

CURRENT SITUATION OF LEARNING MOTIVATION AND SUCCESS MOTIVATION OF STUDENTS BAC NINH SPORTS UNIVERSITY

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Abstract:

The research objective is to find out the current situation of learning motivation and success motivation by students. The figure of studies collected from 85 students in both Physical Education and Sports Training Faculties. Through the theoretical synthesis and implementation of quantitative research and the results of practical research at Bac Ninh Sports University, show the relationship between learning motivation and success motivation.

Keywords: Motivation, learning motivation, success motivation, students, Bac Ninh Sports University

INTRODUCTION

Learning motivation is an important factor determining the quality and effectiveness of learning. For students, the motivation for learning is not available, cannot be imposed but generated during the learning and training process. In the process, teachers are the ones who lead students and students have to set their own goals and motivation for their learning. Motivation and demand are one of the manifestations of human personality trend. In which the motivation for success is an attractive tendency that stimulates people to reach out to assert themselves. The success requires each person to have the accumulation of knowledge, skills and techniques. To acquire knowledge, learning is a apprehensible method. Therefore, in order for the younger generation to gain success in life, it is necessary to increase actively the motivation for learning and the motivation for success.

RESEARCH METHODS

The research has used the following methods: Document analysis and synthesis method, survey method by questionnaire, multiple-choice method, methods to get expert advice, observation method, method to analyze product works, statistical mathematical

methods. During the survey by questionnaire, we have used a 9-questionnaire about student's motivations for learning (ĐCHT) and motivation for success (ĐCTĐ). In addition, we have used the test of A.A.Rian and V.A.Iarunhin to study ĐCHT and the test of T. Elerka of measuring ĐCTĐ.

RESULTS AND DISCUSSION

1. Current situation of student's motivation for learning and motivation for success

1.1. The student's motivation for choosing to study at Bac Ninh Sports University

We survey student's motivation for choosing to study at Bac Ninh Sports University. The results presented in Table 1.

The table shows that the most popular motivation is the passion for sport (account for 89.4%), ranked first, followed by the motivation of good training quality (account for 81.2%) and the University has a long tradition (account for 71.8) %). Being a gifted school with different disciplines and specializations in sports helps students have many opportunities to choose sports to satisfy their passion. Having long tradition, the University is the first training school in physical education and sports of the country, trains lots of generation of athletes, teachers and sports managers throughout the

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Table 1. Student's motivation for choosing to study at the University

No.	Motivation	Poor	%	Medium
1	Good training quality	69	81.20	2
2	Long tradition	61	71.80	3
3	Various disciplines to choose	47	55.30	6
4	Plentiful scholarship	11	12.90	8
5	Good facility	55	64.70	4
6	A lot of job opportunities	50	58.80	5
7	Passion for sports	76	89.40	1
8	Learning convenience	12	14.10	7

country. With such a glorious history, the University has created a top quality in physical education and sports in Vietnam.

The unpopular motivation is the scholarship opportunities (account for 12.9%), ranked eighth which shows that the strong motivation of students is their passion for sports, not economic benefits; followed by learning convenience in the 7th (account for 14.1%). This shows that geographic distance is not an important factor affecting students' motivation for choosing the University but the concern of students is the passion and capacity after learning to serve future career.

1.2. Learning motivation of students Bac Ninh Sports University

Through the multiple-choice questionnaire, we learn the student's motivation for learning. Results presented in Table 2.

Table 2. Student's learning motivation level

No.	Level	Poor	%	Medium
1	Low	7	8.20	3
2	Medium	47	55.30	1
3	High	27	31.80	2
4	Very high	4	4.70	4
	$\bar{x} = 4.13$	$m_i = 85$		

From Table 2, the average level of student motivation for students is $\bar{x} = 4.13$, the student's motivation for learning is at the medium level (account for 55.3%), followed by the high motivation (account for 31.8%) and low motivation (8.2%). High motivation and very

high motivation is account for 36.5%. Medium and low motivation is account for 63.5%. Thus, the student's motivation for learning is still at a medium level, even though the low motivation is just account for 8.2%.

1.3. Success motivation of students Bac Ninh Sports University

Through the multiple-choice questionnaire, we learn the student's motivation for success. Results presented in table 3.

Table 3. Student's success motivation level

No.	Level	Poor	%	Medium
1	Low	4	4.70	4
2	Medium	41	48.20	1
3	High	32	37.70	2
4	Very high	8	9.40	3
	$\bar{x} = 15.8$	$m_i = 85$		

The table 3 shows that the average level of motivation for success by students is $\bar{x} = 15.80$. The main motivation for success is still at the medium level (account for 48.5%). The low level is account for 4.7%. However, high and very high level is account for 47.5%, which presents that the motivation for success is high. Explaining this problem, the motivation for success is the one that exists in everyone at the upper step of the human hierarchy of need. The need for success depends on age, stage and social conditions, meaning the content of success is different in essence.

