DOI: 10.7251/SSH1902149L
Short notice

UDC: 37.016:79]:159.947-057.874
Kratko saopštenje

Motivational Orientation of Primary School Students in Physical Education Classes

Nikola Lukić[1], Veljko Vukićević[1], Slobodan Vignjević[2]
[1] Faculty of Sport and Physical Education, University of Novi Sad, Serbia
[2]Srednja stručna škola "4. juli", Vrbas, Srbija

Correspondence:
Veljko Vukićević
Faculty of Sport and Physical Education, University of Novi Sad, Serbia
vukicevicveljko9@gmail.com

Abstract: *Physical education is considered to be a favorable context for achieving significant educational outcomes and promotion of physical activity in children and young people. The real scope of physical education is largely dependent on student motivation. The theory of self-determination as a kind of motivation of the motivation, offers a grateful framework for understanding the motivation of students in the teaching of physical education. On a sample of 121 respondents, from fifth through seventh grade and the same students, after one year, a self-regulation questionnaire was applied in order to examine students' motivational orientations. The student survey was conducted at the time of physical education at the elementary school "Branko Radičević" in Odžaci. Based on the results of motivational orientations of students obtained with the t-test for dependent samples, we obtained that there are statistically significant differences in the identified regulation and intrinsic motivation, while for other types of motivation the differences are small but not statistically significant. With differences between boys and girls at initial and final measurement in motivational orientations in physical education, in amotation we received statistically significant differences only on the final measurement. There was no change in external regulation, while in the introjected regulation there was a change only in the final measurement. With the identified regulation and intrinsic motivation, the results showed that there are statistically significant differences both on the initial and the final measurement. When it comes to boys, statistically significant differences are obtained in the identified regulation and intrinsic motivation. Regarding only girls, statistically significant differences existed in the identified regulation and intrinsic motivation as well as in the introjected regulation and amotization, while the difference was not only present in the external regulation.*

Keywords: *motivational orientation, pupils, elementary school, physical education.*

Motivacione orijentacije učenika osnovne škole u nastavi fizičkog vaspitanja

Nikola Lukić[1], Veljko Vukićević[1], Gojko Škundrić[1], Slobodan Vignjević[2]
[1]Fakultet sporta i fizičkog vaspitanja, Univerzitet u Novom Sadu, Srbija
[2]Srednja stručna škola "4. juli", Vrbas, Srbija

Korespondencija:
Veljko Vukićević
Fakultet sporta i fizičkog vaspitanja, Univerzitet u Novom Sadu, Srbija,
vukicevicveljko9@gmail.com

Apstrakt: *Fizičko vaspitanje se smatra povoljnim kontekstom za ostvarivanje značajnih obrazovnih ishoda i promociju fizičke aktivnosti kod dece i mladih. Realni dometi nastave fizičkog vaspitanja umnogome zavise od motivacije učenika. Teorija samoodređenja kao svojevrsna makroteorija motivacije, nudi zahvalan okvir za razumevanje motivacije učenika u nastavi fizičkog vaspitanja. Na uzorku od 121-og učenika, od petog do sedmog razreda i istih učenika nakon godinu dana primenjen je upitnik samoregulacije u cilju ispitivanja motivacionih orijentacija učenika. Anketiranje učenika je realizovano na času fizičkog vaspitanja u OŠ "Branko Radičević" u Odžacima. Na osnovu rezultata motivacionih orijentacija učenika dobijenih t-testom za zavisne uzorke, utvrđeno je da postoje statistički značajne razlike u identifikovanoj regulaciji i intrinzičnoj motivaciji, dok su kod ostalih tipova motivacije razlike male, ali ne i statistički značajne. Posmatrajući razlike između dečaka i devojčica na inicijalnom i finalnom merenju u motivacionim orijentacijama u nastavi fizičkog vaspitanja, u nemotivisanosti su dobijene statistički značajne razlike samo na finalnom merenju. Kod eksterne regulacije nije bilo promena, dok je kod introjektovane regulacije došlo do promena samo na finalnom merenju. Kod identifikovane regulacije i intrinzične motivacije rezultati su pokazali da postoje statistički značajne razlike i na inicijalnom i na finalnom merenju. Kada su u pitanju samo dečaci, statistički značajne razlike su dobijene u identifikovanoj regulaciji i intrinzičnoj motivaciji. Kada je reč samo o devojčicama, statistički značajne razlike su i kod njih postojale u identifikovanoj regulaciji i intrinzičnoj motivaciji, ali i u introjektovanoj regulaciji i nemotivisanosti, dok razlika jedino nije postojala u eksternoj regulaciji.*

Ključne riječi: *motivacione orijentacije, učenici, osnovna škola, fizičko vaspitanje.*

Introduction

Physical education contributes to the learning, personal development and health of students in a unique way. In almost 90% of countries in the world, it is represented as a compulsory subject (Hardman, 2008). Physical education should be a kind of springboard for sport and physical activity throughout your life. However, the analysis of the current state of physical education in the European Union and in the world shows that physical education often does not provide learners with an experience that would have a personal meaning for them and would be socially relevant. The contents and activities offered in the teaching of physical education do not correspond with the values and interests of children and young people today, so that the expected transfer from the teaching of physical education to everyday life is missing. Most curricula of physical education are characterized by a relatively small number of activities and orientation to the sporting competition, and school physical education remains aside in relation to the current culture of young people and important social trends (Hardman, 2007; Ideally, physical education should enable students to acquire a significant portion of the recommended daily dose of physical activity (Scruggs et al., 2003). However, interest in and participation in physical education declines with age (Van Wersch et al., 1992). In adolescence, the percentage of students who actively participate in at least half the time of physical education drops from 55% to 24%, and the decline is more drastic in pupils than in students (National Center for Health Statistics, 2001). Some students participate very little during classes of physical education, while others completely avoid participation or attendance (Ntoumanis et al., 2004, Brooks & Magnusson, 2006). As many as 40% of students always, or sometimes do not, have a lesson in physical education (Jorgic & Veselinovic, 2008). It is unlikely that these pupils will have the expected benefits of teaching physical education, that is, they will be engaged in physical activity in their free time, without any external coercion (or incentive). Indeed, at a time when dealing with physical activity becomes a matter of free choice, and not any more something organized and carried out by adults, the percentage of young people engaged in physical activity is falling drastically (Brooks & Magnusson, 2006). The experience in teaching physical education has a great impact on the decisions regarding sports. Negative experiences adversely affect the current motivation of adolescents to deal with sports (Coakley & White, 1992). As negative experiences in the teaching of physical education there is a feeling of boredom, a feeling of incompetence and a negative evaluation of pupils by peers. Positive experiences relate to the possibility of choosing and dealing with non-traditional activities. Stu-

