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Achievement Goals and Motivation in Physical Education: A Correlational Study

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Abstract: The majority of the respondents in this study are female. The results indicate a high presence of achievement goals in Physical Education, particularly in terms of Physical Competency, as evidenced by an overall mean score of 3.39. Additionally, the survey reveals a high implementation of the Benefits of Movement, with an overall mean rating of 3.39. Respondents also demonstrate a high level of motivation in Building a Community of Movement, reflected in a mean rating equivalent to 3.39. Furthermore, the results suggest that respondents are highly motivated to improve their physical competency in Physical Education, with an overall mean score of 3.37. The responses yield an overall mean of 3.38, indicating a high level of motivation for activities related to movement. the study findings show no significant difference in the level of motivation in Physical Education concerning Physical Competence, Benefits of Movement, and Building Community of Movements. The significance values (0.065, 0.420, and 0.345, respectively) are all greater than the predetermined significance level of 0.05. Data analysis also reveals that there is no significant difference in the assessment of motivation in Physical Education in terms of Physical Competence, Benefits of Movement, and Building Community, as indicated by the attained significance values of 0.619, 0.551, and 0.661, respectively.

Keywords: Achievement Goals; Motivation in Physical Education; A Correlational Study.

1. Introduction

Motivation in learning has long been considered an essential element in schooling. Students' motivation within academic tasks has consistently been seen as a critical factor influencing their learning and achievement. Studies have shown that students who have reported increased levels or more adaptive forms of motivation have tended to exhibit greater learning and higher levels of achievement (Levesque et al., 2010; Wigfield et al., 2016). Achievement motivation has energized and directed behavior toward achievement and is therefore recognized as an important determinant of academic success.

Recent research examining the association between mastery goals and student performance on assessments designed to match instruction in actual classroom has revealed modest positive correlation between mastery goals and achievement (LInnenbrink,2005; Linnenbrink, Garcia et al., 2018; and Muenks et al., 2018). The have pointed out that there are myriad of single studies and several meta-analyses that support social cognitive motivation models that students' motivational beliefs are significantly related to their academic achievement. In contrast to the correlates of mastery goals, pursuing performance-avoidance goals is usually associated with a negative pattern of motivational beliefs and behaviors. When students are performance- avoidance goal oriented, they are more likely to give up when faced with difficult work or confronted with failure, use more shallow-level cognitive strategies, are less likely to seek help when they need it, and are more likely to engage in self-defeating practices like self-handicapping (Elliot, 2005; Steinmayer et al., 2018). Only a few studies considered intelligence and prior achievement together with more than two motivational constructs as predictors of school students' achievement. Unfortunately, academic tasks are replete with obstacles that make it difficult for students to be motivated. Students complete cognitively challenging academic tasks, learn materials that have little personal relevance, and repeatedly practice decontextualized skills. Further, the classroom environment within which these activities are situated is often characterized by multiple tasks occurring at one time, a high level of noise and distraction, and many opportunities for off-task behavior. Hence, even students who begin academic tasks eager to work and be successful may suffer decline in motivation. Motivational demands for completing academic work outside the classroom can even more burdensome. Much more in teaching Physical Education and Sports because some students thought of it as a minor subject to pass.

One issue that has also been faced by Physical Education teachers is the long-standing debate over whether the subject has value in its own right or is best seen as a useful vehicle through which desirable attributes can be acquired. These attributes may include personal qualities such as perseverance, social skills such as cooperation, and cognitive skills such as problem-solving skills. Thus, it has been advocated that Physical Education is worthwhile, and the case has to have been made for the value of students participating in and becoming skillful at a range of physical activities.

With this gap, the researcher has attempted to assess the correlation between achievement goals and motivation in Physical Education as academic work because it has been observed that students have perceived physical education as unimportant, boring, and sometimes difficult to follow, especially in kinesthetic movements. Despite these problems, many students have exhibited a high level of motivation in other academic tasks. However, when it comes to physical activities and sports, they have tended to lag behind.

2. Level of Achievement Goals in Physical Education

Based from the result, the achievement goal in terms of

Competencies in Physical Education such as: Analyze Physical Fitness Activities and outcomes, Advanced Health, and movement performance. Physical Health and Fitness are Highly Evident (PE Competencies and Continual Building) This finding was inferred from the obtained overall mean rating or 3.39.

