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## ANALYSIS OF THE REASONS FOR THE ENROLLMENT IN THE FACULTY OF PHYSICAL EDUCATION

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**Abstract.** *The selection of candidates for the faculty of physical education presents a complex and always current problem. The good "input" for the studies is a necessary prerequisite for the good "output" defined through the success in the studies and profession. Unfortunately, the entrance exams above all evaluate the capability of the candidates (cognitive and motor), without tackling the motivational sphere as a very important element in the selection. Aiming to determine the reasons which predominantly motivate the candidates to choose the faculty of physical education, a research was carried out on the representative sample of Yugoslav students of the final years at the faculties of physical education. The realized sample comprises the total of 315 respondents (183 men, 132 women). The method of theoretical analysis and empirical-nonexperimental method were applied in the research. Given results show that our sample represents a rather homogeneous whole which undoubtedly possesses certain qualities necessary for the successful studies and which comprises a notably similar motivational structure when it comes to the choice of faculty (profession), while the expected differences according to sex, success in the studies and the place of study were absent.*

**Key words:** *faculty of physical education, selection, students, reasons for the enrollment*

### 1. INTRODUCTION

The selection of candidates for the faculty of physical education presents a complex and always current problem. The good "input" for the studies is a necessary prerequisite for the good "output" defined through the success in the studies and profession. Unfortunately, the entrance exams above all evaluate the capability of the candidates (cognitive and motor), without tackling the motivational sphere as a very important element in the selection.

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Aiming to determine the reasons which predominantly motivate the candidates to choose the faculty of physical education, a research was carried out on the representative sample of students of the final years at the faculties of physical education.

The fact that we included the students who "made through" the 1st and 2nd year proves that they belong to the more successful, and by all means more motivated students. Which reasons lie behind their decision to enroll in the faculty of physical education? Is it an authentic interest in the sphere of physical education and pedagogical vocation, based on the real assessment of their own capabilities and affinities, an interest which in itself presents a powerful and lasting impetus for the activities during the studies and later in the professional work?

Our research tries to throw light on the problem of how to select the proper, that is capable and optimally motivated individuals, because only they can give a full contribution to the promotion of the profession and, on the other hand, can feel good in their profession.

## 2. METHODOLOGY

The sample of respondents was selected from the population of the Yugoslav 3rd and 4th year students of the faculties of physical education. The research was carried out in May 1995 at the faculties of the physical education in Novi Sad, Belgrade and Nis; it included all the students who attended classes at the time of the data collection. The realized sample comprises the total of 315 respondents (183 men, 132 women).

The method of theoretical analysis and empirical-nonexperimental method were applied in the research.

In order to collect the data, we used the opinion poll technique, that is a corresponding instrument - the questionnaire, specially designed for the need of this research. It contained the list of 24 reasons for the enrollment in the faculty of physical education - the respondents were asked to specify how much each of the listed reasons was important for them personally, as well as to assess how important it was for the majority of their colleagues. The answer "very important" was marked with 3 points, "partially important" with 2 points and "not important at all" with 1 point.

For each reason we calculated the average values for the assessments and on that basis determined the ranks of importance of these reasons for the whole sample, for the subsamples according to sex, success in studies and the place of study. (The ranks of personal reasons and the ranks of reasons supposed for the majority were specified.)

In order to establish the correlation between the two series of ranks, we calculated the rank-correlation  $\rho$  and the congruence between several series of ranks was established according to the coefficient of concordance  $W$ . A more detailed analysis of the reasons for the enrollment in the faculty of physical education required the factor analysis of data.

## 3. RESULTS

If we analyse the rank-list of importance for the *personal reasons* for the enrollment in the faculty of physical education on the level of the whole sample (Table 1), we can conclude the following:

Table 1. The reasons for enrollment in the faculty of physical education (the whole sample)