Uvod

Fizičko vaspitanje na jedinstven način doprinosi učenju, ličnom razvoju i zdravlju učenika. U gotovo 90% zemalja u svetu, zastupljeno je kao obavezan nastavni predmet (Hardman, 2008). Fizičko vaspitanje bi trebalo da bude svojevrsna odskočna daska za bavljenje sportom i fizičkom aktivnošću tokom čitavog života. Međutim, analiza trenutnog stanja fizičkog vaspitanja u Evropskoj uniji i u svetu pokazuje da fizičko vaspitanje često ne pruža učenicima iskustva koja bi za njih imala lično značenje i bila socijalno relevantna. Sadržaji i aktivnosti koji se nude u nastavi fizičkog vaspitanja ne korespondiraju sa vrednostima i interesovanjima dece i mladih danas, tako da izostaje očekivani transfer iz nastave fizičkog vaspitanja u svakodnevni život. Većinu kurikuluma fizičkog vaspitanja karakteriše relativno mali broj aktivnosti i orijentacija na sportsko takmičenje, pa školsko fizičko vaspitanje ostaje po strani u odnosu na aktuelnu kulturu mladih i važne socijalne trendove (Hardman, 2007; 2008). U idealnom slučaju, fizičko vaspitanje bi trebalo da omogući učenicima da steknu značajan deo preporučene dnevne doze fizičke aktivnosti (Scruggs et al., 2003). Međutim, interesovanje i učestvovanje u fizičkom vaspitanju opadaju sa uzrastom (Van Wersch et al., 1992). U adolescenciji, procenat učenika koji aktivno učestvuju barem na polovini časova fizičkog vaspitanja opada sa 55% na 24%, a opadanje je drastičnije kod učenica nego kod učenika (National Center for Health Statistics, 2001). Neki učenici se veoma malo zalažu tokom časova fizičkog vaspitanja, dok drugi potpuno izbegavaju učešće, odnosno prisustvovanje nastavi (Ntoumanis et al., 2004; Brooks & Magnusson, 2006). Čak 40% učenika uvek, ili ponekad, izostaje sa časova fizičkog vaspitanja (Jorgić i Veselinović, 2008). Malo je verovatno da će ovi učenici imati očekivane koristi od nastave fizičkog vaspitanja, odnosno da će se u slobodno vreme, bez neke spoljašnje prinude (ili podsticaja), baviti fizičkom aktivnošću. Zaista, u vreme kada bavljenje fizičkom aktivnošću postaje stvar slobodnog izbora, a ne više nešto što organizuju i sprovode odrasli, procenat mladih koji se bave fizičkom aktivnošću drastično opada (Brooks & Magnusson, 2006). Iskustva u nastavi fizičkog vaspitanja veoma utiču na odluke u vezi sa bavljenjem sportom. Negativna iskustva nepovoljno utiču na aktuelnu motivaciju adolescenata za bavljenje sportom (Coakley & White, 1992). Kao negativna iskustva u nastavi fizičkog vaspitanja pojavljuju se osećanje dosade, osećanje nekompetencije i negativno vrednovanje učenika od strane vršnjaka. Pozitivna iskustva odnose se na mogućnost izbora i bavljenja netradicionalnim aktivnostima. Učenici koji su zadovoljni

dents who are satisfied with physical education classes are much more active physically out of school (Vilhjamsson & Thorlindsson, 1998). The strength and direction of motivation for physical education vary greatly; for some students, physical education is the most favorite part of the school day, and for others it is the main cause of stress and the reason why students do not attend school (Biddle, 2001). Motivation of students is undoubtedly one of the key determinants of the real range of teaching of physical education. Namely, motivation is important not only because it contributes to student achievement, but also because it represents itself a significant educational outcome (Ames, 1990). Understanding the motivation of students in physical education can help improve the quality of teaching, or create such a teaching environment that promotes the engaged and sustained participation of students, and allows the transfer of behavior between school and leisure time. The theory of self-determination (Ryan & Deci, 2000) is an incentive theoretical model for understanding motivation, because it brings a qualitatively different approach to the perception of this problem. The theory of self-determination is a macro theory of motivation, and its principles and processes explained in this theory have important implications for the understanding of not only motivation, but also personality as a whole, social development and overall psychological functioning and well-being of man (Weiss & Amorose, 2008). The beginnings of the theory of self-determination were identified in 1975 in the nowadays classical part, "Intrinsic Motivation" (Deci et al., 1975). The shaping and development of the theory of self-determination can be traced in the next decades through the work of Disai and Ryan (Deci & Ryan, 1985; Ryan & Deci, 2000), as well as other authors who further developed or examined certain aspects of the theory of self-determination in the domain sports, physical education and physical activity (Vallerand & Losier, 1999; Ntoumanis, 2001; Chatzisarantis & Hagger, 2009). For the optimal psychological development and functioning of personality, it is necessary that three basic psychological needs for competence, autonomy and connection with others be satisfied. The need for competence relates to the need for one's own behavior and interaction with the social environment to be seen as effective, that is, effective. "Competence is not acquired skill or ability, but rather a feeling of self-confidence and effectiveness in action" (Ryan & Deci, 2002). The need for autonomy is the need for self-behavior to be seen as self-determined, that is, as freely chosen. Apart from the need for competence and autonomy, people also need to be connected with others, to have a sense of belonging and acceptance by others (Ryan & Deci, 2002). A social context can stimulate or prevent satisfying basic psycho-

na časovima fizičkog vaspitanja, mnogo su aktivniji fizički van škole (Vilhjamsson & Thorlindsson, 1998). Snaga i smer motivacije za fizičko vaspitanje jako variraju, za neke učenike je fizičko vaspitanje najomiljeniji deo nastavnog dana, a za druge predstavlja glavni uzrok stresa i povod da učenici izostaju iz škole (Biddle, 2001). Motivacija učenika nesumnjivo predstavlja jednu od ključnih odrednica stvarnih dometa nastave fizičkog vaspitanja. Naime, motivacija je važna ne samo zato što doprinosi postignuću učenika, već i zato što sama po sebi predstavlja značajan obrazovni ishod (Ames, 1990). Razumevanje motivacije učenika u fizičkom vaspitanju može da pomogne unapređenju kvaliteta nastave, odnosno kreiranju takvog nastavnog ambijenta koji promoviše angažovano i istrajno učešće učenika, te omogućava transfer ponašanja između škole i slobodnog vremena. Teorija samoodređenja (Ryan & Deci, 2000) predstavlja podsticajan teorijski model za razumevanje motivacije, jer donosi kvalitativno drugačiji pristup sagledavanju ovog problema. Teorija samoodređenja predstavlja makro teoriju motivacije, a njeni principi i procesi objašnjeni u ovoj teoriji imaju značajne implikacije na razumevanje ne samo motivacije, već i ličnosti u celini, socijalnog razvoja i ukupnog psihološkog funkcionisanja i blagostanja čoveka (Weiss & Amorose, 2008). Začeci teorije samoodređenja naznačeni su još 1975. godine u, danas već, klasičnom delu „Intrinzična motivacija" (Deci et al., 1975). Uobličavanje i razvoj teorije samoodređenja mogu da se prate u narednim decenijama kroz saradnički rad Disaja i Rajana (Deci & Ryan, 1985; Ryan & Deci, 2000), kao i drugih autora koji su dalje razvijali, ili ispitivali, pojedine aspekte teorije samoodređenja u domenu sporta, fizičkog vaspitanja i fizičke aktivnosti (Vallerand & Losier, 1999; Ntoumanis, 2001; Chatzisarantis & Hagger, 2009). Za optimalan psihološki razvoj i funkcionisanje ličnosti, neophodno je da tri bazične psihološke potrebe za kompetencijom, autonomijom i povezanošću sa drugima, budu zadovoljene. Potreba za kompetencijom odnosi se na potrebu da se sopstveno ponašanje i interakcija sa socijalnim okruženjem opažaju kao efikasni, to jest delotvorni. Kompetencija predstavlja osećanje samopouzdanja i delotvornosti u akciji. Potreba za autonomijom jeste potreba da se sopstvena ponašanja opažaju kao samoodređena, to jest kao slobodno odabrana. Osim potrebe za kompetencijom i autonomijom, ljudi imaju i potrebu da budu povezani sa drugima, da imaju osećaj pripadanja i prihvaćenosti od strane drugih (Ryan & Deci, 2002). Socijalni kontekst može da podstiče ili sprečava zadovoljavanje bazičnih psiholoških potreba, što ima značajan uticaj na motivaciju, psihološki rast, integritet i