Table 1. Physical Competency Achievement Goals

PHYSICAL COMPETENCY	Mean	SD	Interpretation
1. Work at your optimal level of physical fitness.	3.37	.625	Highly Evident
2. Develop the motor skills needed to successfully participate in a variety of physical activities	3.37	.645	Highly Evident
3. Demonstrate an understanding of the principles and concepts related to a variety of physical activities.	3.35	.613	Highly Evident
4. Remember and understand the various components that contribute to health-related fitness.	3.37	.609	Highly Evident
5. Show acquired motor skills needed to perform a variety of physical activities	3.38	.611	Highly Evident
6. Define the various components of health and fitness, for a good development of physical activity.	3.40	.630	Highly Evident
7. Recognize the physical and mental benefits of increased physical activity, both in the body and in the mind.	3.40	.565	Highly Evident
8. Determine factors related to development, fitness levels and training strategies.	3.45	.580	Highly Evident
Overall	3.39	.32	Highly Evident

The foregoing findings clearly indicates that the respondents are cognizant of the benefits of movements. It is highly evident that these are the physical education goals they have set to achieve “supports and encourage others allowing, positive work environment, where no one feels pressured” thus, leads to a better morale of students and their ability to function at a higher level in school. This inference is corroborated by the obtained highest mean rating of 3.46 from the assessment of the respondents. Also, highly evident among the goals that they have achieved and was rated as second to the highest mean; is the importance of doing Physical movement such as aerobics.

Table 2. Benefits of Movement

Benefits of Movement	Mean	SD	Interpretation
1. Appreciate and understand the value of physical education and its relationship to a healthy and active lifestyle	3.39	.613	Highly Evident
2. . Enjoy and feel satisfaction through physical activity	3.38	.569	Highly Evident
3. . Demonstrate a high level of interest and personal commitment showing initiative, enthusiasm and commitment	3.33	.584	Highly Evident
4. . Apply tactics, strategies and rules in individual and group situations	3.35	.629	Highly Evident
5 Understand the importance of physical activity for a healthy lifestyle..	3.39	.613	Highly Evident
6. Use concepts of movement appropriately in relation to themselves, others and their physical environment.	3.39	.571	Highly Evident
7.Support and encourage others, allowing a positive work environment, where no one feels pressured, on the contrary, where everyone is comfortable	3.46	.550	Highly Evident
8. Improve heart health and with aerobics increase lung capacity	3.44	.544	Highly Evident
OVERALL	3.39	.30	Highly Evident

The overall assessment for the achievement goal for “Benefits of Movement is highly implemented; this is substantiated by the obtained overall mean rating of 3.39. With this findings, design of the Physical education courses should be further enhanced to develop students’ abilities and knowledge to help students learn how to move their bodies in a safe and effective way specifically in some activities like running, jumping, and playing games that involve movements that will help develop their coordination, balance, strength, and endurance.

3. Difference in the Assessment of the Respondents as Regards Their Level of Achievement of Goals

Results from the table reveals that no significant difference was noted between the groups of the given sample size.

Lending credence to this finding was the recorded sign values of .132, .482, and .502 respectively which are all greater than the 0.05 level of significance set in the study. To this effect, the hypothesis of no significant difference was accepted.

The foregoing finding is a clear indication of the uniformity in responses between the groups of respondents relative to their assessments of the level of achievement goals in Physical education when the respondents are grouped according to age.

Table 3. According to Age

Indicators	Age	Mean	t	Sig	Interpretation	Decision
Physical Competencies	17- 20	3.44	1.51	.132	Not significant	Accept Null
	21- 25	3.36				
Benefits of Motivation	17 -20	3.41	.71	.482	Not Significant	Accept Null
	21- 25	3.38				
Building Community Movement	17-20	3.41	.69	.502	Not Significant	Accept Null

Similarly, no significant difference was observed on the assessment made by the respondents in reference to achievement goals in physical education in terms of Physical Competencies, Benefits of motivation, and building community movement when they are grouped according to sex. Attesting to the veracity of this finding were the obtained sign values of .825,.987, and .712 respectively which are all greater than the 0.05 level of significance set in the study. Accordingly, the null hypothesis was accepted.

The non rejection of the null hypothesis points to the congruity of assessments on the part of the groups of respondents.

