

STUDENTS' MOTIVATION TOWARDS APPLYING TO THE COLLEGE OF PHYSICAL EDUCATION AND SPORTS SCIENCES AND ITS RELATIONSHIP TO THEIR ACADEMIC ACHIEVEMENT

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ABSTRACT

The study aimed to know students' motivation towards applying to the College of Physical Education and Sports Sciences and its relationship to their academic achievement for the academic year 2022-2023. As for the research tool, it was a scale to measure motivation (internal and external motivations), which consisted of (25) items, with each paragraph having five alternatives. The researcher specified His community, which consisted of students from the College of Physical Education and Sports Sciences, numbering (560) students, chose a sample of (125), with (28) male and female students for the first stage, (39) male and female students for the second stage, and (32) male and female students for the third stage. And (26) male and female students for the fourth stage. After analyzing the results statistically, the researcher concluded that the students enjoy a high level of motivation. The researcher recommended paying attention to the students' inclinations and desires, their academic specialty, and benefiting from the motivation scale for the purpose of distributing the students according to their inclinations and desires.

1-1 INTRODUCTION AND THE IMPORTANCE OF THE RESEARCH

Reaching the desired level of development in the educational process requires periodic and continuous evaluation of the performance of employees in educational institutions, especially education in universities, and education has recently received great attention from the state, and this reflects the importance of preparing the effective human element and its role in achieving development and progress in the educational process. . All studies and research focus mostly on the field of studying students' variables, such as personal characteristics, motivation, ambition, and learning style, in order to know their abilities and make their learning process beneficial to them and society. The learning process in its desired form cannot take place without motivation, and it can be said that motivation Necessary effects in the learning process. It is sufficient for students to feel the importance of a certain thing to be sufficient to motivate them to the learning process. Motivation is the key to controlling and controlling students' behavior and directing them. Therefore, much of the work of teachers is focused on the problem of motivation, and the failure of teachers is almost due to their weak ability to Understanding the role that motivation plays in the learning process because it is the energy that contributes to directing students' behavior and activity towards achieving a specific goal in the environment that surrounds them.

Motivation is one of the most important variables that researchers in this field have linked to the academic achievement process. Many students have the desire to learn and achieve, and this desire to perform well is called achievement motivation, as individuals with a high need for achievement believe that success comes from hard work and that failure comes from not

working. Those with high motivation set appropriate goals, while a lack of motivation leads to a decline in academic achievement. Those with low motivation are irresponsible people who do not stick to their appointments and leave the university and feel failure and frustration. They are not keen on studying in college. Students differ in methods and styles of responding to educational and school systems. Some accept... Others must study with passion, satisfaction, and high effectiveness in order to achieve academic achievement. Others accept studying with reservation and hesitation, while others refuse to learn anything the teacher offers, which confirms the necessity of motivation in explaining individual differences in academic achievement among students. Hence the importance of the research lies in building a measure of students' motivation towards applying to the College of Physical Education and Sports Sciences in order to learn and increase achievement because the researcher believes that motivation plays an important and effective role in human behavior, as it stimulates and moves it and maintains its permanence and continuity as long as the need exists for that. A hypothetical formation that we do not observe directly, but rather we observe the behavior of individuals and the environment in which the behavior occurs. In addition, it is a major element of the teaching process that students should take into consideration when planning the teaching process.

2 RESEARCH PROBLEM

Through the experience and observation of the researcher, he noticed that students vary in their achievement and levels of learning. The researcher believes that one of the most important factors of this disparity is the student's motivation, which is the important thing in the educational process. It is necessary to establish the educational process based on the student's needs and motivations to ensure the achievement of all learning goals and results. Students Those who have high motivation will achieve academic achievement more effectively, while those who do not have high motivation will have lower achievement. Therefore, their success depends on the amount of motivation they have towards the college or department to which they wish to apply. Based on the above, the problem of the study lies in the following question: Does students' motivation towards applying to the College of Physical Education and Sports Sciences have a relationship with their academic achievement?

1-3 Research objectives:

- 1- Identifying students' motivation towards applying to the College of Physical Education and Sports Sciences.
- 2- Identifying the relationship between motivation and academic achievement among students of the College of Physical Education and Sports Sciences.

1-4 Research areas:

- 1-4-1 Human field: Students of the College of Physical Education and Sports Sciences - Al-Qadisiyah University.
- 1-4-2 Temporal scope: for the period from (11/1/2022) until (5/1/2023).
- 1-4-3 Spatial area: Classrooms in the College of Physical Education and Sports Sciences.

2- RESEARCH METHODOLOGY AND FIELD PROCEDURES

2-1 Research methodology:

The researcher used the descriptive approach in the style of survey studies and correlational studies.

2-2-1 The research community and its sample:

The researcher identified the research community consisting of students from the College of Physical Education and Sports Sciences for the academic year 2022-2023, who numbered (560) male and female students, with (130) male and female students for the first stage, (159) male and female students for the second stage, and (146) male and female students for the third stage. (125) male and female students for the fourth stage. As for the research sample, the researcher chose his sample by random stratified method with a percentage of (25.32%) of the research population, who made up (125) male and female students, with (28) male and female students who made up a percentage of (22.4%) for the first stage. (39) male and female students made up (31.22%) for the second stage, (32) male and female students made up (26.11%) for the third stage, and (26) male and female students made up (21.32%) for the fourth stage, and the table (1) shows that.