logical needs, which has a significant impact on the motivation, psychological growth, integrity and well-being of an individual. The mini-theories that make up the theory of self-determination explain the various aspects of the individual's dialectical relationship and the social context mediated by the satisfaction of basic psychological needs (Deci & Ryan, 1985; Ryan & Deci, 2000, 2002). An important premise of the theory of self-determination refers to a differentiated approach to motivation. Namely, individuals differ not only in the level of motivation (how much motivation), but also in the orientation and motivation (which type of motivation) (Ryan & Deci, 2000). The theory of self-determination distinguishes types of motivation according to the degree of autonomy, that is, self-determination, with the types of motivation with the highest degree of autonomy having the most positive consequences. The theory of self-determination has been widely used in diverse domains, from the education and upbringing of children, through sports and nursing, to political behavior. However, when it comes to physical education, two mini-theories are most empirically checked: the theory of cognitive evaluation and the theory of integration of the organism. Cognitive evaluation theory is intrinsic or internal motivation (Deci et al., 1975). When internally motivated, individuals engage in a particular activity exclusively to satisfy, challenge and enjoy the immanent activities themselves. Intrinsic motivation is a prototype of self-determined activity, since participation is voluntary, internally initiated and regulated, supported by a pleasant experience of entertainment and fun (Ryan & Deci, 2002). Some indicators of intrinsic motivation are great advocacy, a sense of competence and interest, a low level of tension and anxiety (Cury et al., 1996). The theory of the integration of the organism deals with extrinsic motivation, its differentiation, development and dynamics (Deci & Ryan, 1985). Externally motivated behaviors occur as a result of certain instrumental incentives that are separate from the activity itself. Such external reasons are indispensable for individuals to engage in behavior that they do not perceive as immanently interesting and entertaining. Facing external stimuli, regulation and related values, people try to internalize them and integrate them with their own sense of self, and these processes are at the heart of the theory of integration of the organism. External regulation corresponds to the traditional understanding of the extrinsic, that is to say, external motivation, according to which behavior is thought to take place in order to receive a reward or to avoid punishment. It is the kind of regulation that is least autonomous. In introductory regulation, behavior is derived from the obligation, in order to avoid feeling guilty, shy, or to strengthen the ego and the feeling of personal value. Al-

blagostanje pojedinca. Mini-teorije koje sačinjavaju teoriju samoodređenja, objašnjavaju različite aspekte dijalektičkog odnosa pojedinca i socijalnog konteksta, posredovanog zadovoljavanjem bazičnih psiholoških potreba (Deci & Ryan, 1985; Ryan & Deci, 2000, 2002). Važna premisa teorije samoodređenja odnosi se na diferencirani pristup motivaciji. Naime, pojedinci se razlikuju ne samo u nivou motivacije (koliko motivacije), već i u orijentaciji te motivacije (koji tip motivacije) (Ryan & Deci, 2000). Teorija samoodređenja razlikuje tipove motivacije prema stepenu autonomije, to jest samoodređenosti, pri čemu tipovi motivacije sa najvišim stepenom autonomije imaju najpozitivnije posledice. Teorija samoodređenja našla je široku primenu u raznovrsnim domenima, od obrazovanja i vaspitanja dece, preko sporta i zdravstvene nege, do političkog ponašanja. Međutim, kada je reč o fizičkom vaspitanju, najviše su empirijski proveravane dve mini-teorije: teorija kognitivne evaluacije i teorija integracije organizma. Teorije kognitivne evaluacije jeste intrinzična ili unutrašnja motivacija (Deci et al., 1975). Kada su unutrašnje motivisani, pojedinci se angažuju u određenoj aktivnosti isključivo radi zadovoljstva, izazova i uživanja imanentnih samoj aktivnosti. Intrinzična motivacija predstavlja prototip samoodređene aktivnosti, jer je učešće dobrovoljno, unutrašnje pokrenuto i regulisano, podržano prijatnim doživljajem zanimljivosti i zabave (Ryan & Deci, 2002). Neki pokazatelji intrinzične motivacije su veliko zalaganje, osećanje kompetencije i interesovanja, nizak nivo tenzije i anksioznosti (Cury et al., 1996). Teorija integracije organizma bavi se ekstrinzičnom motivacijom, njenom diferencijacijom, razvojem i dinamikom (Deci & Ryan, 1985). Ponašanja motivisana spolja dešavaju se kao posledica određenih instrumentalnih podsticaja, koji su odvojeni od same aktivnosti. Ovakvi spoljašnji razlozi neophodni su da bi se pojedinci angažovali u ponašanjima koja ne doživljavaju kao imanentno zanimljiva i zabavna. Suočavajući se sa spoljašnjim podsticajima, regulacijama i pripadajućim vrednostima, ljudi pokušavaju da ih internalizuju i integrišu sa vlastitim osećanjem selfa, i ovi procesi su u osnovi teorije integracije organizma. Eksterna regulacija odgovara tradicionalnom shvatanju ekstrinzične, to jest spoljašnje motivacije, prema kome se smatra da se ponašanje odvija da bi se dobila nagrada ili izbegla kazna. To je vid regulacije koji je najmanje autonoman. Kod introjektovane regulacije ponašanje se izvodi iz obaveze, da bi se izbeglo osećanje krivice, stida, ili da bi se ojačao ego i osećanje lične vrednosti. Iako ima viši stepen samoodređenosti u odnosu na eksternu regulaciju, introjektovana regulacija se takođe smatra kontrolišućim tipom motivacije.

though it has a higher degree of self-determination than external regulation, the introduced regulation is also considered a controlling type of motivation. Identified regulation refers to the behavior that an individual perceives as important to him personally, comes to a conscious identification with the activity or value expressed by this activity, with the individual having a sense of choice (Ryan & Deci, 2002; Vallerand & Ratelle, 2002). Integrated regulation provides the basis for the most autonomous type of externally motivated behavior (Ryan & Deci, 2002). Although identification implies choice, dealing with an activity does not necessarily have to be coherent with other self-structure. When such a coherence and integration of the self is achieved, it is an integrated regulation (Vallerand & Ratelle, 2002).

Existing research in the field of physical activity and physical education consistently point to the connection of self-determined types of motivation (intrinsic motivation, identified regulation) with positive consequences: greater activity in a structured and free (not supervised) part of physical education (Lonsdale et al., 2009) , persuasion (Ntoumanis, 2001), positive emotions (Standage et al., 2005), interest (Goudas et al., 1994), persistence and concentration (Ntoumanis, 2005), self-esteem (Standage & Gillison, 2007) (Standage et al., 2005; Mouratidis et al., 2008), the quality of life associated with health (Standage & Gillison, 2007), the intention to be physically active in leisure time (Hagger et al., 2003; Standage et al. , 2003). Intrinsic motivation in the teaching of physical education and the positive experiences of students are predicates for choosing the physical activity of students during his free time (Ntoumanis, 2005; Cox et al., 2008). On the other hand, controlling motivation (external and introductory regulation) and non-motivation are associated with negative consequences, such as boredom, dissatisfaction, lack of intention to be active in leisure time (Ntoumanis, 2001; Standage et al., 2005; Mouratidis et al. al., 2008). Research based on the settings of self-determination theory has shown that there are three different types of motivation when it comes to students in teaching physical education (Ntoumanis, 2002). The first type covers from 43% to 45% of students and is defined as ‘‘self-determined type of motivation’’. These students are characterized by intrinsic intrinsic motivation, identifiable regulation, advocacy, enjoyment, moderate introductory regulation, and low scores on the scale for assessing non-motivation, external regulation and boredom. The second type, which is called ‘‘moderate motivation’’ (from 39% to 45% of students) is characterized by moderate scores on all measured variables. The smallest student belongs to the third type of motivation, the so-called ‘‘controlling motivation’’ (from 10% to 18% of students). Students belonging to this motivational profile

Identifikovana regulacija odnosi se na ponašanje koje pojedinac doživljava kao važno za njega lično, dolazi do svesne identifikacije sa aktivnošću ili vrednošću koju ta aktivnost izražava, pri čemu pojedinac ima osećanje izbora (Ryan & Deci, 2002; Vallerand & Ratelle, 2002). Integrisana regulacija daje osnovu za najautonomniji vid spoljašnje motivisanog ponašanja (Ryan & Deci, 2002). Iako identifikacija podrazumeva izbor, bavljenje nekom aktivnošću ne mora nužno biti koherentno sa drugim strukturama selfa. Kada se dostigne takva koherentnost i integracija selfa, govori se o integrisanoj regulaciji (Vallerand & Ratelle, 2002).