Table 4. According to Grade Level

Indicators	Grade Level	Mean	F	Sig	Interpretation	Decision
Physical Competencies	1	3.33	1.12	.344	Not significant	Accept Null
	2	3.36				
	3	3.43				
	4	3.42				
Benefits of Motivation	1	3.32	2.17	.092	Not significant	Accept Null
	2	3.45				
	3	3.44				
	4	3.41				
Building Community Movement	1	3.31	4.78	.003	Significant	Reject Null

Based on the results no significant difference was revealed in the assessment of the respondents on achievement goals in terms Physical Comptencies and Benefits of movement. Substantiating this finding was the generated sigvalues of .344 and .092 respectively which was great rethan the .05 level of significance set in the study. As a result, the hypothesis of no significant difference was accepted.

The non- rejection of the null hypothesis indicates concordance in the assessment of the variables in focus by the groups of respondents.

In contrast to the foregoing finding, a significant difference was discerned in the assessment of achievement goals in physical education in terms of building community when the respondents were grouped according to grade level. It can be seen that the mean score results increase as the students grade level increase. Statistically supporting this finding is the generated sign value of .003 which is less than the .05 level of significance set in the study. Accordingly, the hypothesis of no significant difference was rejected. Corollary to this finding we can deduce that the responses of the respondents in terms of building community when grouped by grade level varied significantly.

4. Level of Motivation as Regulation in Physical Education

Based from the overall results, the student respondents are highly motivated to initiate, or maintain their willingness to provide effort toward improving their physical competency in Physical Education, this interpretation was drawn from the computed overall mean which is equivalent to 3.37.

Table 5. Level of Motivation in Physical Competency

PHYSICAL COMPETENCY	Mean	SD	Interpretation
1.I am empowered to be physically active during PE activities like running and jumping.	3.43	.586	Highly Motivated
2.I participate actively in Sports because it eases out the risk of being unhealthy.	3.33	.530	Highly Motivated
3.PE and Sports activities develop my balance in movements and safety.	3.40	.574	Highly Motivated
4.I can perform wide range of physical movements without risk of accidents.	3.36	.556	Highly Motivated
5. I am confident that my physical strength improves as I do PE and Sports activities.	3.37	.625	Highly Motivated
6.I always enjoy the benefits of exercising in PE classes.	3.34	.551	Highly Motivated
7.I have strong bones and muscles because of my active participation in Pe and Sports tasks.	3.33	.548	Highly Motivated
8.I am aware and confident that PE and Sports helped me stay healthy and in shape.	3.38	.544	Highly Motivated
OVERALL	3.37	.27	Highly Motivated

Giving credence to the assumption are the result of the assessment on the following motivational activities in terms of Physical Competency: “PE and Sports activities develop my balance in movements and safety “, “Can perform wide range of physical movements without risk of accidents”, “My physical strength improves as I do PE and Sports activities”. “I always enjoy the benefits of exercising in PE classes”, Moreso, upon closer examination it can be observed that this motivational goal “I am empowered to be physically active during PE activities like running and jumping” received the highest mean rating of 3.43. On the contrary these two indicators obtained the lowest mean rating of 3.33 “. I participate actively in Sports because it eases out the risk of being unhealthy”,” I have strong bones and muscles because of my active participation in PE and Sports tasks”.

Table 6. Benefits of Movement

BENEFITS OF MOVEMENT	Mean	SD	Interpretation
As I do PE movements, my muscles and fine motor skills * improve a lot.	3.39	.528	Highly Motivated
I get to choose my sports to play in school.	3.41	.566	Highly Motivated
I always explore different physical activities offered in school to enjoy the benefit I could get in it without additional cost.*	3.34	.534	Highly Motivated
PE and Sports’ participation gives me 45 to 60 minutes of exercise. *	3.36	.547	Highly Motivated
Physical activity and exercise can help to improve my body’s ability to absorb nutrients I need in the body.*	3.36	.521	Highly Mptivated
I can get rid of fat and develop my muscle.*	3.44	.536	Highly Motivated
I am truly educated and well-informed in physical education classes.	3.34	.524	Highly Motivated
I gain basic knowledge on health, wellness, safety and fitness because of PE and Sports.*	3.40	.529	Highly Motivated
OVERALL	3.38	.27	Highly Motivated

The first level of extrinsic motivation which is the closest to intrinsic motivation is called integrated regulation. It is present when people are aware by the significance of implementing certain behaviors according to the person values. For instance, when a student chose to practice a specific sport because he identified the benefits of practicing it (e.g., learning new technical skills, making friends or being more active).