Table(1) Research sample and population

Research population	Sample	First stage sample	%	Second stage sample	%	Third stage sample	%	Fourth stage sample	%
560	125	28	22.4%	39	31.22%	32	26.5%	26	21.32

2-3 Research tool:

The researcher collected data about this study. The main goal of the questionnaire was determined to identify students' motivation toward applying to the College of Physical Education and Sports Sciences and its relationship to achievement. Therefore, the researcher prepared a questionnaire consisting of (25) items. The researcher relied on five Answer alternatives, using a five-point Likert scale, to estimate the scores of the study sample members' answers about students' motivation towards applying to the College of Physical Education and Sports Sciences and its relationship to achievement.

2-3-1 The apparent validity of the questionnaire:

Validity is one of the basic indicators for any measurement tool or test of a specific subject, in order to determine whether the scale indicates that the items measure what they are supposed to measure. (Allawi, 2000, p. 255) The researcher presented it to a group of experts in teaching methods, tests, measurement and evaluation in physical education and sports sciences, and the purpose of this was to benefit from their opinions and directions regarding the validity and validity of the questionnaire, the extent to which the paragraph belongs to the field and the extent of the validity of its measurement of the field, which belong to it, and then take the paragraphs that had an agreement rate of (80%) or more, and thus the tool became valid for application. .

2-3-2 Stability:

The fixed test is the accuracy of the test in measurement and the consistency of its results when applied multiple times to the same individuals. (Al-Yasiri, 2010, p. 70)

1- To ensure the stability of the questionnaire, the researcher conducted a pilot experiment on a sample from outside the study sample (40) students, on 11/6/2022, where he repeated the measurement within two weeks, and calculated the internal consistency coefficient through the use of the Cronbach-alpha equation, and it was a value The reliability coefficient using this method is (0.89) for the tool as a whole, and this percentage is acceptable for conducting such a study. The researcher also used the split-half method in calculating reliability, where the scale scores are divided into two halves on the basis of the odd and even items, and the reliability between the two halves is extracted with the Pearson correlation coefficient (0.68), and after correcting it with the Spearman-Brown equation, it reached (0.73). This represents a good reliability coefficient. .

2-4 Description of the questionnaire in its final form:

Based on the arbitrators' comments, the wording of some paragraphs was modified in terms of structure and language, so that the total amount of paragraphs reached (25) paragraphs, and five answer alternatives were identified: (strongly agree - agree - undecided - disagree - strongly disagree It carries weights of (1, 2, 3, 4, 5) respectively, and the total score for the laboratory is calculated as (125) and the lowest score is (25).

2-5 Applying the search tool:

The research tool was applied to the research sample of (125) students, after giving them instructions on how to answer the questionnaire from 12/14/2022 to 1/15/2023.

2-6 Statistical analysis:

The arithmetic mean and standard deviations were used according to the study variables on the items.

3- PRESENTATION AND DISCUSSION OF THE RESULTS**3-1 Presentation, analysis and discussion of the results of the student motivation scale towards applying to the College of Physical Education and Sports Sciences:**

Table(2) Table (2) shows the arithmetic means, standard deviations, and hypothesized mean for the sample

Statistical significance	T-values		Freedom degree	Median	Standard deviation	Mean	Sample size
	Tabulated	Calculated					
Sig.	1.683	26.445	124	75	6.98	78.12	125

Table (2) shows that the arithmetic mean value for the research sample reached (78.12) degrees, with a standard deviation of (6.98) degrees. Using the T-test for one sample, it was found that the calculated T-value reached (26.445), which is greater than the tabulated T-value of (1.683).) at a significance level of (0.05) and a degree of freedom (124), meaning that there is a significant

difference between the arithmetic mean of the sample and the standard mean of the scale, in favor of the arithmetic mean, and Table (3) shows this. Through the results presented in Table (2), the researcher saw that many students are thirsty for learning and achievement and desire to perform well, as students with high motivation believe that success comes from hard work and that failure comes from not working, and that students who have high motivation believe that success comes from hard work and that failure comes from not working. They set goals appropriate to what they aspire to. They enjoy a high level of motivation, and this confirms that these students have an orientation and inclination towards the College of Physical Education and Sports Sciences. Their motivation at this high level reflects the image of their desires for this college, because the College of Physical Education and Sports Sciences provides them with ideas and learning skills in various games and sports in general, which every person needs. To learn them and rely on them in teaching students the various academic subjects at all levels of study. This is consistent with Al-Rubaie (2010, p. 69). Motivation is considered one of the most important variables that work to stimulate students' enthusiasm and positivity and help them think positively, and this is reflected in their academic achievement and thus achieving quality teaching.