Postojeća istraživanja u domenu fizičke aktivnosti i fizičkog vaspitanja, dosledno ukazuju na povezanost samoodređenih tipova motivacije (intrinzična motivacija, identifikovana regulacija) sa pozitivnim konsekvencama: veća aktivnost u strukturiranom i slobodnom (ne nadziranom) delu časa fizičkog vaspitanja (Lonsdale et al., 2009), zalaganje (Ntoumanis, 2001), pozitivne emocije (Standage et al., 2005), interesovanje (Goudas et al., 1994), istrajnost i koncentracija (Ntoumanis, 2005), samopoštovanje (Standage & Gillison, 2007), preferencija izazovnih zadataka (Standage et al., 2005; Mouratidis et al., 2008), kvalitet života povezan sa zdravljem (Standage & Gillison, 2007), namera da se bude fizički aktivan u slobodno vreme (Hagger et al., 2003; Standage et al., 2003). Intrinzična motivacija u nastavi fizičkog vaspitanja i pozitivna iskustva učenika, predstavljaju prediktore za izbor fizičke aktivnosti učenika tokom njegovog slobodnog vremena (Ntoumanis, 2005; Cox et al., 2008). S druge strane, kontrolišuća motivacija (eksterna i introjektovana regulacija) i nemotivisanost povezane su sa negativnim posledicama, kao što su dosada, nezadovoljstvo, nedostatak namere da se bude aktivan u slobodno vreme (Ntoumanis, 2001; Standage et al., 2005; Mouratidis et al., 2008). Istraživanje zasnovano na postavkama teorije samoodređenja pokazalo je da postoje tri različita tipa motivacije kad je reč o učenicima u nastavi fizičkog vaspitanja (Ntoumanis, 2002). Prvi tip obuhvata od 43% do 45% učenika i definiše se kao „samoodređeni tip motivacije“. Ove učenike karakteriše izražena intrinzična motivacija, iden tifikovana regulacija, zalaganje, uživanje, umerena introjektovana regulacija, te niski skorovi na skali za procenu nemotivisanosti, eksterne regulacije i dosade. Drugi tip, koji se naziva „umereni motivacioni“ (od 39% do 45% učenika) karakterišu umereni skorovi na svim merenim varijablama. Najmanje učenika pripada trećem tipu motivacije, takozvana „kontrolišuća motivacija“ (od 10% do 18% učenika). Učenici koji pripadaju ovom motivacionom profile imaju relativno nisku intrin-

have relatively low intrinsic motivation and identified regulation, as well as high external regulation and lack of motivation. Unlike sports, from which insufficiently motivated individuals can give up if the motivation does not develop in time, in physical education, as a compulsory school subject for all students, cancellation is not allowed. Of course, absenteeism, lack of adequate equipment for time, inactivity on time, or paramedical relief (Brooks & Magnusson, 2006) may be a kind of exclusion from physical education. It is unavoidable that with increasing age students are less actively observing exercises in the time of physical education and show lack of interest, which results in reduced physical activity. Accordingly, the aim of this paper is to examine the motivational orientation of pupils from the fourth to the seventh grade of elementary school, in order to examine the students' interest in teaching physical education.

Method

The sample of respondents is made up of pupils from the fifth through seventh grade in the school year 2014/2015 and the same pupils after one year of schooling, in the school year 2015/2016, that is, from students of sixth to eighth grade of primary school, who attend Elementary School "Branko Radičević" in Odžaci. The total sample included 121 respondents - 66 boys and 55 girls, of which 20 were fifth, 20 sixth and 26 seventh grade students, and 20 female students were fifth, 20 sixth grade and 15 seventh grade students.

In order to examine students' motivational orientations, a self-regulation questionnaire was applied (Goudas et al., 1994), which consists of five subcars: non-motivation, external regulation, introduced regulation, identified regulations, and intricative motivations. It is a five-step scale (I do not agree, I do not agree, I am undecided, I agree, I completely agree), which consists of a total of 18 items at which the respondents assessed to what extent they agree with the given statements.

The student survey was carried out at the time of physical education at the elementary school "Branko Radičević" in Odžaci in cooperation with the subject teacher, with the provided optimal conditions for completing the questionnaire. All respondents were explained how the questionnaire was completed and performed in a way that preserved their anonymity. On the initial measurement in May 2015, pupils filled out the polls for the first time, while the same students filled in the same survey in May 2016.

For each subcalculate the initial and final measurement, the calculated arithmetic mean is the standard deviation, and the collected data were processed using the parametric test method for the dependent samples.

zičnu motivaciju i identifikovanu regulaciju, kao i visoku eksternu regulaciju i nedostatak motivacije. Za razliku od sporta, od koga nedovoljno motivisani pojedinci mogu da odustanu ukoliko se motivacija vremenom ne razvije, u fizičkom vaspitanju, kao obaveznom školskom predmetu za sve učenike, odustajanje nije dozvoljeno. Naravno, izostajanje sa nastave, nedonošenje adekvatne opreme za čas, neaktivnost na času, ili oslobađanje od nastave iz paramedicinskih razloga (Brooks & Magnusson, 2006) može da predstavlja svojevrsno isključivanje iz fizičkog vaspitanja. Neminovno je da s većim uzrastom učenici sve manje aktivno opažaju vežbe na času fizičkog vaspitanja i pokazuju nezainteresovanost, što za posledicu ima smanjenu fizičku aktivnost. Shodno tome, cilj ovog rada je da ispita motivacione orijentacije učenika od petog do sedmog razreda osnovne škole, kako bi se sagledala i zainteresovanost učenika za nastavu fizičkog vaspitanja.

Metod

Uzorak ispitanika je sačinjen od učenika i učenica od petog do sedmog razreda u školskoj godini 2014/2015 i istih učenika i učenica nakon godinu dana školovanja, u školskoj 2015/2016, koji pohađaju OŠ "Branko Radičević" u Odžacima. Ukupan uzorak čini 121 ispitanik 66 dečaka i 55 devojčica, od toga 20 učenika petog, 20 učenika šestog i 26 učenika sedmog razreda, a kod učenica 20 učenica petog, 20 učenica šestog razreda i 15 učenica sedmog razreda.

U cilju ispitivanja motivacionih orijentacija učenika primenjen je upitnik samoregulacije (Goudas et al., 1994), koji se sastoji od pet subskala: nemotivisanost, eksterne regulacije, introjektovane regulacije, identifikovane regulacije, i intrizične motivacije. Radi se o petostepenoj skali (uopšte se ne slažem, ne slažem se, neodlučan sam, slažem se, potpuno se slažem) koja se sastoji od od ukupno 18 ajtema na kojoj su ispitanici procenili u kojoj se meri slažu sa datim tvrdnjama.

Anketiranje učenika je realizovano na času fizičkog vaspitanja u OŠ "Branko Radičević" u Odžacima u saradnji sa predmetnim nastavnikom uz obezbeđene optimalne uslove za popunjavanje upitnika. Svim ispitanicima je bilo objašnjeno kako se upitnik popunjava i obavio se na način koji im je sačuvao anonimnost. Učenici su na inicijalnom merenju u maju mesecu 2015. godine prvi put popunili ankete, dok su isti učenici na finalnom merenju iste ankete popunili u maju mesecu 2016. godine.

Za svaku subskalu na inicijalnom i finalnom merenju je izračunata aritmetička sredina i standardna devijacija, a prikupljeni podaci su obrađeni pomoću parametrijske metode t testa za zavisne uzorke.