With the findings there are several strategies that a teacher can use to motivate students in physical education to attain their physical competency. According to Research Gate , some of these strategies include enhancing students’ perceived physical competence and intrinsic motivation , developing activities that build on students ‘ interest and preferences, increasing opportunities for self-directed learning and choice using task progressions and setting achievable goals , setting up activities that promote success and mastery, highlighting students’ achievements and progress , using data insights to provide feedback and track improvement (Enhancing Motivation in Physical Education).

Motivation to achieve physical competence in physical education and sports is important in promoting adolescents’ physical activity because it provides opportunities for students to engage in Moderate to Vigorous Activity.

The responses to the level of motivation in Physical education in terms of benefits of movement yielded an overall mean of 3.38 which indicates that the respondents have high level of motivation in physical education when incorporating physical movements.

Detailed examination of each item reveals that the respondents are highly motivated in incorporating physical movements for the following reasons: Their muscles and fine motor skills improve a lot, they explore different physical activities offered in school to enjoy the benefit they could get without additional cost, Physical activity and exercise can help to improve the body’s ability to absorb nutrients needed in the body. They gained basic knowledge on health, wellness, safety and fitness because of PE and Sports. This finding supports the fact that incorporating physical movements provides stress relief, mood elevation and social perks. (The Benefits of Movement in the Classroom) The Literacy and Language Center Media 2016).

5. Difference in the Level of Motivation in Physical Education

The manuscript should include a conclusion. In this section, summarize what was described in your paper. Future directions may also be included in this section. Authors are strongly encouraged not to reference multiple figures or tables in the conclusion; these should be referenced in the body of the paper.

Table 7. According to Age

	Age	Mean	t	Sig	Interpretation	Decision
Physical Competencies	17- 20	3.41	1.85	.065	Not significant	Accept Null
	21- 25	3.34				
Benefits of Motivation	17 -20	3.40	.808	.420	Not Significant	Accept Null
	21- 25	3.37				
Building Community Movement	17-20	3.40	.947	.345	Not Significant	Accept Null
	21- 25	3.36				

Since no significant difference were noted in the assessment of the above-mentioned indicators thus, the hypothesis of no significant difference is accepted.

The non rejection of the null hypothesis implies the congruity of assessments on the level of motivation in physical education. when the age profile is taken as a test factor.

This finding is shown to be in contrast with the findings by Diego Andres et.al (2023) where they analyzed the motivational profile of the Physical Education students,

results reveal that sex is found to be an intervening factor when it comes to motivation in Physical Education.

According to a study by Springer, gender differences in the relationship between teacher autonomy support and amotivation and intention for future physical education participation were examined. An amotivation process model was hypothesized and tested with path model analyses. The study found that the relationship between teacher autonomy support and amotivation was stronger for girls than boys Bo Shen (2015).

6. Conclusion

Physical Competencies in Physical Education are an achievement goal of students in Physical Education that must be attained because it helps them develop their motor skills and knowledge about healthy living. It also helps them value physical activities for enjoyment, challenges, social interaction, and a sense of accomplishment that comes from learning and improving skills.

Benefit of Movement are an important achievement goal in Physical Education because it promotes physical activity and helps students develop skills that they can use throughout their lives. it can also help students improve their cognitive function and academic performance, reduces stress and boost self-esteem

It is observed that there are two goals associated with the sub indicators for the achievement goals in terms of Benefits of Movement and Building Community of Movement. These are the social relationship goals which refer to the desire to form and maintain positive peer relationship in school. The second is the Social Responsibility goal which refer to the desire to adhere to social rules and role expectations.

There are two types of behavioral regulation associated with the sub indicators of the motivation of Physical Education these are the intrinsic motivation which refers to doing an activity for its inherent satisfaction, knowledge, experience and accomplishments. The second is the extrinsic motivation which states that individuals perform an activity because they value the associated outcomes more than the activity itself, these are also the behaviors carried out in order to attain intangible rewards to avoid punishments.

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