REASONS	R A N K	R A N K
	Personal	For the majority
This faculty best suits my abilities and interests.	1. (2,76)	2. (2,33)
I like dynamism and challenges.	2. (2,67)	3. (2,26)
The fact that at this faculty there is more socializing than at other faculties and the atmosphere is more relaxed suits me.	3. (2,62)	1. (2,62)
I have always wanted to enroll the faculty of physical education.	4. (2,58)	9. (2,11)
I was interested in all aspects of sports.	5. (2,55)	10. (2,09)
I wanted to familiarize with various sports and to test my abilities in them.	6. (2,45)	8. (2,14)
Subject-matter is very diverse and allows me an all-around education.	7. (2,44)	7. (2,16)
Studies at this faculty enable me to maintain good physical condition.	8. (2,36)	4-5. (2,22)
I think that people in this profession always remain young.	9. (2,31)	6. (2,20)
I am attracted to the pedagogical vocation.	10. (2,25)	14. (1,91)
Being an active sportsman, the organization of studies at this faculty suited me.	11. (2,00)	11. (2,04)
I believed that my chances to enroll are highest at this faculty.	12. (1,94)	4-5. (2,22)
That was a logical continuation of my sport career.	13. (1,87)	12. (1,95)
Diploma from this faculty opens the possibilities for good pay.	14. (1,78)	13. (1,94)
Certainty of getting a job in the profession.	15. (1,60)	17. (1,80)
I did not know my real preferences and capabilities.	16. (1,53)	18-19. (1,74)
I estimated that I would complete this faculty most easily.	17. (1,28)	15. (1,90)
At that moment I did not know what else to study.	18-19. (1,21)	20. (1,65)
I did not have enough courage or ambition to enroll something else.	18-19. (1,21)	18-19. (1,74)
I enrolled in this faculty quite by chance.	20. (1,15)	23. (1,40)
Results from the secondary school did not allow me to apply at some other faculty.	21-22. (1,10)	16. (1,84)
Before that I studied something else without success.	21-22. (1,10)	22. (1,55)
Others (parents, friends, coach, teachers...) talked me into it.	23. (1,09)	24. (1,38)
I did not manage to pass the entrance.	24. (1,07)	21. (1,58)

- There are 5 "very important" reasons which are, therefore, the most significant ones; they are:

- **I like dynamism and challenges (2,67),**
- **This faculty suits best my abilities and interests (2,76),**
- **The fact that at this faculty there is more socializing than at other faculties and the atmosphere is more relaxed suits me (2,62),**
- **I have always wanted to enroll in the faculty of physical education (2,58) and**
- **I was interested in all aspects of sports (2,55).**

The high rank of these reasons implies that the preferences and interests of the respondents are of lasting character, that there is a pronounced perception of personal

competence for the study of physical education - which represents an important component when choosing the faculty. At the same time, the specificity and attractiveness of the studies additionally motivate the candidates in the enrollment process.

- Among the 11 "partially important" reasons there are also some of the less desirable ones which can hardly ensure the lasting motivation for the engagement in our profession. Such are, for example, the following reasons:

- **Studies at this faculty allow me to maintain good physical condition** (2,36),  
 - **I believed that my chances to enroll are highest at this faculty** (1,94) etc, and specially

- **I did not know my true preferences and capabilities** (1,53).

On the other hand, the attractiveness of the pedagogical vocation as a reason for the enrollment in the studies of physical education is rated very low (the 10th place).

- It is interesting to specify which reasons were rated lowest, that is included into category of "not important at all". It is obvious that these are completely unacceptable, nonauthentic reasons, which can prove the hypothesis that our respondents successfully approach graduation precisely because of the correct choice of the faculty.

If we analyse the rank-list with the evaluated importance of the given *reasons for the majority of other students* (Table 1), we can first conclude that the discriminative sharpness in the evaluation of each reasons considerably decreases, because as many as 21 reasons occur in the middle category of the "partially important" reasons. Only the reason ranked No.1

- **The fact that at this faculty there is more socializing than at other faculties and the atmosphere is more relaxed suits me** (2,62)

is evaluated and seen as a very important reason for the choice of the faculty of physical education when the majority of other students is concerned. Although a high  $\rho$  ( $\rho = 0,904$ ) indicates a great rank convergence in the two lists (personal reasons and the assessment for the majority), the ranks of the following reasons point to the existence of a certain discrepancy in the autoperception and the perception of others:

- **I have always wanted to enroll in the faculty of physical education** (within the personal reasons, the 4th place; within the assessment for the majority, the 9th place),

- **I was interested in all aspects of sports** (5. ; 10.),

- **Studies at this faculty enable me to maintain good physical condition** (8. ; 4.),

- **I am attracted to the pedagogical vocation** (10. ; 14.),

- **I believed that my chances to enroll the were highest at this faculty** (12. ; 4-5.) and

- **Success in the secondary education did not allow me to apply at some other faculty** (21-22. ; 16.)

The discrepancies are such that they imply the greater criticality when evaluating the importance of these reasons for other students: less desirable reasons have a higher rank, and those notably positive are ranked lower. Should this second rank-list be read as the correct, more real one, because one could avoid intentional giving socially desirable answers or is it just the case of authentic evaluation of importance for the given reasons for the majority of other students?