2. The relationship between learning motivation and success motivation

To understand the relationship between

Table 4. Comparing the relationship between learning motivation and success motivation by students

No.	Level	Learning motivation (n = 85)			Success motivation (n = 85)		
		Poor	%	Medium	Poor	%	Medium
1	Low	7	8.20	3	4	4.70	4
2	Medium	47	55.30	1	41	48.20	1
3	High	27	31.80	2	32	37.70	2
4	Very high	4	4.70	4	8	9.40	3

learning motivation and success motivation, we compare learning motivation and success motivation. Survey results presented in Table 4

From Table 4, motivation for learning and motivation for success are positively correlated, the correlation is tight ($r = 0.844$). The medium motivation for success (55.3%) and medium motivation for learning (48.2%) ranked first. High motivation for learning (31.8%) and high motivation for success (37.7%) ranked second. However, the very high motivation for success (9.4%) is at the third rank, higher than the very high motivation for learning (4.7%) is at the fourth rank. This shows that to gain success is not necessarily a high motivation for learning, high academic results. This also depends on

many other factors such as family, social status, luck, level of success from personal viewpoint or some other social skills.

Thus, the tight correlation between the motivation for learning and the motivation for success shows that most students with medium and high level of motivation for learning have medium and high level of motivation for success.

To understand better student's motivation for learning and motivation for success, we compare the motivation for learning and motivation for success by students of the Physical Education Department (GDTC) and the Sports Training Department (HLTT).

The table above shows, in the Physical

Table 5. Comparing learning motivation and success motivation by students of Physical Education Department and Sports Training Department

No	Level	Physical Education Department (n = 50)				Sports Training Department (n = 35)			
		learning motivation		success motivation		learning motivation		success motivation	
		Poor	%	Poor	%	Poor	%	Poor	%
1	Low	5	10.00	3	6.00	2	5.70	1	2.90
2	Medium	24	48.00	23	46.00	18	51.40	18	51.40
3	High	20	40.00	21	42.00	12	34.30	11	31.40
4	Very high	1	2.00	3	6.00	3	8.60	5	14.30

Education Department, the average motivation for learning is $\bar{x} = 4.17$ and the average motivation for success is $\bar{x} = 15.63$. The motivation for learning and motivation for success are positively correlated, the correlation is tight ($r = 0.874$).

In the Sports Training Department, the average motivation for learning is $\bar{x} = 4.37$ and the average motivation for success is $\bar{x} = 16.05$. The motivation for learning and motivation for success are positively correlated, the correlation

is tight ($r = 0.913$).

From Table 4, it is shown that the motivation for learning and motivation for success by students are positively correlated, the correlation is tight ($r = 0.844$). However, in specific comparison, the motivations for learning by students of the Sports Training Department are higher than the Physical Education Department. Low motivation for learning by students of the Sports Training Department is 5.7% compared to 10% of the Physical Education Department.

The high and very high motivation for learning by students of the Sports Training Department is 42.9% compared to 42% of the Physical Education Department, of which the very high level is 8.6% compared to 2%. Cause of the difference is that most students of the Sports Training Department are older than the Physical Education Department (being busy practicing and competing, so they attend classes later). Therefore, in terms of awareness, most of the students of the Sports Training Department are better, in addition, the students who are far away from home to practice, live independently to create better social knowledge leading to the motivation for learning and motivation for success higher. Especially, the very high motivation for success of students of the Sports Training Department is 14.3%, compared to that of the students of the Physical Education Department is 6%. The reason for this motivation for success is that a lot of student of the Sports Training Department participate in major competitions at home and abroad, ranked as athletes, many of them are very famous at home and abroad with their achievement. Those who compete professionally have their favorite idols. These are the motivations for them to be more successful in their work and life.

CONCLUSION

The results of studying the status of motivation for learning and motivation for success by students of Bac Ninh University of Sports show that the medium level of motivation for learning by the students is relatively high (account for 55.3%), the high and very high level of motivation for learning are 36.5%. The medium level of motivation for success is 48.2%, the high and very high level of motivation for success is 47.2%. Thus, the student's motivation for success is higher than the motivation for learning. The explanation shows that, beside of motivation for learning, success depends on various aspects. On the other hand, the motivation for success exists in every student at every moment and the level of success is different. There is a positive correlation between learning motivation and success motivation, and the correlation is tight

($r = 0.874$). Through interviews, most students who have high motivation for learning have high motivation for success. Explaining this because learning and social activities are a key activity of the student age, learning is a method of acquiring knowledge, skills and techniques to determine the success in future. In order to improve the academic results, competitive performance of students and athletes, the issue of actively increasing learning motivation and success motivation is necessary through solutions such as education of ideology and emotion with sports, career, school tradition, coordination with educational forces to organize competitions, meet and talk with famous people in sports, etc. This creates motivation for students to gain success.

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