

THE RELATION BETWEEN TREND TOWARDS MODERNISM AND MOTIVATION FOR STUDENTS OF FACULTY OF PHYSICAL EDUCATION, BABYLON UNIVERSITY

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Abstract

The study aims to identify the following:

- 1- The trend towards modernism and motivation for students of the Faculty of Physical Education, Babylon University.
- 2- The nature of correlations between trend towards modernism and motivation for students of the Faculty of Physical Education, Babylon University.
- 3- Nature of the study made it necessary to use the descriptive surveying method and correlations to achieve the two goals of the study. The sample of the study consisted of 40 students representing different stages in the Faculty of Physical Education, Babylon University. The researchers depended on both scales of trend towards modernism (by Amir Abdelhady) and achievement motivation (by Mohamed Neama) and showed the scales to a group of experts and specialists who expressed their opinions in consistency of both scales of the current study. After performing an exploratory trial, a main trial was made to reach the following conclusions:
 - 1- Students of the Faculty of Physical Education, Babylon University enjoy high degrees of trends towards modernism and motivation.
 - 2- High degrees of trends towards modernism for students of the Faculty of Physical Education, Babylon University are consistent with their high motivation.

The researchers set a number of recommendations based on their conclusions they found.

Keywords: trend towards modernism, motivation, students of the Faculty of Physical Education, Babylon University.

1. INTRODUCTION

Modern, with all its various forms, is greatly important as it is included in all different aspects of social, educational, psychological and economic activities. Since the society is changing and developing in all aspects of life, it was necessary to cope with this development and benefit from knowledge visions and using them to improve motivations for students of the Faculty of Physical Education in order to contribute effectively to enhance positive aspects that develop students' functional performance. This is done through utilization of modernism as it is a factor in forming motivations of students of the Faculty of Physical Education. Modernism modifies traditional behavior and moving towards modern behavior represented in accepting new changes such as preparation, planning and others. It was necessary to move towards modernism and know its effects and its correlation to achievement motivation. Progress in various sport fields is the outcome of different researches, studies and sciences. Sport psychology is one of the sciences which left a great effect on sport movement in addition to other sciences. Therefore, preparing players and interest in the psychological aspect corresponds with physical, skill and planning aspects because "psychological preparation is one of pillars upon which training process is based as well as other training elements.

Achievement motivation prompts players to be advanced and distinctive among their peers in the team. The player's need for achievement and excel motivates him and his potential energy, doubles and directs his efforts and energy towards achieving the hoped goal which is high achievement. As a result, importance of the study lies in determining the extent of trend towards modernism for students of the Faculty of Physical Education, their achievement motivation level and, in return, knowing the type of relation and effect between them.

2. PROBLEM OF THE STUDY:

The problem of the study lies in not knowing trends and orientation of students of the Faculty of Physical Education, Babylon University towards modernism, not knowing the nature of relation between modernism and motivation, its effect on students and not knowing the extent of modernism effect on developing motivation.

Goals of the Study:

The study aims to identify the following:

- 1- The trend towards modernism and motivation for students of the Faculty of Physical Education, Babylon University.
- 2- The nature of correlations between trend towards modernism and motivation for students of the Faculty of Physical Education, Babylon University.

3. METHODOLOGY:

Nature of the study made it necessary to use the descriptive surveying method and correlations.

Sample of the Study:

The sample of the study consisted of 40 students representing different stages in the Faculty of Physical Education, Babylon University.

Field Procedures

Preparing Scales of the Study:

The researchers depended on both scales of: trend towards modernism scale (by Amir Abdelhady) consisting of 14 sections answered by students according to three options and achievement motivation scale (by Mohamed Neama) consisting of 17 sections answered by students according to five options and showed the scales to a group of experts and specialists who expressed their opinions in consistency of both scales of the current study.

Exploratory Trial:

This trial was conducted on 08/01/2015 on 10 students of the Faculty of Physical Education, Babylon University in order to identify how players understand both scales, clarity of processes and overcome difficulties that may face to be prepared for the main application of both scales.

Scale Correction Method:

The trend towards modernism scale consists of 14 sections to be answered on 3 options (agree, disagree, unable to decide) with marks options (1, 2, 3) consecutively for positive sections and vice versa for negative sections. As for achievement motivation scale, it consists of 17 sections to be answered on 5 options (applies on me in a very great extent, to a great extent, to a fair extent, a little, too little) with consecutive marks of (1, 2, 3, 4, 5) and these answers for positive sections and vice versa for negative ones.

