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**"SATISFACTION" FACTOR AS AN INDICATOR OF POSITIVE
MOTIVATION OF HIGHER EDUCATION APPLICANTS IN
MANAGEMENT OF PHYSICAL EDUCATION**

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Abstract. The research on the use of the model of positive motivation as a conceptual basis for improving the effectiveness of physical education management through the analysis of the concept of "satisfaction" is carried out in the article. Two aspects were analyzed: students' and teachers' perception of "satisfaction" in physical education classes and the differences that may exist in the perception of this between groups of students (in team sports, individual / pair sports and fitness). The results showed the importance of motivating achievements in line with the studied concepts of physical education, also revealed differences in the perception of satisfaction between students and teachers.

Keywords: management of physical education, satisfaction, positive motivation, achievements

The research on the use of the model of positive motivation as a conceptual basis [2, 8] for improving the effectiveness of physical education management through the analysis of the concept of "satisfaction" when conducting physical education classes and (b) the differences that may exist when perceiving by groups of higher education applicants (in team sports, individual/pair sports and fitness) and

teachers is carried out. The tests for 191 participants were conducted. The results of the survey and descriptive statistics showed the importance of motivating achievements concerning the concept, (tasks and social aspects of satisfaction in physical education), and also the differences in the perception of satisfaction between higher education applicants and teachers were found.

Relevance. One of the oldest problems of learning is the formation of positive motivation for learning. The tendencies of the organization of physical education in educational institutions mainly go in the direction of the traditional system of learning, and the question: how to form a positive motivation for learning, is very acute. This is a difficult problem. It deserves special attention, since its study is directly related to the search for sources of human activity, those motivating forces, thanks to which any activity is carried out and the orientation of human behavior is determined [5]. The basis of any activity is motivation in management, because it depends on the interest of a person in activity, his activity, purposefulness, focus on satisfying his requests and needs, determining life orientation.

Motivation in management usually refers to the process of motivating oneself and others to achieve the goal. The structure of motivation for physical education is an actual pedagogical and psychological problem. Its solution involves the study of interrelated elements of the individual motivational system, the definition of the role of an element of a specific level in the formation of the content of the orientation in the process of socialization of the individual.

Statement of the problem. The research shows that both higher education applicants and educators evaluate "satisfaction" as one of the priority goals of physical education [2, 4]. In addition, satisfaction is considered one of the most important reasons that children and adolescents engage in physical activity, and its absence is one of the most important reasons why they stop it. Satisfaction is an important factor, the better understanding of which can be a key moment in the formation of a positive motivation for physical activity. Problematic for a better

understanding of the concept of "satisfaction" is the presence of disagreements regarding its adequate and complete definition [3]. Some researchers in the field of physical education tend to view satisfaction as a long-term positive inner feeling from participation in motor activity, positive feedback that is important for physical education [7]. While others define satisfaction as a short-term external design and believe that it does not sufficiently form a positive result of physical education [6], the authors of this study suggest that satisfaction is an important component in physical education and should be seen as a multi-dimensional construction (where the focus on achieving or not achieving a certain result is not an exhaustive aspect).

The concept of satisfaction, despite its importance, was rarely studied in the practice of management of physical education and sports education outside descriptive studies [3], even the views of teachers were less analyzed. It was found that teachers, like their students, evaluated the satisfaction of sports as a significant goal, but it was not always clear whether they viewed it as a mean to result (achievement, certain performance) or as a valuable result in itself [1, 4]. During the discussion, some confusion was discovered by participants about the definition of the concept being studied as a process or product-oriented structure. Overall, it has been noted that satisfaction should be one of the results of physical education; however, there was a lack of clarity in pedagogical conceptualization. Some representatives of the pedagogical community defined satisfaction as a short-term, external result that sometimes replaces the development of skills, some as a fairly important result for those engaged. Others preferred to define satisfaction as a long-term internal concept [3]. Although these descriptive data are informative and useful, they are not sufficiently studied using reliable consistent analytical methods. Quite interesting is the model of satisfaction during physical activity, describing the subjective positive state that people feel at optimal levels of complexity and increasing their own skills, as a "positive emotional response to sports experience" [8].

Purpose. To clarify the role and meaning of the "satisfaction" factor in the formation of positive motivation for physical education management of higher education applicants, to identify similarities and differences in the perception of the concept under study by higher education applicants and teachers in comparison, to study the differences that may exist in the interpretation between groups of higher education applicants and teachers. The results have promising value for research motivation in the field of physical education management.

