CONVOCATORIA DE PROYECTOS DE INNOVACIÓN DOCENTE DE LA UNIVERSIDAD DE VALLADOLID PARA EL CURSO 2024-2025

INDIVIDUAL AND GENERALIZED REPORT OF THE TEACHING INNOVATION PROJECT:

"EVALUACIÓN DEL GRADO DE MOTIVACIÓN DEL ALUMNADO UNIVERSITARIO INTERNACIONAL DEL GRADO DE CIENCIAS DE LA ACTIVIDAD FÍSICA Y DEL DEPORTE".

Universidad de Valladolid

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PRESENTATION

Dear Instructor or HoD,

You were invited to participate in the Teaching Innovation Project (TIP), titled: *Assessment of the Motivation Level of International University Students in the Bachelor's Degree in Physical Activity and Sports Sciences*. This TIP was submitted under the 2024–2025 call for teaching innovation projects by the University of Valladolid. It involved the completion of the questionnaire *"Academic Motivation Scale (Spanish version, 32 items)" (Sergio Calonge-Pascual et al., 2024)*, aimed at evaluating students' motivation levels in one of the subjects within the field of Physical and Sports Education, as part of the Bachelor's Degree program you are currently pursuing at the University of Pretoria during the 2024–2025 academic year.

Attached below, you will find your results through the following individualized report. Afterwards, you will also find the general results obtained for the subjects analyzed.

INDIVIDUALIZED REPORT

The results obtained for your subject are as follows:

Table 1.

Descriptive statistics for the six motivational regulations

	Range	*M*(*SD*)	γ_1	γ_2	ω
Intrinsic motivation	1–7	5.80(0.73)	-0.35	-0.59	.79
Integrated regulation	1–7	5.93(0.96)	-0.73	0.12	.67
Identified regulation	1–7	6.38(0.78)	-1.20	0.61	.55
Introjected regulation	1–7	5.97(1.16)	-1.41	1.86	.78
External regulation	1–7	5.25(1.27)	-0.94	1.36	.67
Amotivation	1–7	1.80(1.01)	1.47	1.79	.53

OBSERVATIONS AND BRIEF PERSONALIZED ADVICE REGARDING THEIR RESULTS:

Spain's integration into the European Higher Education Area is encountering significant implementation challenges, highlighting the need for caution when undertaking major transformations in teaching methodologies (Romero Ariza & Pérez Ferra, 2009). Currently, there is a growing demand for students to assume a more active role in their own learning process. Classroom experience reveals a notable decline in students' mastery of theoretical content compared to previous generations. Likewise, deficiencies have been identified in essential competencies such as managing, analyzing, synthesizing,

and transferring information—particularly when it comes to transforming it into scientific or pedagogical knowledge. A passive and complacent attitude prevails, often oriented toward achieving maximum reward with minimal effort. In this context, it becomes essential to foster students' ability to critically seek, select, and use knowledge. Moreover, an educational approach focused on competency development encourages deeper and more meaningful learning, integrating not only knowledge but also skills and attitudes (Romero Ariza & Pérez Ferra, 2009).

A fundamental aspect of the learning process is the motivation experienced by students throughout their educational journey. Within the university context, and based on Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2020), three main motivational profiles can be identified among students: intrinsic motivation, extrinsic motivation, and amotivation. Students with intrinsic motivation show a genuine interest in learning, driven by a desire to deeply understand the material or improve their skills out of personal initiative. In contrast, extrinsically motivated students engage in academic tasks primarily as a means to achieve external rewards, such as earning a degree, securing a job, or gaining social recognition. For these students, learning is viewed more as a requirement than a meaningful goal in itself. Meanwhile, amotivated students lack both internal and external incentives to engage in learning activities. Based on the analysis of results across various courses, several notable trends emerge. One such trend indicates a strong presence of intrinsic motivation among students, reflecting their genuine interest in understanding and assimilating knowledge. However, a significant level of external regulation is also observed, suggesting that many students are driven by the prospect of external rewards, such as better-paying jobs or greater career stability, rather than by a desire for knowledge itself—which should be the main objective of any educational process. A marked tendency toward external regulation further confirms that students' academic decisions are often influenced more by instrumental factors than by a true interest in learning. Regarding amotivation, although levels are relatively low, there is still room for improvement, which would signal stronger engagement with both subject-specific learning and the academic program as a whole. Based on these findings and following Romero Ariza and Pérez Ferra (2009), the following strategies are proposed to

support teaching staff in their efforts to enhance intrinsic motivation, reduce the influence of external regulation, and minimize amotivation as much as possible:

- The starting point for fostering motivation in the classroom is that the teacher must feel motivated in their work. When educators show enthusiasm for the subjects they teach, they become role models who inspire students' interest in learning. Their positive attitude and willingness to share knowledge are crucial in initiating changes in student behavior.
- It is essential to understand students' goals, interests, and aspirations in order to help them reflect on what they want to achieve and what steps they are taking to reach those goals. A good practice in this regard is to conduct an initial diagnostic assessment at the beginning of the course through open-ended questionnaires, surveys, interviews, or focus groups.
- Acknowledging the progress students make throughout their learning journey—regardless of the final outcome—is important. Recognizing their efforts helps to build their self-esteem and reinforces their sense of competence.
- Implementing active methodologies that give students a central role in the teaching–learning process is key. Strategies such as classroom debates and the use of e-portfolios have been positively received by students in Sport Sciences degree programs, who consider them effective tools for their learning (Guijarro-Romero et al., 2023).
- Learning activities should aim not only at the deep understanding of content but also at the development of key competencies, fostering meaningful learning experiences.

In short, the goal is for students to understand that the true value of education lies not merely in earning a degree or securing a job, but in acquiring the knowledge and competencies necessary to pursue these outcomes confidently and competently.

GENERALIZED REPORT

Table 2.

Motivational differences according to the level of training

	IP	SE	FET	HCSS	ANOVA-tests		
	M(*SD*)	*M*(*SD*)	*M*(*SD*)	*M*(*SD*)	F	*p*-valor	η_p^2
Intrinsic motivation	5.70(0.72)	5.86(0.86)	5.97(0.78)	5.80(0.74)	0.52	.673	0.03
Integrated regulation	5.95(0.83)	5.95(0.95)	5.88(13)	5.94(0.97)	0.02	.997	0.01
Identified regulation	6.40(0.68)	6.45(0.81)	6.37(0.69)	6.32(0.93)	0.07	.976	0.04
Introjected regulation	6.14(1.11)	5.75(1.24)	5.83(1.42)	6.18(0.87)	0.49	.490	0.10
External regulation	4.95(1.16)	5.12(1.40)	5.40(1.10)	5.42(1.43)	0.41	.412	0.09
Amotivation	1.80(1.11)	1.83(1.13)	1.62(0.91)	1.94(0.99)	0.27	.270	0.07

Note: IP = Intermediate Phase; SE = Senior; FET = Further Education and Training; HCSS = Higher Certificate Sport Sciences.

Table 3.

Motivational differences according to the course

	First	Second	Third	Fourth	ANOVA tests		
	M(*SD*)	*M*(*SD*)	*M*(*SD*)	*M*(*SD*)	F	*p*-valor	η_p^2
Intrinsic motivation	5.84(0.68)	5.08(0.84)	5.86(1.03)	5.63(0.73)	0.10	.96	.06
Integrated regulation	6.01(0.0.87)	6.16(0.81)	6.09(0.77)	4.75(1.77)	2.47	.007	.12
Identified regulation	6.38(0.79)	6.75(0.46)	6.44(0.59)	6.19(0.83)	0.70	.555	.13
Introjected regulation	6.10(0.87)	6.66(0.50)	5.34(1.92)	5.88(1.61)	1.97	.129	.23
External regulation	5.13(1.38)	5.60(1.96)	5.25(1.18)	6.06(0.75)	0.84	.480	.15
Amotivation	1.73(0.98)	2.06(0.97)	1.69(1.00)	2.25(1.77)	0.50	.682	.11

DATA ANALYSIS:

Using SPSS version 29 for Windows.

1.- Assumption of normality: With discrete quantitative variables (Likert scale): Standardized coefficient of skewness and kurtosis: support the assumption of normality with standardized values up to 1.96 (Field, 2017)

2.- Fiability:

McDonald's coefficient: When the objective is to compare means between groups, values of at least 0.80 should be obtained (Viladrich et al., 2017). However, we will continue to use the 0.70 cutoff point, which is the most widely used (Viladrich et al., 2017).

3.A.- Difference in means between two groups: ANOVA.

Bonferroni adjustment: p-value adjusted by the number of crossovers performed. Formula: (n · n-2)/2

Measure of effect size: partial eta squared (Volker, 2006). According to (Richardson, 2011), it is interpreted as:

Small effect size: less than or equal to 0.01.

Medium effect size: around 0.06.

Large effect size: equal to or greater than 0.14.

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