Counting Full Mark:

Since the trend towards modernism scale consists of 14 sections, the highest proposed degree of a respondent should be 42 and less degree 14, the arithmetic mean was 35.67 and standard deviation was 3.54. Concerning the achievement motivation scale, it consists of 17 sections, so the highest degree for players is 85 and the least degree is 17. The arithmetic mean was 63.88 and standard deviation was 7.87.

Characteristics of Scales:

Validity:

The researchers checked validity of both scales through finding their initial validity by showing them to a group of specialists and experts.

Reliability:

The researchers used Alpha Cronbach method to extract reliability coefficient which was (0.88) for the emotional incentive scale and (0.86) for the achievement motivation scale. These were high indications for reliability of both scales.

The Main Trial

This trial was conducted in the Faculty of Physical Education, Babylon University in the period from 20 to 28 February 2015. Forms of both scales were distributed on the sample of the study (40 students) to find the effect of both scales and then collect the forms to reach results of the study.

Analysis & Discussion of Results:

This part includes analysis and discussion of results in the light of the goals of the study as a result of applying tools of the study. After data collection, it was necessary to determine the trend towards modernism for the sample, so this required counting values of arithmetic mean, proposed mean and standard deviation (S.D) for the sample of the study as in table (1).

Table (1): arithmetic mean and standard deviation (S.D) for students of the Faculty of Physical Education on both scales of trend towards modernism and motivation:

Variables of the study	Arithmetic mean	S.D	Sample number
Trend towards modernity	35.67	3.54	40
Motivation	63.88	7.87	40

Table (1) shows clear high degrees of students of the Faculty of Physical Education in the trend towards modernism and motivation and considering the proposed mean for the first scale, the trend towards modernism, which is (28) and compare it with the current arithmetic mean in the table (35.67) especially with this near value to the highest proposed degree on the trend towards modernism scale (42) which shows a clear identity of modernism for students of the Faculty of Physical Education in Babylon University and this means that they try to form modern society which owns a great deal of action freedom within the general framework of moral restrictions unlike what is followed in traditional society. When desires and ambitions of individuals deviate from traditional moral law, individuals became unsatisfied by the lifestyle and social solidarity starts to collapse. First stages of collapse of traditional society start towards modern one. This may be positive and individuals they their best to raise their social position (Mohamed Al Hassan Al Hassan, 62). To achieve this, a set of conditions should be present including changing some individual and group values, making a set of changes n educational and social systems and institutions such as families, means of media and education, using advanced technology in fields of production (Haidar Ibrahim Ali, 1982).

As for the motivation scale, table (1) shows that the arithmetic mean is also high (63.88) which is very high if we consider the proposed mean for the scale (51) which means that these students enjoy high motivation for life in general. Motivation plays an important and effective role in human behavior as it prompts and keeps behavior’s continuity as long as there is a need for it. Motivation is one of the main conditions through which goals of education can be achieved. Humans have the education motivation which lies in the desire to compete and excel. Some learners, who are characterized by high learning motivation, sometimes deviate away from the curriculum to information they get by themselves. Knowledge motivation of students is represented in their desire for knowledge, exploration and curiosity to know the environment. This motivation facilitates learning process.

As for standard deviations, students’ degrees on the trend towards modernism scale are (3.54) and on motivation scale are (7.87) which are very few degrees that do not indicate difference between students in characteristics. The arithmetic mean of motivation is more (about the double) than the trend towards modernism scale due to the nature of scale and number of answering options that raised the proposed higher degree to (85), while the highest proposed degree on the trend towards modernism scale was (42).

Determining the Relation between the Trend towards Modernism and Achievement Motivation

To achieve the second goal of the study and identify the relation between trend towards modernism and motivation for the sample of the study, it is necessary to find simple correlation coefficient (Pearson) between both variables. This showed that the coefficient is (0.56) is compared to R schedule value (0.325) at freedom degree (38) and significance level (0.05). Researchers conducted a more accurate method to identify significance of relation between trend towards modernism and motivation for the sample of the study by transforming correlation degree into the T value by comparing with the T schedule value at the same freedom degree and significance level as shown in table (2):

Table (2): correlation coefficient between trend towards modernism, motivation and the T counted value for significance and correlation significance:

T	Variables	Correlation coefficient	Freedom degree	T counted value	T schedule value	Significance
1	Trend towards modernism	0.56	38	4.11	2.03	Significant
2	Achievement motivation					

Table (2) shows positive relation between trend towards modernism and achievement motivation.