The researcher also believes that successful education is education based on students' motivation and needs, and the more education satisfies these motivations and needs, the stronger the education process and the higher academic achievement. Therefore, students' activity should be directed to satisfy their emerging needs, and this is consistent with Al-Zaghoul (2007, pp. 98-99). Motivation is one of the main factors behind education in various fields. It is the force that drives the student to acquire experiences, knowledge, skills, and multiple patterns of behavior, given that learning such experiences helps him achieve his goals and objectives that he aspires to, and helps him in the processes of adaptation and control over the experiences and situations that surround him. with it .

3-2 Presenting and discussing the results of the relationship between students' motivation and their academic achievement:

In order to identify the relationship between motivation and their academic achievement among students of the College of Physical Education and Sports Sciences, the researcher applied the Pearson correlation coefficient between the two variables, and it reached (0.64), which is statistically significant at a significance level of (0.05). This result indicates the existence of a positive correlation between motivation and Their academic achievement is affected by many factors, one of which is motivation, which plays a major role in students' achievement. In addition, students seek to obtain high grades in competition based on their internal and external motivations that push them to achieve their goals, and this is what many studies have confirmed that students differ in Methods and methods of responding to the educational process. Some students accept studying with satisfaction, love, passion, and high effectiveness in achieving academic achievement. Others accept studying with hesitation and reservation, and others refuse to learn, which confirms the importance of motivation in explaining individual differences in academic achievement among students. The researcher also believes that some students may be characterized by high academic achievement, even though their actual ability may be low. On the contrary, we find others with high intelligence may have low academic

achievement. Therefore, academic achievement depends on the increase or decrease in motivation towards achievement, as there is a connection and relationship. There is a strong relationship between motivation and academic achievement, and this is consistent with Duchess (2011, 88) that there is a positive relationship between students' motivation to learn and their academic achievement. Academic achievement depends on the students' abilities, as a student cannot achieve high grades in achievement unless there is a strong motivation to learn that pushes him to achieve. Good and achieving goals. The researcher also believes that motivation and the desire to do a good job and succeed in that work, and this motivation is characterized by ambition and enjoyment in competitive situations and the overwhelming desire to work independently, to confront problems and solve them, and to prefer one task over another that contains risk rather than tasks that contain nothing but risk. The importance of motivation from an educational point of view is that it is an educational goal in itself. Stimulating students' motivation, directing it, and generating specific interests in them makes them accept to carry out specific cognitive, motor, and emotional activities, as it is also a means that can be used to achieve educational goals effectively, as it is one of the important factors that determine Students' ability to achieve. Perhaps motivation is one of the most important variables that researchers have linked to the academic achievement process, and this agrees with Qatami and Adas (2002, p. 20). The motivation to achieve is one of the motivations specific to humans, perhaps not to other living beings, and it is what can be called the pursuit of distinction, excellence, and success.

4-1: CONCLUSIONS

After completing the research requirements, the researcher concludes the following:

- 1- Students of the College of Physical Education and Sports Sciences enjoy a high level of motivation towards their specialty.
- 2- There is a correlation between motivation and academic achievement
- 3- Students want to study in the College of Physical Education and Sports Sciences as it is a prestigious major.

4-2: Recommendations:

In light of the research results, the researcher recommends the following:

- 1- Paying attention to developing students' attitudes towards their academic specialty.
- 2- Benefiting from the motivation scale for the purpose of distributing students according to their desire.
- 3- Conduct a study similar to the current study on other colleges.
- 4- Conduct a study to determine the relationship of motivation to other variables.

Sources :

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Appendices
Motivation scale

	Paragraph	I strongly agree	I agree	Hesitant	Disagree	Strongly Disagree
1	College teachers motivate me to study and achieve yeah yeah					
2	I love my studies in college because I love my professors					
3	I do not want to major in the College of Physical Education and Sports Sciences					
4	I participate in activities and tournaments in college					
5	I have a specific goal that I seek to achieve					
6	I feel uncomfortable in the College of Physical Education and Sports Sciences because of the bad treatment from the teachers					
7	The College of Physical Education and Sports Sciences takes care of my interests and seeks to develop them					
8	My studies at the Faculty of Physical Education and Sports Sciences provide me with good ideas					
9	College professors are the type that attract me to study					
10	I encourage my parents to study at the College of Physical Education and Sports Sciences					
11	My major in the Faculty of Physical Education and Sports Sciences allows me to show my special talents					
12	Studying in my specialty does not bring me much benefit					
13	Approach studies with passion and satisfaction					
14	Rely on the teachers to understand the subjects and practice the skills					
15	I feel that the lessons taught by my faculty in the Faculty of Physical Education and Sports Sciences are not exciting					
16	I feel that the Faculty of Physical Education and Sports Sciences is not important					
17	I pay attention to my lessons over anything else					

18	I think that my preoccupation with things outside of school weakens my academic achievement					
19	It bothers me to get low grades on an exam					
20	I believe that my studies at the College of Physical Education and Sports Sciences will provide me with a suitable job. call mom					
21	I am happy that my teachers at the college are satisfied with me					
22	I try to make up for the lectures I miss					
23	Forget the topics you teach in lectures					
24	I see that studying in my specialty is of no benefit to me and there is no need to continue it					
25	I enjoy being at the Faculty of Physical Education and Sports Sciences					