Results

Table 1. *Descriptive statistics of motivational orientation of elementary school students on initial and final measurement*

Varijabla / *Varijable*	Testiranje / *Testing*	AS	SD	p
Nemotivisanost / *Amotivation*	Inicijalno / *Initially*	1.75	0.86	0.064
	Finalno / *Final*	1.98	1.11	
Eksterna regulacija / *External control*	Inicijalno / *Initially*	2.72	0.74	0.321
	Finalno / *Final*	2.83	0.93	
Introjektovana regulacija / *Introjected regulation*	Inicijalno / *Initially*	2.52	1.01	0.161
	Finalno / *Final*	2.35	0.96	
Identifikovana regulacija / *Identified regulation*	Inicijalno / *Initially*	4.17	0.81	0.000
	Finalno / *Final*	3.72	1.00	
Intrinzična motivacija / *Intrinsic motivation*	Inicijalno / *Initially*	4.03	1.01	0.000
	Finalno / *Final*	3.46	1.13	

Legend: *AS - arithmetic mean,; SD - standard deviation; p - level of statistical significance*

From the obtained results in Table 1. we see that there are statistically significant differences in the identified regulation and intrinsic motivation, while for other types of motivation differences are small but not statistically significant. The lack of visibility shows an increase in mean values, which is a sign that children with the age are increasingly non-motivated in the teaching of physical education, and we see that in the identified and intrinsic motivation the results decrease, and therefore the internal motivation in children with the age.

Table 2. *Differences between boys and girls at initial and final measurement in motivational orientations*

Varujabla / *Varujable*	Inicijalno merenje / *Initial Measurement*				Finalno merenje / *Final Measurement*			
	pol / *Gender*	AS	SD	p	pol / *Gender*	AS	SD	p
Nemotivisanost / *Amotivation*	Dečaci / *Boys*	1.67	0.78	0.261	Dečaci / *Boys*	1.67	0.83	0.001
	Devojčice / *Girls*	1.85	0.94		Devojčice / *Girls*	2.35	1.28	
Eksterna regulacija / *External control*	Dečaci / *Boys*	2.65	0.77	0.221	Dečaci / *Boys*	2.76	0.92	0.362
	Devojčice / *Girls*	2.81	0.71		Devojčice / *Girls*	2.91	0.94	
Introjektovana regulacija / *Introjected regulation*	Dečaci / *Boys*	2.54	1.01	0.842	Dečaci / *Boys*	2.56	1.03	0.008
	Devojčice / *Girls*	2.50	1.01		Devojčice / *Girls*	2.10	0.82	
Identifikovana regulacija / *Identified regulation*	Dečaci / *Boys*	4.31	0.72	0.040	Dečaci / *Boys*	3.94	0.89	0.009
	Devojčice / *Girls*	4.00	0.81		Devojčice / *Girls*	3.47	1.07	
Intrinzična motivacija / *Intrinsic motivation*	Dečaci / *Boys*	4.27	0.83	0.004	Dečaci / *Boys*	3.78	0.99	0.001
	Devojčice / *Girls*	3.75	1.14		Devojčice / *Girls*	3.08	1.19	

Legend: *AS - arithmetic mean,; SD - standard deviation; p - level of statistical significance*

Table 2 shows the results obtained between boys and girls at initial and final measurement. In non-motivation, we see that there was a statistically significant difference between boys and girls only in the final measurement.

Rezultati

Tabela 1. *Deskriptivni statistici motivacionih orijentacija učenika osnovne škole na inicijalnom i finalnom merenju*

Legenda: *AS - aritmetička sredina; SD - standardna devijacija; p - nivo statističke značajnosti*

Iz dobijenih rezultata u tabeli 1. vidi se da postoje statistički značajne razlike u identifikovanoj regulaciji i intrinzičnoj motivaciji, dok su kod ostalih tipova motivacije razlike male, ali ne i statistički značajne. Kod nemotivisnosti se vidi porast u srednjim vrednostima što je znak da su deca sa uzrastom sve više nemotivisana u nastavi fizičkog vaspitanja, kao i da u identifikovanoj i intrinzičnoj motivaciji dolazi do opadanja rezultata pa samim tim i do pada unutrašnje motivacije kod dece sa uzrastom.

Tabela 2. *Razlike između dečaka i devojčica na inicijalnom i finalnom merenju u motivacionim orijentacijama*

Legenda: *AS - aritmetička sredina; S - standardna devijacija; p - nivo statističke značajnosti.*

U tabeli 2. prikazani su dobijeni rezultati između dečaka i devojčica na inicijalnom i finalnom merenju. U nemotivisanosti se vidi da je postojala statistički značajna razlika između dečaka i devojčica samo na finalnom mere-

So in a year, when moving to one class more, there was a fall in motivation and consequently there were more non-motivated girls in the teaching of physical education than boys. In the case of external regulation, there was no change either on initial or final measurement, but with the introduced regulation, there was a change only on the final measurement. In the identified regulation and intrinsic motivation there were statistically significant differences between boys and girls, both on initial and final measurement. It was also observed that there was a drop in mean values in both boys and girls in a year. What is noticed is less value in the identified regulation and intrinsic motivation in both boys and girls at the final measurement. So it is noticed that internal motivation is falling in both boys and girls.

Table 3. *Descriptive statistics of motivational orientations in elementary school boys on initial and final measurement*

nju. Dakle za godinu dana, na prelasku u jedan razred vise, došlo je do pada motivacije i samim tim dovelo da postoji više nemotivisanih devojčica u nastavi fizičkog vaspitanja od dečaka. Kod eksterne regulacije nije bilo promena ni na inicijalnom ni na finalnom merenju, ali kod introjektovane regulacije je došlo do promene samo na finalnom merenju. U identifikovanoj regulaciji i intrinzičnoj motivaciji su postojale statistički značajne razlike između dečaka i devojčica i na inicijalnom i na finalnom merenju. Takođe je primećeno da je došlo do pada srednjih vrednosti i kod dečaka i kod devojčica za godinu dana. Ono što se primećuje su manje vrednosti u identifikovanoj regulaciji i intrinzičnoj motivaciji i kod dečaka i kod devojčica na finalnom merenju. Dakle primeti se da je unutrašnja motivacija u padu i kod dečaka i kod devojčica.

Tabela 3. *Deskriptivni statistici motivacionih orijentacija kod dečaka osnovne škole na inicijalnom i finalnom merenju*

Varijabla / *Varijable*	Testiranje / *Testing*	AS	SD	p
Nemotivisanost / *Amotivation*	Inicijalno / *Initially*	1.67	0.78	0.974
	Finalno / *Final*	1.67	0.84	
Eksterna regulacija / *External control*	Inicijalno / *Initially*	2.65	0.77	0.465
	Finalno / *Final*	2.76	0.92	
Introjektovana regulacija / *Introjected regulation*	Iniciajlno / *Initially*	2.54	1.01	0.897
	Finalno / *Final*	2.56	1.03	
Identifikovana regulacija / *Identified regulation*	Inicijalno / *Initially*	4.31	0.72	0.018
	Finalno / *Final*	3.94	0.89	
Intrinzična motivacija / *Intrinsic motivation*	Inicijalno / *Initially*	4.27	0.83	0.002
	Finalno / *Final*	3.78	0.99	

Legend: *AS - arithmetic mean,; SD - standard deviation; p - level of statistical significance*

Legenda: *AS - aritmetička sredina; SD - standardna devijacija; p - nivo statističke značajnosti*

Table 3 shows the results obtained in boys at initial and final measurement and we see that there are no statistically significant changes in non-motivation, external and intra-ordinated regulation, while in the identified regulation and intrinsic motivation we can see that there are statistically significant differences which can be said to have occurred values of internally motivated students in physical education classes.