The reason of this is due to numerous factors: modernism of the sample affects performance of players as there is a statistically significant direct relation in the degree of trend towards modernism and skilled performance on players' levels. This means that players should be prepared psychologically well in order to be able to achieve otherwise they will not achieve. In addition, sport modernism has a very important and effective role in achieving good level helping to reach achievement motivation. Accordingly, we can assert that any indication of trend towards modernism for students of the Faculty of Physical Education, Babylon University is accompanied good work motivation which is what we search for actually but due to the reasonable modernity contexts that are not deviated away from consistent values and original moral rules in this indication.

4. CONCLUSIONS:

From results of the study, a number of conclusions can be found as following:

- 1- Students of the Faculty of Physical Education, Babylon University enjoy high degrees of trends towards modernism and motivation.
- 2- High degrees of trends towards modernism for students of the Faculty of Physical Education, Babylon University are consistent with their high motivation.

5. RECOMMENDATIONS:

- 1- Encouraging all educational institutions to support trends towards reasonable modernism for students through upgrading curricula and provide modern scientific sources to be consistent with society's development and advance, holding learning sessions and conferences, scientific, social and sport activities.
- 2- Treatment of scientific, social, psychological and economic problems facing students and helping them achieve consistency with variables and needs of society through forming personal experience and developing reasonable and logical thought, establishing scientific perceptions in explaining enhancement sources that come after events in public life to be more balanced and consistent to respond life requirements.
- 3- Benefit from modernism in teaching students to raise the level of achievement motivation in order to reach the highest progress levels of sport activity for students of the Faculty of Physical Education.
- 4- Using both scales of the study to determine trends towards modernism and achievement motivation for students periodically.

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Annex (1): Trend Towards Modernism Scale:

Serial	Sections	A	B	C
1	If a friend asked you to join your city's sporting team	Accept	Hesitate	Refuse
2	Personality of physical education student changes the more they learn	Agree	Neutral	Disagree
3	If you are offered a chance to choose future job you will choose	Modern job	Neutral	Routine job
4	If you are invited to join a public amusement trip you will	Join	Hesitate	Do not join
5	How do you feel when your teachers follow rules and systems agreed on?	Upset	Neutral	Relief
6	Some people say that physical education students should learn conformity to law even if it is not consistent with their desires	Agree	Neutral	Disagree
7	If you have a faithful friend but lacks life optimism and focuses on dark sides you	Disagrees him	Agree with him	Get worried
8	When a year passes of your age and enter a new year, will you receive it with happiness & optimism?	Yes	Neutral	No
9	When you approach final exams, how do you feel?	Optimism	Hesitation	Pessimism
10	When you work with a group of colleagues, to what extent you are ready to depend on them and trust them?	Great extent	Fair extent	Do not trust them
11	To increase your information, to whom you resort?	Teacher & books	Neutral	Reading external books
12	If you face a problem requiring searching for a solution, do you plan for solution and the needed preparation to face this problem?	Yes	Maybe	No
13	What do you think of students who plan things in advance?	Faces problems	Neutral	No problems
14	When you start doing your duties and tasks, do you consider the importance of time in your life?	Yes	Sometimes	No

Annex (2): Motivation Scale:

Serial	Sections	Very great extent	Great extent	Fair extent	A little	Very little
1	Excellence in sports is not of my basic goals					
2	I find difficulty in trying to sleep after being beaten in competition					
3	I enjoy bearing any task whatever hard it is					
4	When I commit a mistake in performance in competition, I need some time to forget this mistake					
5	Luck leads to winning to a greater degree than effort					
6	I often feel afraid before participating in competition directly					
7	I trail along the day without stopping to succeed in my sport					
8	I do not like being beaten in competition					
9	Winning in competitions gives me a great degree of satisfaction					
10	When I am beaten in competition, this upsets me for a number of days					
11	I prefer to take a break from training for some period after ending official competition.					
12	I feel nervous before competition					
13	I have a very great desire to success in my sport					
14	I feel annoyed from my mistake along competition					
15	I try with all my best to be the best player					
16	I keep calm during moments right before competition					
17	My goal is to be distinctive in my sport					