

Features of motivation for success and willingness to take risks among students of the faculty of physical education and sports of the pedagogical university with an androgynous gender type

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Abstract

Objective of the study was to study the characteristics of motivation for success and willingness to take risks among students of the Faculty of Physical Education and Sports of a pedagogical university with an androgynous gender type.

Methods and structure of the study. The scientific work was carried out at the Ulyanovsk State Pedagogical University on a sample of full-time undergraduate students of the 1st-4th year of the Faculty of Physical Culture and Sports. Analysis of the results of modern research, synthesis, and generalizations were used as theoretical research methods. The empirical method was an ascertaining experiment, using the personality diagnostic method for motivation for success by T. Ehlers, the diagnostic method of the degree of risk readiness by G. Schubert and the questionnaire by S. Boehm.

Results and conclusions. Analysis of primary sources revealed a direction of research related to the study of student-athletes' motives for sports achievements and professional development. However, these studies do not fully describe the relationship between the motivational characteristics of sports department students and their gender characteristics. During the implementation of the experimental part of the study, it was found that in a sample of students heterogeneous in gender composition, the androgynous type of gender is predominant. Such students are motivated to achieve success; most of them are characterized by a high level of motivation. The willingness to take risks in androgynous students is manifested to a lesser extent than the tendency to be cautious. At the same time, no significant connection was found between motivation to achieve success, on the one hand, and the tendency to behave cautiously, or willingness to take risks, on the other. There was also no obvious connection between the level of motivation to achieve success and the propensity to take risks with team or individual sports of students. The results obtained during the study can be used in the development of sports tasks and exercises that combine a focus on success with an optimal amount of risk in both individual and team sports.

Keywords: *students of sports departments, androgynous gender, motivation for success, risk-taking, individual and team sports.*

Introduction. Studying the problems of physical culture and sports through the prism of a gender approach is currently extremely important, since it allows us to take into account the gender characteristics of an individual in physical culture and sports activities, to help improve the efficiency of training athletes in a pedagogical university, taking into account the characteristics of the type of gender. At the same time, insufficient attention is paid to the study of the relationship between gender charac-

teristics of students of sports departments and personal characteristics important for achieving high sports results.

During the analysis of the problem, a contradiction was revealed between the importance for students of sports departments of achieving high results in educational and professional activities and insufficient knowledge of the relationship between the characteristics of motivation and risk-taking with their gender characteristics.



Objective of the study was to study the characteristics of motivation for success and willingness to take risks among students of the Faculty of Physical Education and Sports of a pedagogical university with an androgynous gender type.

Methods and structure of the study. The study was carried out at the Ulyanovsk State Pedagogical University named after I.N. Ulyanov. At the initial stage of the work, an analysis of sources was carried out, diagnostic tools were selected, and a sample of experiment participants was determined. The main stage included conducting empirical research, analysis and interpretation of data, and conclusions.

The following theoretical research methods were used: analysis of literary sources on the problem of personal and gender characteristics of students; synthesis and generalizations. Empirical methods are presented by an ascertaining experiment using the questionnaire "Methodology for diagnosing personality for motivation to succeed" by T. Ehlers, which allows diagnosing the motivational orientation of an individual to achieve success, the method for diagnosing the degree of risk readiness of G. Schubert and the questionnaire of S. Boehm, which determines the degree of androgyny, masculinity and femininity of the individual. To establish the significance of differences, Student's t-test was used.

The practical part of the study was carried out on a representative sample of full-time undergraduate students of the 1st-4th years of the Faculty of Physical Education and Sports ($n = 68$ or 25.28% of the total number of bachelors, boys - 38, girls - 30). Of these, approximately the same number of people are involved in team (volleyball, basketball, football, etc.) and individual (athletics, karate, swimming, etc.) sports - 32 and 36, respectively.

Results of the study and discussion. Theoretical analysis of scientific research on the problem of motivation in the field of physical culture and sports can be differentiated in three areas: ways of developing students' motivation for sports and physical education; components of the motivational component of students' educational and professional activities; gender characteristics of the motivational sphere of student-athletes.

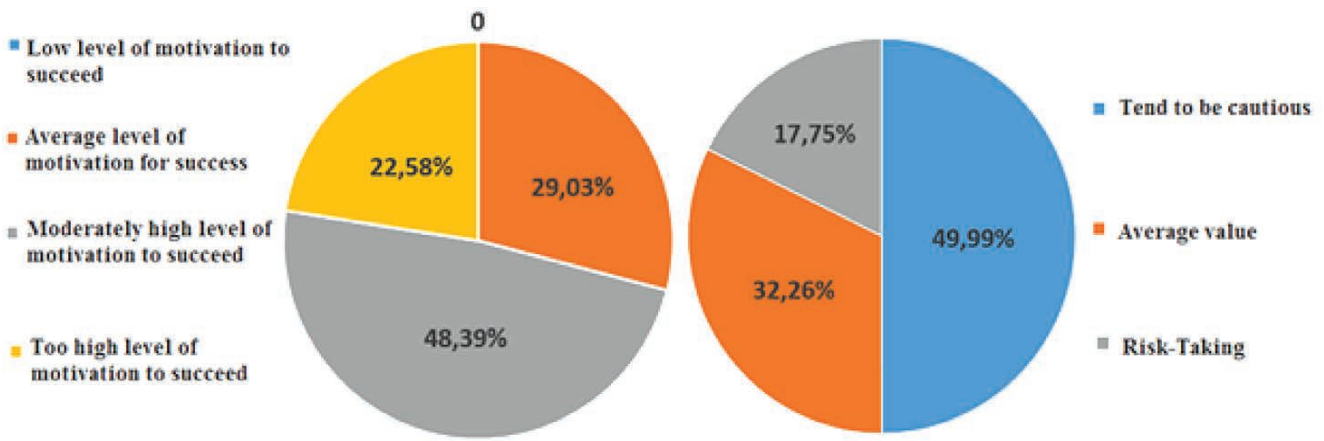
The first part of the research concerns the means and methods of developing students' motivation to play sports: the use of ICT technologies in the physical training of students, assessing the dynamics of students' motivation for future professional activities