U tabeli 3. prikazani su dobijeni rezultati kod dečaka na inicijalnom i finalnom merenju i vidi se da nema statistički značajnih promena kod nemotivisanosti, eksterne i introjektovane regulacije dok kod identifikovane regulacije i intrinzične motivacije postoje statistički značajne razlike, pa se može konstatovati da je došlo do pada vrednosti unutrašnje motivisanih učenika u nastavi fizičkog vaspitanja.

Table 4. *Descriptive statistics of motivational orientations in elementary school girls at initial and final measurement*

Tabela 4. *Deskriptivni statistici motivacionih orijentacija kod devojčica osnovne škole na inicijalnom i finalnom merenju*

Varijabla / *Varijable*	Testiranje / *Testing*	AS	SD	p
Nemotivisanost / *Amotivation*	Inicijalno / *Initially*	1.85	0.94	0.009
	Finalno / *Final*	2.35	1.28	
Eksterna regulacija / *External control*	Inicijalno / *Initially*	2.81	0.71	0.507
	Finalno / *Final*	2.91	0.94	
Introjektovana regulacija / *Introjected regulation*	Iniciajlno / *Initially*	2.50	1.01	0.013
	Finalno / *Final*	2.10	0.82	
Identifikovana regulacija / *Identified regulation*	Inicijalno / *Initially*	4.00	0.81	0.007
	Finalno / *Final*	3.47	1.07	
Intrinzična motivacija / *Intrinsic motivation*	Inicijalno / *Initially*	3.75	1.14	0.004
	Finalno / *Final*	3.08	1.19	

Legend: *AS - arithmetic mean,; SD - standard deviation; p - level of statistical significance*

Legenda: *AS - aritmetička sredina; S - standardna devijacija; p - nivo statističke značajnosti*

In Table 4, we presented the results of motivational orientations in girls at initial and final measurements and noted that there are statistically significant differences in non-motivation, injected and identified regulation and intrinsic motivation. Only in the case of external regulation there were no statistically significant changes. What is noticed is that boys compared with boys in girls are much more significant and statistically significant. Girls have a higher level of non-motivation, while in boys it is similar in spacing of one year, but with regard to internal motivation, it is in decline both in one and the other, with the fact that it is more pronounced in girls.

Discussion

This study included primary school students, a middle school age of 11-15 years corresponding to early adolescence. The total sample of students consisted of 121 students (66 boys and 55 girls) of the primary school "Branko Radicevic" in Odzaci. The research consisted of two measurements, where students completed the self-regulation questionnaire at the first measurement (Goudas et al., 1994) and the same questionnaire after a year. From the obtained results of the students we see that the non-motivation shows an increase in mean values, which is a sign that children with the age are increasingly non-motivated in the teaching of physical education, and that there is a decrease in internal motivation in children with age, which coincides with the research (Yli -Piipari et al., 2011; Đorđić & Tumin, 2008). In non-motivation, we see that there was a statistically significant difference between boys and girls only on the final measurement, so that we can conclude

U tabeli 4. su prikazani rezultati motivacionih orijentacija kod devojčica na inicijalnom i finalnom merenju i primećeno je da postoje statistički značajne razlike u nemotivisanosti, introjektovanoj i identifikovanoj regulaciji i intrinzičnoj motivaciji. Samo kod eksterne regulacije nije bilo statistički značajnih promena. Ono što se primećuje je da su u odnosu na dečake kod devojčica promenjene vrednosti mnogo veće i statistički značajnije. Kod devojčica je prisutan veći nivo nemotivisanosti dok je kod dečaka sličan u razmaku od godinu dana, ali što se tiče unutrašnje motivacije ona je u padu i kod jednih i kod drugih s tim što je kod devojčica to izraženije.

Diskusija

U ovom istraživanju su obuhvaćeni učenici osnovne škole, od petog do sedmog razreda što odgovara periodu rane adolescencije. Ukupan uzorak učenika je činio 121 učenik (66 dečaka i 55 devojčica) OŠ „Branko Radičević" u Odžacima. Istraživanje se sastojalo od dva merenja, gde su učenici na prvom merenju popunili upitnik samoregulacije (Goudas et al., 1994) i isti upitnik nakon godinu dana. Iz dobijenih rezultata učenika vidi se da je kod nemotivisanosti porast u srednjim vrednostima što je znak da su deca sa uzrastom sve više nemotivisana u nastavi fizičkog vaspitanja, kao i da dolazi do pada unutrašnje motivacije kod dece sa uzrastom, što se podudara sa istraživanjima (Yli-Piipari et al., 2011; Đorđić i Tumin, 2008). U nemotivisanosti je postojala statistički značajna razlika između dečaka i devojčica samo na finalnom merenju tako da se može konstatovati da su devojčice uzrok sve više nemotivisanih učenika na časovi-

that girls are the cause of more and more non-motivated students at physical education classes that is in line with irregularities (Xiang et al., 2003; Egli st al., 2011), with a higher percentage of students attending physical education, there is a steady decline in the percentage of active girls (Gorely et al., 2011; Ikeda et al., 2018), which this study has shown. When it comes to boys only, research has shown that non-motivation at the same level is in the range of one year, unlike the identified regulation and intrinsic motivation where statistically significant differences are seen in that period. It is therefore noticeable that boys with age are less internally motivated in the teaching of physical education, as has been shown in the research (Sevil et al., 2018). In the case of external regulation, there was no change either on initial or final measurement, but with the introduced regulation, there was a change only on the final measurement. In the identified regulation and intrinsic motivation there were statistically significant differences between boys and girls, both on initial and final measurement. It was also observed that there was a drop in mean values in both boys and girls in a year. What is noticed is less value in the identified regulation and intrinsic motivation in both boys and girls at the final measurement. So it is noticed that internal motivation is falling in both boys and girls. Compared to the research (Žunić, 2012; Buišić et al., 2016), we see on the sample of high school students that pupils of elementary school are more motivated. On average they achieved better results. But comparing the motivation that is present in the classroom, the same results were obtained. The identified regulation is most present, and the lack of motivation is at least in both cases. Also, differences between boys and girls in motivational orientations have shown that in intrinsic motivation, identified regulation and introduced regulation, boys are predominant, and in external regulation and non-motivation, the girls are predominant in both studies. It is very important for a teacher that the students are internally motivated because it will make it easier for them to organize and work with them. Because students who are internally motivated more enjoy the lessons of physical education and are physically more active (Yli-Piipari et al., 2009). We can say that students belong to self-defined types and that the highest scores are achieved in the identified regulation, so we can conclude that students of secondary school age practice most during the physical education, because it is good for their health, because they want to strengthen, gain fitness, regulate physical weight to progress in class. The benefits of school physical education and its biological and pedagogical impact, as well as the effectiveness of longer-lasting exercises can only be expected from students who