Notably high rank-correlation ( $\rho = 0,988$ ) between the ranks of importance for personal reasons among men and women testifies that in our sample sex does not

significantly determine the motivation for the enrollment in the faculty of physical education. It is interesting that among the female students there is somewhat higher discrepancy between the evaluation of the importance for the personal reasons and for the reasons of the majority ( $\rho = 0,842$ ) that is the case with the male students ( $\rho = 0,903$ ).

The correlation in the ranks of importance for personal reasons between the better and weaker students ( $\rho = 0,982$ ) is also very pronounced, which maybe implies that the expressed differences in the **success during the studies** cannot be interpreted as the differences in the motivation when choosing the faculty. However, among the better students there is somewhat lower rank-correlation between the autoperception and the perception concerning others ( $\rho = 0,852$ ), when compared with the weaker students ( $\rho = 0,924$ ), so one could conclude that the better students still recognize a slightly different motivation pattern among their less successful colleagues.

And finally, when we view the subsamples of the respondents formed according to the **place of study**, we can again say that there is a notably high correlation between the ranks for the personal reasons ( $W = 0,974$ ).

It is obvious that our sample represents a rather homogeneous whole which undoubtedly possesses certain qualities necessary for the successful studies and which comprises a notably similar motivational structure when it comes to the choice of faculty (profession), while the expected differences according to sex, success in the studies and the place of study were absent.

A more detailed analysis of the reasons for the enrollement required the factor analysis in order to establish the latent structures in the area of the personal reasons for the enrollment.

The method of main components was used to establish the initial coordinate system and then the oblique rotation was carried out using the oblimin technique. By the application of the Guttman-Kaiser criterion, 8 significant factors were singled out which explain 56,10% of the total variance of the system. The results of the factor analysis (for the whole sample) are given in the Table 2.

**Factor 1.** This factor explains the greatest quantity of the total variance of all the respondents in the observed area of the manifesting variables (14,3%) and we called it: Physical Competence. It is obvious that among our respondents there is a very pronounced need for the checking and confirmation of physical competence. Studies, and maybe even the future profession, are viewed in a simplified way, only as a possibility for the direct personal activity aimed at acquiring and maintaining good physical condition, at the constant challenging of one's own capabilities etc. It is certain that the vocation of the pedagogue in physical education contains that aspect, too, but it is certainly not the only nor the most important one, and thus does not represent the most desirable "entering" in the profession.

**Factor 2.** It explains 9,9% of the whole variance and we called it: Authentic Reasons. The continuation of interest in the profession, as well as the real viewing of one's own capabilities and affinities represents the stable basis for the successful studies and, naturally, pleasure in the choice made. These students, understandably, reject the factor of coincidence and the previous failure at some other faculty as a reason for the enrollment in the faculty of physical education.

**Factor 3.** It explains 7,9% of the total variance, and in accordance with its structure we called it the Rejection of Conformist Reasons. Our respondents - the future physical

education teachers, negating the importance of these reasons, indirectly point to the existence of the other, authentic motivating elements whose role was predominant in the decision concerning the choice of studies.

Table 2. The results of the factor analysis (personal reasons, the whole sample)

FACTOR	ITEMS	Saturation
1. 14,3% of the variance PHYSICAL COMPETENCE	- People in this profession always stay young	0.745
	- Studies allow maintenance of good physical condition	0.722
	- Familiarizing with different sports, trying all the possibilities	0.504
	- Dynamism and challenge	0.501
2. 9,9% of the variance AUTHENTIC REASONS	- Coincidence	0.683
	- It best suits capabilities and interests	-0.588
	- Failure at the entrance exam at the desirable faculty	0.585
	- Longstanding desire	-0.517
3. 7,9% of the variance REJECTION OF CONFORMIST REASONS	- Greatest chances for success	0.644
	- Weaker results in the secondary school	0.650
	- It is most easily completed	0.646
	- Lack of energy or ambition to enroll something else	0.640
4. 5,4% of the variance COMPATIBILITY OF SPORTS AND STUDIES OF PHYSICAL EDUCATION	- Without an idea what else to study	0.533
	- Organization of studies suits active sportsmen	0.823
5. 5,0% of the variance INCLINATION TOWARDS THE PEDAGOGICAL VOCATION	- Logical continuation of sport career	0.762
	- Studying something else without success	0.727
6. 4,8% of the variance "EXTERNAL" REASONS FOR ENROLLMENT	- Attraction of the pedagogical vocation	-0.501
	- Possibility for good pay	0.708
	- Secured job in the profession	0.569
	- Not knowing one's own preferences and capabilities	0.423
7. 4,6% of the variance SPECIFICITIES OF THE STUDIES OF PHYSICAL EDUCATION	- Insistence of other	0.380
	- More socializing than at other faculties, more relaxed atmosphere	0.738
	- Diverse lecturing subject-matter, all-round education	0.605
8. 4,2% of the variance INTEREST IN SPORT	- Interest in all aspects of sports	0.768
	- Dynamism and challenge	0.449
	- Familiarizing with different sports, testing one's abilities	0.418