It is worth noting that the satisfaction factor should be considered as a complex design consisting of many components. This is important to understand how to identify the value of positive influence (i.e. satisfaction) when considering motivation in physical education and sport. There are many factors that can make physical activity enjoyable (for example, friendship, experience of acquiring skill, recognition, a sense of movement). The most diverse sources should be available to ensure a positive experience. Positive emotions can deliver internal and external factors, both associated with sporting achievements, and unrelated ones. You can enjoy sports from the feeling of improving the level of qualification when performing a task (that is, internal motivation), as well as obtaining recognition from an external source after a successful victory in competition (that is, external motivation).

It is also worth paying tribute to factors that do not directly affect sports achievements, for example, communication with friends in the team can increase motivation. Based on the analyzed empirical data, it is worth noting that motivational orientations differ depending on the type of activity, that is, the participants of individual, including team sports, tend to focus on aspects such as specific clear tasks, interest and satisfaction (internal motivation), while the participants of fitness practice focus on bodily motivation and maintaining attractiveness (external motivation).

Satisfaction with physical education is a significant goal, both for teachers of physical education and for applicants of higher education, so it is important to

explore the individual goals of participants, to understand the actions and reactions of participants to physical education classes.

Method. Participants - 191 participants (146 students and 45 teachers). All applicants of higher education studied at the Kharkiv National Pedagogical University named after G.S. Skovoroda, who attended physical education classes and optional classes or individual training in different directions. They were divided into three groups (team sports, $n = 46$; fitness, $n = 52$; individual/pair sports, $n = 48$) depending on the content of the program. The sample of students consisted of 90 men and 56 women, aged 18 to 22 years (95%), 5% - from 23 to 29 years. The study was also attended by 45 (37 women and 8 men) physical education teachers - the final group of participants from different universities. Data collection covered two semesters. Permits for data collection and informed consent from all participants of the study were obtained.

The researchers have identified a number of factors that are important. The following scale with four sub-scales (quadrants) of satisfaction was developed [8]:

- (A) internal achievement - predictors related to personal perception of competence and control, such as achieving the goals of skill and abilities that are perceived;
- (B) external achievement - predictors related to personal perception of competence and control obtained from other people, such as positive social assessment and social recognition of achievements;
- (C) internal understatement - predictors associated with physical activity and movement, such as a feeling of tension, enthusiasm, excitement from sports competition;
- (D) external understatement - predictors related to aspects of physical activity not aimed at efficiency and achievement, such as communication with peers and positive interaction with teachers involved in the experiment.

The following proposal was given to the applicants for higher education: it was necessary to make a certain statement - to formulate some position, which in personal opinion might be like: "This would make the physical education session more satisfactory". The respondents were asked to make evaluation with the help of a 5-point scale Lyckert from 1 (really not satisfactory) to 5 (really satisfactory).

Teachers evaluated the same statements on the same scale, "This would make physical education classes interesting for higher education applicants."

To ensure the authenticity of the content, the survey was sent for review to five pedagogy experts with years of experience in physical education pedagogy to classify each item into four quadrant scales for physical education classes (A, B, C, D). The justification for the choice of these five pedagogical specialists was to combine theoretical and practical expertise on the topic of motivation in physical education. Experts were asked to read the definition for each sub-scale, read each question in the survey, and determine the quadrant that best matches the question with answers compared to the theoretical placement of the original tool. In addition, these experts were asked to provide any feedback on the relevance of the items. 91.4% of the total consent between members of the group was reached that certain statements correspond to the exact quadrant of the subscale of the model of satisfaction from exercises.

The reliability of the design determines the degree in which the design explains the covariance in answers with elements in the survey tools. Confidential factor analysis (CFA) is one of the methods of obtaining the reliability of the structure, the purpose of which is to test the hypothetical structure of factors and assess its compliance with data. Model parameters were evaluated by probability using software.

Factor loads on four sub-scales are presented in Table 1, they correspond to the predicted model. Conformity indexes have demonstrated acceptable authenticity. The effective value of the approximation error, which estimates how well the model

parameters correspond to the covariance matrix, was 0.089. The acceptable range is from 0.05 to 0.10. The standardized average square residue (CCD) was 0.051. This residue is the average of the differences between the sample correlations and the estimated population correlations. CCD ranges from 0 to 1; desired values are 0.08 or less. The comparison index was 0.91, indicating an acceptable value. This information confirms the correctness of the construction of the proposed four-factor solution.