[3, 6], etc. The study of the motivational component of the activities of student-athletes is represented by studies of the characteristics of students' motivation to engage in physical education and sports, as well as the choice of a future profession [5, 16], etc. In relation to our research, similar works study the motives and aspirations for success and development in sports and physical activity, achievements in sports competitions, etc. [1, 11].

It should be noted that a small part of the research in recent years has been carried out in line with the gender approach. These include studies of students' motivation to engage in sports and physical education from the perspective of a gender approach [9], students' interest and motivation to engage in physical education through sports dances, taking into account gender differences [15], etc. Summarizing the above, we state that the studies are not fully describe the relationship between the motivational characteristics of sports department students and their gender characteristics.

The main empirical method of research was the ascertaining experiment. To determine the gender composition of the sample, S. Bem's questionnaire was used. It was found that the majority of students who took part in the study ($n=62$; 91.18%) are carriers of the androgynous gender type. Another 5 people (men) have a pronounced masculine type (7.35%) and 1 student (1.47%) has a feminine type. This made it possible to detect the gender homogeneity of the sample of students of the sports department with the gender heterogeneity of its composition (38 men and 30 women). The sign of gender homogeneity was the leading one for subsequent data processing (dependent variable). For this reason, the results of respondents with an androgynous gender type were retained in the sample.

Diagnosis of motivation for success using T. Ehlers' method showed the absence of results among students indicating its low level (i.e., a desire to avoid failures). All respondents are motivated to succeed, and most of them are characterized by a high level of motivation: moderately high (17-21 points inclusive) for 30 respondents (48.39%) and too high (from 22 points) for 14 students (22.39). 58%). The rest (18 people – 29.03%) have an average level of motivation (from 11 to 16 points). The results of applying G. Schubert's technique showed that the tendency to be cautious (from -30 to -11 points) among the subjects is more noticeable than the willingness to take risks.



The results of applying T. Ehlers' method of motivation for success and G. Schubert's risk appetite

It is typical for 31 “cautious” respondents (49.99%), of which 6 people (9.68%) are “overly cautious” (less than -30 points), and the remaining 25 (40.31%) have a “certain tendency to cautious behavior” (from -30 to -11 points). “Average” values (from -10 to +10 points) were demonstrated by 20 people (32.26%). About one in six study participants is ready to take risks (11 respondents – 17.75%). Of this group of “risky” people, five (8.07%) have a “certain propensity” (from +11 to +19 points), and another six (9.68%) have a “pronounced propensity” (from +21 points) to take risks (see picture).

Comparing the diagnostic results for motivation to success in two disconnected samples – “cautious” (n=31) and “risky” (n=11) – we were unable to detect significant differences between them on the selected indicator. Critical values of tcr. are in the range from 2.02 (p≤0.05) to 2.7 (p≤0.01) with the empirical value temp.=1.3, which indicates the insignificance of the differences. It is likely that students of sports departments of pedagogical universities with an androgynous gender type do not express a connection between a high willingness to take risks or a tendency to behave cautiously with high motivation to achieve success.

One of the objectives of the study was to test the relationship between students' motivation for success and risk-taking, on the one hand, and, on the other, individual or team sports. For this purpose, the sample was divided into two groups – those involved in “individual” (n=32) and “team” (n=30) sports.

Comparison of the results in motivation for success of two groups of respondents using Student's t-test did not show significant differences. At critical

values of tcr. from 2.0 (p≤0.05) to 2.66 (p≤0.01), the obtained empirical value was temp. = 0.2, which is in the zone of insignificance. Similarly, in these groups there are no significant differences in the results regarding risk propensity (with the same critical values temp. = 0.4). This means that these students' level of motivation to achieve success, as well as their propensity to take risks, has no connection with what kind of sport – team or individual – they are involved in.

Conclusions. Summing up the results of the study, we can draw the following conclusions: 1) analysis of a representative sample of students at the Faculty of Physical Culture and Sports of the Pedagogical University showed the gender homogeneity of its composition with the dominance of the androgynous type of gender; 2) student-athletes of the androgynous type demonstrate a motivational focus on achieving success, and the predominant part is characterized by a high level of motivation; 3) the tendency to be cautious among androgynous students is manifested to a greater extent than the willingness to take risks; 4) among students of the sports department, no significant connection was found between the tendency to behave cautiously, as well as the willingness to take risks with motivation to achieve success; 5) participation in team or individual sports does not have an obvious connection among students with the level of motivation to achieve success and propensity to take risks.

The results obtained during the study can be used in organizing the educational process of students of sports departments of pedagogical universities when preparing tasks that combine a focus on success with



an optimal amount of risk in both individual and team sports.

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