30 are grouped, we can see the student's scores, which present a mean of 4.4 and a median corresponding to 4.6, the percentages of standard deviation are at 0.94; a minimum value of 4 was obtained which corresponds to the value Somewhat in agreement and a maximum value of 5 which corresponds to Totally in agreement; However, the values of the total medians are located in the value 4.6 which corresponds to somewhat agree, with which it can be affirmed that the students of General Basic Education of the Luis Fernando Ruiz Educational Unit of the city of Latacunga present a good climate of reinforcement and improvement.

Table 4. Important Role Data

Items	Subjects	Mean	Mean	Deviation	Minimum	Maximum
4. Each student makes an important contribution		4,1	4	0,99	2	5
5. The teacher believes that everyone is important to the success of the group		4,6	5	0,93	3	5
10. Students of all ability levels have an important role in the group		4,7	4,3	0,91	4	5
19. Every peer has an important role		4,3	5	0,89	3	5
32. Each student feels as if he/she is an important member of the group	74	3,8	4	0,96	3	5
		4,3	4,4	0,93	3	5

In Table 4. Referring to the important role, where questions 4, 5, 10, 19, and 32 are grouped, it is possible to verify the scores obtained by the students, which present a mean of 4.3 and a median



Reception: 2024-08-19 / Checking: 2024-08-25 / Approval: 2024-11-10 / Publication: 2024-11-27

corresponding to 4.4, the percentages of standard deviation are at 0.93; a minimum value of 3 was obtained which corresponds to the neutral value and a maximum value of 5 which corresponds to Totally agree; However, the values of the total medians are located in the value 4.4 which corresponds to somewhat agree, in this way it can be affirmed that the students of General Basic Education of the Luis Fernando Ruiz Educational Unit of the city of Latacunga present a good climate regarding the important role.

Next, the results are presented in the second motivational climate that refers to EGO; in which we have the punishment for errors in taking questions 2, 7, 9, 15, 18, and 27.

Table 5. Ego data

Items	Subjects	Mean	Mean	Deviation	Minimum	Maximum
2. The teacher gets angry when a classmate makes a mistake		2,8	3	0,90	2	3
7. The teacher believes that only the best people contribute to the success of the group		3	3	0,96	2	3
9. The teacher leaves out classmates who make mistakes	74	2	2	0,91	1	2
15. The teacher yells at classmates for doing something wrong		2	2	0,81	1	3
18. Peers are reproached when they make a mistake		3	2	0,71	1	2
27. Students are afraid of making mistakes		3	4	0,66	2	3
		2,63	2,63	0,83	1,50	2,67

Table 5. Referring to the ego climate, where questions 2, 7, 9, 15, 18, and 27 are grouped; it is possible to appreciate the students' scores, which present a mean of 2.6 and a median corresponding to 3, the percentages of standard deviation are at 0.83; a minimum value of 1.50 was obtained, which corresponds to the value totally disagree and a maximum value of 2.67, which corresponds to Neutral; However, the values of the total medians are located in the value 2.6 which corresponds to somewhat disagree, thus it can be mentioned that the students of

Reception: 2024-08-19 / Checking: 2024-08-25 / Approval: 2024-11-10 / Publication: 2024-11-27

General Basic Education of the Luis Fernando Ruiz Educational Unit of the city of Latacunga are somewhat in disagreement with the ego component.

Table 6. Data on Unequal Recognition

Items	Subjects	Mean	Mean	Deviation	Minimum	Maximum
3. The teacher devotes more attention to the best students		3	2	0,87	2	3
13. The teacher has his/her favorites		2	2	0,81	2	3
17. Only colleagues with the best statistics are praised		2	3	0,81	2	3
22. The teacher makes it clear who is the best in the group	74	3	4	0,89	3	4
24. To be valued by the teacher, you have to be one of the best		2	3	0,90	2	3
26. The teacher only looks at the best students		3	4	0,84	2	4
29. The teacher favors some classmates more than others		2	2	0,98	2	2
		2,4	2,8	0,87	2,1	3,1

Table 6. Referring to the unequal recognition climate, where questions 3, 13, 17, 22, 24, 26, and 29 are grouped; it is possible to observe the students' scores, which present a mean of 2.4 and a median corresponding to 2.8, the percentages of standard deviation are at 0.87; a minimum value of 2.1 was obtained which corresponds to the value somewhat in disagreement and a maximum value of 3.1 which corresponds to Neutral; however, the values of the total medians are located in the value 2.8 which corresponds to somewhat in disagreement, in this way it can be mentioned that the students of General Basic Education of the Luis Fernando Ruiz Educational Unit of the city of Latacunga are somewhat in disagreement with the component of unequal recognition.

Table 7. Data on rivalry among group members.

Reception: 2024-08-19 / Checking: 2024-08-25 / Approval: 2024-11-10 / Publication: 2024-11-27

Items	Subjects	Mean	Mean	Deviation	Minimum	Maximum
6. The teacher motivates the students only when they outperform a classmate		3	4	0,92	3	5
12. Students are encouraged to be better than their peers	74	4	5	0,96	4	5
23. Peers are motivated when they do better than others in the class		3	5	0,89	3	5
		3,1	4,2	0,91	3	4,5

In Table 7. Referring to the rivalry among the members of the group, where questions 6, 12, and 23 are grouped; it is possible to verify the scores obtained by the students, which present a mean of 3.1 and a median corresponding to 4.2, the percentages of standard deviation are at 0.91; a minimum value of 3 was obtained which corresponds to the neutral value and a maximum value of 5 which corresponds to Totally agree. However, the values of the total medians are located in the value 4.2 which corresponds to somewhat agree, in this way, it can be affirmed that the students of General Basic Education of the Luis Fernando Ruiz Educational Unit of the city of Latacunga are somewhat in agreement in reference to the rivalry among the members of the group.

## Conclusions

The results related to cooperative learning, it was possible to observe the students' scores at a level of 4 and 5, with which they somewhat agree and totally agree that the teacher encourages his students, as well as teamwork, and this in turn helps to improve learning and to stand out in physical education classes.

In relation to the effort/improvement climate, it can be seen that the student's scores obtained a maximum value of 5 corresponding to the total agreement in relation to working on new skills and making a maximum effort to achieve them, improving day by day the weak points, and at the same time the students' effort is rewarded and at the same time recognized.

Based on the results of the important role climate, the data reflect that the students' scores are at a maximum value of 5 corresponding to totally agree in what is related to each student contributing significantly to group work towards group success and promoting the development of skills.

Once the data of the motivational climate regarding punishment for errors, it was possible to observe the scores of the students in levels 2 and 3, with which they disagree somewhat that the teacher leaves out of class the student who makes mistakes and gets angry when the student makes a mistake in a physical education class, in the same way, they disagree with the teacher yelling at them in class when an exercise is done wrong or they make a mistake; they are also neutral in the section referring to the teacher believing that only the best contribute to success.

Based on the results of the unequal recognition climate, the data reflect that the maximum scores of the students are at a value of 3 corresponding to neutral in what concerns that the teacher devotes more attention only to the best of the group, with which it can be seen that he does not have favorite students and that he praises everyone equally, and with respect to the item that the teacher favors some classmates more than others, he disagrees somewhat.

Finally, with respect to the climate of rivalry among group members, it can be seen that the students' scores obtained a maximum value of 5 corresponding to totally agreeing that the teacher motivates his students when they surpass some classmates and that they are encouraged to improve constantly.

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