**Factor 4.** Like the Factor 1, it is specific for the observed sample. It explains 5,4% of the total variance and we called it: the Compatibility of Sports and Studies of Physical Education.

**Factor 5.** It "covers" 5,0% of the total variance, and on the basis of the two manifesting variables which have the highest projections in this factor, it was called: Inclination towards the Pedagogical Vocation.

**Factor 6.** It participates in the explanation of the total variance with 4,8% and we

called it: "External" Reasons for Enrollment. It is certain that the expectations concerning the future profession are to a large degree linked with the potential economic status, as well as with the possibility to find a job. However, these expectations do not have to be (and most frequently are not) fully authentic motives, which is indicated by the remaining two variables that saturate this factor.

**Factor 7.** It explained 4,6% of the total variance and presents the Specificity of the Studies of Physical Education as a decisive factor. Attractivity and dynamism, as well as the whole concept of the studies of physical education can probably be a very attractive option for the candidates.

**Factor 8.** It explains the smallest part of the total variance (4,2%) and we called it Interest in Sports.

#### 4. CONCLUSION

The students of the final years of the faculties of physical education assessed the importance which they attach to particular reasons influencing the enrollment, as well as the importance of these reasons for the majority of other students. In the group of "very important" personal reasons there are: I like dynamism and challenges (2,67), This faculty suits best my abilities and interests (2,76), The fact that at this faculty there is more socializing than at other faculties and the atmosphere is more relaxed suits me (2,62), I have always wanted to enroll in the faculty of physical education (2,58) and I was interested in all aspects of sports (2,55). As for the evaluation of the importance of reasons for other students, only one reason stands out: The fact that at this faculty there is more socializing than at other faculties and the atmosphere is more relaxed suits me (2,62). Between these two series of ranks there exists a notably high correlation, and particular discrepancies imply the greater criticality or greater sincerity when the motives of others are evaluated. When it comes to personal reasons, there is a notably high correlation between the rank-list for the whole sample and the rank lists of all subsamples, while it was shown that sex, success in studies or the place of study did not influence the assessment of importance of particular reasons. Using the factor analysis in the area of personal reasons we singled out 8 important factors which explain 56,1% of the total variance.

## ANALIZA UZROKA USPEHA NA FAKULTETU ZA FIZIČKU KULTURU

**Višnja Đorđić**

*Selekcija kandidata za fakultet fizičke kulture predstavlja složen i uvek aktuelan problem. Dobar "ulaz" na studije nužan je preduslov dobrog "izlaza", definisanog kroz uspešnost u studiranju i profesiji. Prijemni ispiti, nažalost, procenjuju pre svega sposobnost kandidata (kognitivnu i motoričku), ne zahvatajući pritom motivacionu sferu kao veoma bitan element pri selekciji. Sa ciljem da se utvrde razlozi koji odlučujuće opredeljuju kandidate da izaberu fakultet fizičke kulture, sprovedeno je istraživanje na reprezentativnom uzorku jugoslovenskih studenata završnih godina fakulteta fizičke kulture. Realizovani uzorak sačinjava ukupno 315 ispitanika*

*(183 muškarca, 132 žene). U istraživanju su primenjene metoda teorijske analize i empirijsko-neeksperimentalna metoda. Dobijeni rezultati pokazuju da naš uzorak predstavlja dosta homogenu celinu, koja nesumnjivo poseduje određene kvalitete neophodne za uspešno studiranje, i koju povezuje i izrazito srodna motivaciona struktura kad se radi o izboru fakulteta (profesije), pri čemu izostaju očekivane razlike s obzirom na pol, uspeh u studiranju i mesto studiranja.*

**Ključne reči:** *fakultet za fizičku kulturu, selekcija, studenti, uzroci uspeha*