Reliability. Cronbach's alpha reliability coefficients for four factors were 0.76, 0.70, 0.62 and 0.76. The results relating to the unrelated achievement factor (C and D) must be interpreted with caution. A factor unrelated to advances, however, was not significant in the analyses of this study. Given that the presence of more elements in the scale usually leads to higher levels of reliability, future research efforts should increase the number of elements in the internal scale of performance that are associated with achievements in order to increase its reliability.

Table 1

Confirming factor analysis of the survey

Factor	Theses	Indicator
(A) internal achievement	2. Learn to do things I couldn't do before	0.40
	6. When I'm successful/feel competent	0.35
	10. The ability to do something new	0.50
	18. The ability to challenge yourself	0.48
	21. When I do my best for success	0.48
(B) external achievement	1. Recognition for achievements/victories	0.24
	9. When I win	0.73
	14. I can show that I am better than others	0.83
	17. Competition with others	0.75

(C) internal understatement	4. Do something impossible before or what scared before	0.38
	5. Ability to reduce stress	0.57
	7. Get the opportunity to engage in your favorite type of physical activity	0.18
	11. Have a choice of physical education	0.33
	16. When physical activity has a personal meaning	0.34
	19. Sport as a chance for self-expression	0.58
(D) external understatement	3. Ability to be with my friends	0.30
	8. Good teacher	0.37
	12. The opportunity to meet other people	0.54
	13. Positive communication with the teacher	0.42
	15. Rest from the routine of the day	0.46
	20. Gaming moment as satisfaction	0.52

Data analysis. Descriptive statistics were calculated for groups on four sub-scales. Then the statistical processing was carried out to determine whether there were differences in performance between groups on compulsory physical education (for example, applicants of higher education in team sports in physical education classes, $n = 46$; applicants of higher education in optional and individual fitness classes, $n = 52$; applicants of higher education in individual/pair sports groups on physical education, $n = 48$; and teachers of physical education, $n = 45$; $N=191$). From the data, the partial square (η^2) method was calculated for all significant consequences.

The results yielded a significant F-value for the group ($F = 0.83$, $p < 0.05$, $\eta^2=0,06$). The following one-dimensional tests revealed significant differences between sub-scale groups: (A) - $F(3,183) = 6,54$, $p < 0,05$, $\eta^2=0,10$ and (D) - F

$(3,183) = 3,43$, $p < 0,05$, $\eta^2=0,05$. It has been shown that higher education applicants in team, individual and pair sports evaluated the achievements of external factors higher than teachers. Also, applicants of higher education in optional classes (fitness) evaluated non-achievement-related external factors higher than teachers.

Conclusions

The results of the study confirm the multifaceted nature of the concept of satisfaction as a factor of physical education, also confirm the results of research in the field of sports and physical education. Positive result-oriented goals are identified (for example, an emphasis on motivation for phased achievement and improvement) that are able to develop effective motivational models in sports and physical education. Higher education applicants with enthusiasm and target benchmarks also demonstrate higher levels of sustainability in high-level activity settings. Building an environment with an emphasis on capture and target orientation can be one of the methods of promoting the achievement of certain internal factors and thus further increase satisfaction as a factor of motivation in physical education management.

The results shown by the individuals surveyed in this study demonstrated the importance of factors such as positive relationships in the team between higher education applicants and educators, improved social opportunities to increase the level of satisfaction and increase motivation for physical culture and sports.

Factors that are not related to the use of achievements in sports also play an important role in physical education and the model of sports improvement. These factors demonstrate an indirect and potential effect that may have positive implications for participants. In particular, they can create the motivations needed for long-term achievements. The results of the research demonstrate that motivational orientations are excellent - participants engaged in individual sports have a higher level of internal motivation. While participants of optional fitness activity have shown a higher level of external motivation.

The research have shown that higher education applicants engaged in different groups of physical education consciously add an aspect of satisfaction to their classes as an important motivating factor, and this makes the activity more effective. While the survey in this study contributed to determining the satisfaction factor, it is obvious that more work is needed to increase somewhat low reliability. Using weighty and reliable tools to systematically study various possible components and impacts on physical education satisfaction also seems like an important step that will allow researchers to move beyond modern descriptive research. With a systematic and conceptually strong approach to interesting research, improving the understanding of satisfaction can provide a more favorable environment for higher education applicants and teachers.

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