ma fizičkog vaspitanja što je u skladu sa istrraživanjima (Xiang et al., 2003; Egli et al., 2011). Sa odlaskom u više razrede procenat učenika koji pohađaju fizičko vaspitanje postojano opada, a naročito procenat aktivnih devojčica (Gorely et al., 2011; Ikeda et al., 2018) što je i ovo istraživanje pokazalo. Kada su u pitanju samo dečaci istraživanje je pokazalo da je nemotivisanost na istom nivou u rasponu od godinu dana za razliku od identifikovane regulacije i intrinzične motivacije gde se vide statistički značajne razlike u tom periodu. Dakle primetno je da su dečaci sa uzrastom manje unutrašnje motivisani u nastavi fizičkog vaspitanj, što se pokazalo i u istraživanju (Sevil et al., 2018). Kod eksterne regulacije nije bilo promena ni na inicijalnom ni na finalnom merenju, ali kod introjektovane regulacije je došlo do promene samo na finalnom merenju. U identifikovanoj regulaciji i intrinzičnoj motivaciji su postojale statistički značajne razlike između dečaka i devojčica i na inicijalnom i na finalnom merenju. Takođe je primećeno da je došlo do pada srednjih vrednosti i kod dečaka i kod devojčica za godinu dana. Ono što se primećuje su manje vrednosti u identifikovanoj regulaciji i intrinzičnoj motivaciji i kod dečaka i kod devojčica na finalnom merenju. Dakle, primeti se da je unutrašnja motivacija u padu i kod dečaka i kod devojčica. U poređenju sa istraživanjima (Žunić, 2012; Buišić i sar. 2016) na uzorku učenika srednje škole, vidi se da su učenici osnovne škole motivisaniji. U proseku su ostvarili bolje rezultate. Ali upoređujući koja je motivacija koliko prisutna u nastavi dobijeni su isti rezultati. Identifikovana regulacija je najviše prisutna, a nemotivisanost najmanje u oba slučaja. Takođe razlike između dečaka i devojčica u motivacionim orijentacijama su pokazali da u intrinzičnoj motivaciji, identifikovanoj regulaciji i introjektovanoj regulaciji prednjače dečaci, a u eksternoj regulaciji i nemotivisanosti prednjače devojčice u oba istraživanja. Za nastavnika je veoma bitno da učenici budu unutrašnje motivisani jer će im to olakšati organizaciju i rad sa njima. jer učenici koji su unutrašnje motivisani više uživaju na časovima fizičkog vaspitanja i fizički su aktivniji (Yli-Piipari et al., 2009). Može se reći da učenici pripadaju samoodređenim tipovima i da su najveći skorovi ostvareni u identifikovanoj regulaciji čime se može zaključiti da učenici srednjeg školskog uzrasta većinom vežbaju na času fizičkog vaspitanja zato što je to dobro za njihovo zdravlje, zato što žele da ojačaju, steknu kondiciju, regulišu telesnu težinu, da napreduju u nastavi. Koristi od školskog fizičkog vaspitanja i njegovog biološkog i pedagoškog uticaja, kao i delotvornost dugotrajnijeg vežbanja mogu se očekivati samo od učenika koji su unutrašnje motivisani. Ali ono

are internally motivated. But what we dealt with is that this level of self-determined types of motivation with age decreases. Previous research and everyday practice suggest that students' motivation in teaching physical education is a key problem and challenge for teachers of physical education. Positive outcomes of teaching physical education can only be expected if students actively, engagedly and persistently participate in classes, or if their behavior is largely self-determined. The teacher of physical education must be more fully aware of the nature of the motivation process in order to create an adequate motivational climate and teaching strategies that promote the active participation, satisfaction and sense of competence of each student individually. The theory of self-determination in this sense possesses a significant, but insufficiently exploited, applicative potential. The realized research can be seen as a kind of action research, and it represents a cross-section of the situation in the elementary school "Branko Radičević" in Odžaci, so it can help teachers of physical education in further planning of teaching. When they have a realistic picture of student motivation in physical education, teachers can influence that to change. This is due do the fact that they are those who can encourage students in active participation on time and provide them with quality teaching, joy, challenge and good entertainment. By educating teachers, it is possible to encourage external motivated students towards self-determined forms of motivation (identified behavioral regulation, intrinsic motivation). By choosing the relevant teaching strategies, through the mediator role of the basic psychic needs of students (for autonomy, competence, connectivity), the teacher contributes to the inner motivation of students to participate in the teaching of physical education.

Conclusion

Based on the results of motivational orientations of elementary school students on initial and final measurement, we have statistically significant differences in the identified regulation and intrinsic motivation, while in other types of motivation the differences are small but not statistically significant. With differences between boys and girls at initial and final measurements in motivational orientations in physical education classes, in the non-motivation we obtained statistically significant differences only on the final measurement. There was no change in external regulation, while in the introjected regulation there was a change only in the final measurement. With the identified regulation and intrinsic motivation, the results showed that there are statistically significant differences both on the initial and the final measurement. When it comes to

što smo utvrdili jeste da taj nivo samoodređenih tipova motivacije sa uzrastom opada. Dosadašnja istraživanja i svakodnevna praksa sugerišu da motivacija učenika u nastavi fizičkog vaspitanja predstavlja ključni problem i izazov za nastavnika fizičkog vaspitanja. Pozitivni ishodi nastave fizičkog vaspitanja mogu se očekivati samo ako učenici aktivno, angažovano i istrajno učestvuju u nastavi, odnosno ako je njihovo ponašanje u velikoj meri samoodređeno. Nastavnik fizičkog vaspitanja mora potpunije poznavati prirodu procesa motivacije u cilju kreiranja adekvatne motivacione klime i nastavnih strategija koje promovišu aktivno učestvovanje, zadovoljstvo i osećanje kompetentnosti svakog učenika ponaosob. Teorija samoodređenja u tom smislu poseduje značajan, a nedovoljno iskorišćen, aplikativni potencijal. Realizovano istraživanje može se posmatrati i kao svojevrsno akciono istraživanja, i predstavlja presek stanja u osnovnoj školi „Branko Radičević" u Odžacima, tako da može pomoći nastavnicima fizičkog vaspitanja u daljem planiranju nastave. Kada imaju realnu sliku motivacije učenika u fizičkom vaspitanju, nastavnici mogu da utiču da to promene. Jer oni su ti koji mogu da podstaknu učenike u aktivnom učešću na času i obezbede im kvalitetnu nastavu, radost, izazov i dobru zabavu. Zalaganjem nastavnika, moguće je podstaći spoljašnje motivisane učenike ka samoodređenim vidovima motivacije (identifikovana regulacija ponašanja, intrinzična motivacija). Odabirom relevantnih nastavnih strategija, preko medijatorske uloge bazičnih psihičkih potreba učenika (za autonomijom, kompetencijom, povezanošću), nastavnik doprinosi unutrašnjoj motivaciji učenika za učestvovanje u nastavi fizičkog vaspitanja.

Zaključak

Na osnovu rezultata motivacionih orijentacija učenika osnovne škole na inicijalnom i finalnom merenju, dobijeno je da postoje statistički značajne razlike u identifikovanoj regulaciji i intrinzičnoj motivaciji, dok su kod ostalih tipova motivacije razlike male, ali ne i statistički značajne. Kod razlika između dečaka i devojčica na inicijalnom i finalnom merenju u motivacionim orijentacijama u nastavi fizičkog vaspitanja, u nemotivisanosti su dobijene statistički značajne razlike samo na finalnom merenju. Kod eksterne regulacije nije bilo promena, dok je kod introjektovane regulacije došlo do promena samo na finalnom merenju. Kod identifikovane regulacije i intrinzične motivacije rezultati su pokazali da postoje statistički značajne razlike i na inicijalnom i na finalnom merenju. Kada su u pitanju samo dečaci statistički značajne razlike su dobijene u identifikovanoj regulaciji

boys, statistically significant differences were obtained in the identified regulation and intrinsic motivation, while the other values did not have statistically significant changes. Regarding girls only, statistically significant differences existed in the identified regulation and intrinsic motivation as well as in the introjected regulation of non-motivation, while the difference did not exist in the external regulation. When we look at the picture as a whole, we see that there is a decline in motivation with age.

i intrinzičnoj motivaciji dok ostale vrednosti nisu imale statistički značajne promene. Kada je reč o samo devojčicama statistički značajne razlike su i kod njih postojale u identifikovanoj regulaciji i intrinzičnoj motivaciji, ali i u introjektovanoj regulaciji nemotivisanosti, dok razlika jedino nije postojala u eksternoj regulaciji. Kada se sagleda slika u celini vidi se da dolazi do pada motivacije sa uzrastom.

References

Ames, C. (1990). Motivation: What teachers need to know. *Teachers college record*, *91*(3), 409-421.

Biddle, S. (2001): Motivation for physical activity in young people: entity and incremental beliefs about athletic ability. Journal of Sports Sciences *21(*1), 973-989.

Brooks, F., & Magnusson, J. (2006). Taking part counts: adolescents' experiences of the transition from inactivity to active participation in school-based physical education. *Health education research*, *21*(6), 872-883.

Buišić, S., Cvejić, D., & Ćuruvija D, D. (2016). Motivacija za nastavu fizičkog vaspitanja učenika mlađeg školskog uzrasta. *Nastava i vaspitanje*, *65*(2), 297-308. [in Serbian]

Chatzisarantis, N. L., & Hagger, M. S. (2009). Effects of an intervention based on self-determination theory on self-reported leisure-time physical activity participation. *Psychology and Health*, *24*(1), 29-48.

Coakley, J., & White, A. (1992). Making decisions: Gender and sport participation among British adolescents. *Sociology of sport journal*, *9*(1), 20-35.

Cox, A. E., Smith, A. L., & Williams, L. (2008). Change in physical education motivation and physical activity behavior during middle school. *Journal of adolescent health*, *43*(5), 506-513.

Cury, F., Biddle, S., Famose, J. P., Sarrazin, P., Durand, M., & Goudas, M. (1996). Personal and situational factors influencing intrinsic interest of adolescent girls in school physical education: A structural equation modelling analysis. *Educational Psychology*, *16*(3), 305-315.

Deci, E. L., Cascio, W. F., & Krusell, J. (1975). Cognitive evaluation theory and some comments on the Calder and Staw critique. *Journal of personality and social psychology*, *31*(1), 81-85.

Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in personality. *Journal of research in personality*, *19*(2), 109-134.

Đorđić, V., & Tumin, D. (2008). Da li su devojčice'problem'u nastavi fizičkog vaspitanja. *Pedagogija*, *63*(4), 652-665. [in Serbian]

Egli, T., Bland, H. W., & Czech, D. R. (2011). Influence of age, sex, and race on college students' exercise motivation of physical activity. *Journal of American college health*, *59*(5), 399-406.

Gorely, T., Duncombe, R., Edwardson, C., Musson, H., Kay, T., Sandford, R., & Jeanes, R. (2011). Does activity-related social support differ by characteristics of the adolescent. *Journal of Physical Activity and Health*, *11*(3), 574-580.

Goudas, M., Biddle, S., & Fox, K. (1994). Perceived locus of causality, goal orientations, and perceived competence in school physical education classes. *British Journal of Educational Psychology*, *64*(3), 453-463.

Hagger, M. S., Chatzisarantis, N. L., Culverhouse, T., & Biddle, S. J. (2003). The processes by which perceived autonomy support in physical education promotes leisure-time physical activity intentions and behavior: a trans-contextual model. *Journal of educational psychology*, *95*(4), 784-795.

Hardman, K. (2007): Situation and sustainability of physical education in schools: A global perspective. *Journal of Sport Sciences, 19*(1), 1-22.

Hardman, K. (2008). Physical education in schools: a global perspective. *Kinesiology: International journal of fundamental and applied kinesiology, 40*(1), 5-28.

Ikeda, T., Aoyagi, O., Han, N. I., Choi, T. H., Koo, K. S., & Seo, Y. H. (2018). Motivation towards Physical Activity in Late Childhood. *26*(3), 265-272.

Jorgić, B., & Veselinović, N. (2008). Izostajanje učenika sa časova fizičkog i zdravstvenog vaspitanjau niškim gimnazijama. *Nastava i vaspitanje, 57* (2), 175-183. [in Serbian]

Lonsdale, C., C.M. Sabiston, T.D. Raedeke, A.S.C. Ha & R.K.W. Wum (2009): Self-determined motivation and students' physical activity during structured physical education lessons and free choice periods, *Preventive Medicine*, *48* (1), 69-73.

Mouratidis, A., Vansteenkiste, M., Lens, W., & Sideridis, G. (2008). The motivating role of positive feedback in sport and physical education: evidence for a motivational model. *Journal of sport & exercise psychology*, *30*(2) 240-268.

National Center for Health Statistics (2001): *Healthy people 2000: final review*. Hyattsville, Maryland: Public Health Service.

Ntoumanis, N. (2001). A self-determination approach to the understanding of motivation in physical education. *British journal of educational psychology*, *71*(2), 225-242.

Ntoumanis, N. (2002). Motivational clusters in a sample of British physical education classes. *Psychology of Sport and Exercise*, *3*(3), 177-194.

Ntoumanis, N., Pensgaard, A. M., Martin, C., & Pipe, K. (2004). An idiographic analysis of amotivation in compulsory school physical education. *Journal of sport and exercise psychology*, *26*(2), 197-214.

Ntoumanis, N. (2005). A prospective study of participation in optional school physical education using a self-determination theory framework. *Journal of educational psychology*, *97*(3), 444.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, *25*(1), 54-67.

Ryan, R. M. & Deci, E. L. (2002). Overview of self-determination theory: An organismic dialectical perspective. *Handbook of self-determination research*, 3-33.

Scruggs, P. W., Beveridge, S. K., Eisenman, P. A., Watson, D. L., Shultz, B. B., & Ransdell, L. B. (2003). Quantifying physical activity via pedometry in elementary physical education. *Medicine and Science in Sports and Exercise*, *35*(6), 1065-1071.

Sevil, J., Sánchez-Miguel, P. A., Pulido, J. J., Práxedes, A., & Sánchez-Oliva, D. (2018). Motivation and Physical Activity: Differences Between High School and University Students in Spain. *Perceptual and motor skills*, *125*(5), 894-907.

Standage, M., Duda, J. L., & Ntoumanis, N. (2003). A model of contextual motivation in physical education: Using constructs from self-determination and achievement goal theories to predict physical activity intentions. *Journal of educational psychology*, *95*(1), 97-110.

Standage, M., Duda, J. L., & Ntoumanis, N. (2005). A test of self-determination theory in school physical education. *British Journal of Educational Psychology*, *75*(3), 411-433.

Standage, M., & Gillison, F. (2007). Students' motivational responses toward school physical education and their relationship to general self-esteem and health-related quality of life. *Psychology of Sport and Exercise*, *8*(5), 704-721.

Vallerand, R. J., & Losier, G. F. (1999). An integrative analysis of intrinsic and extrinsic motivation in sport. *Journal of applied sport psychology*, *11*(1), 142-169.

Vallerand, R. J., & Ratelle, C. F. (2002). Intrinsic and extrinsic motivation: A hierarchical model. *Handbook of self-determination research*, *12*(8), 37-63.

Van Wersch, A., Trew, K., & Turner, I. (1992). Post-primaty school pupils'interest in Physical education: age and gender differnces. *British Journal of Educational Psychology*, *62*(1), 56-72.

Vilhjalmsson, R., & Thorlindsson, T. (1998). Factors related to physical activity: a study of adolescents. *Social Science & Medicine*, *47*(5), 665-675.

Weiss, M.R. & A..J. Amorose (2008): Coaching behaviors, motivational climate, and psychosocial outcomes among female adolescent athletes. *Pediatric exercise science*, *21*(4), 475-492.

Xiang, P., McBride, R., Guan, J., & Solmon, M. (2003). Children's motivation in elementary physical education: An expectancy-value model of achievement choice. *Research quarterly for exercise and sport*, *74*(1), 25-35.

Yli-Piipari, S., Watt, A., & Nurmi, J. E. (2009). Relationships between physical education students' motivational profiles, enjoyment, state anxiety, and self-reported physical activity. *Journal of sports science & medicine*, *8*(3), 327-336.

Yli-Piipari, S., Jaakkola, T., & Watt, A. (2011). The role of peer groups in male and female adolescents' task values and physical activity. *Psychological Reports*, *108*(1), 75-93.

Žunić, Ž. (2012). *Motivacione orijentacije učenika u nastavi fizičkog vaspitanja.* Diplomski rad. Novi Sad: Fakultet sporta i fizičkog vaspitanja. [in Serbian]

Primljen: 03. jul 2019. / Received: July 03, 2019
Prihvaćen: 20. jul 2019. / Accepted: July 20, 2019