

Study of motivation to practice PSA in school context: Report of motivational style and self-determination

دراسة الدافع لممارسة الانشطة البدنية والرياضية في سياق المدرسة تقرير عن الاسلوب التحفيزي و
تقرير المصير

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Abstract : The objective of This study is to determine the profile and the nature of the motivation to practice PSA in school context, as well as the index of self-determination. It is also a question of verifying the motivational style used by teachers during their psycho-pedagogical intervention, and lastly, studying the Relationship between the perceived motivational style and the level of motivation. In order to do so, we opted for the theory of self-determination as the theoretical basis of the study, in order to be able to explain the different types of self-determined motivations, moreover the link existing between these constructs and the motivational style perceived by the students.

The data were collected using the motivation in sport scale (EMS) and the perceived motivational style scale (SMP) from (120) students aged between 12 and 15 years of the middle cycle "CEM Ighil Ouazoug » Located in Bejaia. The results obtained in this study show that: the nature of motivation to practice sports in a school context is characterized by a high level of self-determination (27.87), the perceived motivational style is more oriented towards autonomy. On the other hand, we did not record a significant correlation between the motivational style oriented towards autonomy and the index of self-determination ($r = 0.06$) and the style oriented towards control ($r = -0.03$)

Key words: motivation, motivational style, intrinsic motivation, extrinsic motivation

الملخص :

الهدف من هذه الدراسة هو تحديد الشخصية وطبيعة الدافع لممارسة PSA في السياق المدرسي ، وكذلك مؤشر تقرير المصير. إنها أيضاً مسألة التحقق من الأسلوب التحفيزي الذي يستخدمه المعلمون أثناء تدخلهم التربوي النفسي ، وأخيراً ، دراسة العلاقة بين الأسلوب التحفيزي المتصور ومستوى التحفيز. من أجل القيام بذلك ، اخترنا نظرية تقرير المصير كأساس نظري للدراسة ، من أجل أن نكون قادرين على شرح الأنواع المختلفة من الدوافع المحددة ذاتياً ، علاوة على الارتباط الموجود بين هذه البنيات والأسلوب التحفيزي الذي يراه الطلاب.

تم جمع البيانات باستخدام الدافع في المقياس الرياضي (EMS) ومقياس أسلوب التحفيز المتصور (SMP) من (120) طالباً تتراوح أعمارهم بين 12 و 15 عامًا من المرحلة المتوسطة " CEM Ighil Ouazoug «تقع في بجاية. أظهرت النتائج التي تم الحصول عليها في هذه الدراسة أن: طبيعة الدافع لممارسة الرياضة في سياق المدرسة تتميز بمستوى عالٍ من تقرير المصير (27.87) ، والأسلوب التحفيزي المدرك هو أكثر توجهاً نحو الاستقلال الذاتي. من ناحية أخرى ، لم نسجل ارتباطاً مهماً بين الأسلوب التحفيزي الموجه نحو الاستقلال الذاتي ومؤشر تقرير المصير ($r = 0.06$) والأسلوب الموجه نحو التحكم ($r = -0.03$). الكلمات المفتاحية: الدافع ، النمط التحفيزي ، الدافع الداخلي ، الدافع الخارجي.

1- Introduction and problems of the study

The concept of motivation "represents the hypothetical construct used to describe the internal and / or external forces producing the initiation, direction, intensity and persistence of behavior" (Vallerand & Thill, 1993, p. 18).

Motivation is necessary for learning because it is one of the most important determinants of academic performance. BLOOM [1979] estimates that the initial emotional characteristics can explain up to a quarter of individual differences in performance. Academic motivation is the set of determinants that push the student to actively engage in the learning process, to adopt the behaviors that will lead him towards the achievement of his learning objectives and to persevere in the face of difficulties.

The main aim of physical education and sport is to combat the relative decrease in physical activity of students, therefore, against the increase in sedentary lifestyles (Hills, King & Byrne, 2007). We are more specifically interested in physical education courses where students are invited to develop psycho-socio-motor skills, means of expression, communication and information gathering, an ability to adapt to a basic physical condition and taste for physical and sports activity; this requires a certain desire / motivation to manage to combine them while developing and achieving the objectives outlined by the EPS teacher.

With the advent of the competency-based approach, the student has become the core of the learning process, with his great contribution to the realization of the PSE session, without neglecting the role of the PSE teacher. who indirectly influences him from the choice of how he directs it, it is he who stimulates in the student, and directs him towards autonomy.

To do this, he must have a thorough knowledge of the motivational process and of personal and situational characteristics, in order to be able to control and regulate the motivation of the students.

This importance fully justifies the study of the academic motivation and the style which stimulates it and in order to clarify the theme of our research, the theory of self-determination will serve as a theoretical basis for the model proposed in this study. It will facilitate the explanation of the different types of self-determined motivations that drive behavior.

Many PSE teachers talk about a "problem" of "motivation" in learners in school context; decreased motivation, dropping out, demotivation, disinterest, boredom ... of the students. Therefore our study aims to verify everything that influences the motivation of students for sport in school context in order to highlight if this motivation is related to the student himself or if the teacher plays a role, What then is the nature of the relationship between motivational style and motivation to practice PSA activities? Based on this observation, the following questions were asked:

What is the motivational profile of students in the practice of PSA in a school context?

What is the nature of motivation for APS in a school context?

What is the most common motivational style used by PSE teachers?

What is the nature of the relationship between the motivational style of teachers and student self-determination in the practice of PSA?

2- Assumptions:

2-1 Main hypothesis:

Motivation to practice sport in a school context is intrinsic and is characterized by a high level of self-determination. This motivation is positively correlated with the motivational style supporting autonomy, and negatively correlated with the controlling style.

2-2 Secondary hypotheses:

- The motivational profile of the students is characterized by a high level of self-determination.
- motivation to practice sports in a school context is self-determined.
- The teacher in his psycho-pedagogical intervention makes more use of the motivational style which supports autonomy.
- Motivation is positively correlated with the motivational style supporting autonomy, and negatively correlated with the controlling style.

3- Goals and interests of research:

The general objective of this research is to study the phenomenon of motivation to practice PSA in a school context, as well as the motivational climate established by the teacher through his style of intervention, namely a style favoring and supporting the pupil autonomy or, on the contrary, a controlling style. Another objective of this study is to check whether motivational style and motivation can interfere with each other in order to predict student engagement in learning in physical education and sports.

4- Definition of concepts:

4-1 Motivation:

Motivation is strength, which invites us to take action, and makes what we do effective. It determines the triggering in a certain direction with the desired intensity and ensures the extension until the end or the interruption. This notion is distinguished from dynamism, energy or being active. According to VALLERAND. R and THILL (1993) "the concept of motivation represents a hypothetical construct used to describe the internal and / or external forces producing the trigger, the direction, the intensity, the persistence of the behavior"

4-1-1 Intrinsic motivation (IM):

And lastly, the intrinsic motivation for knowledge refers to engaging in an activity for the pleasure that one derives from discovering new things. Refers to carrying out an activity for itself and for the pleasure and satisfaction it provides (Deci, 1975). Vallerand (1992) proposes a tripartite taxonomy: in the first place we find the intrinsic motivation for accomplishment: identifies, the pleasure of succeeding in a task, of surpassing oneself or creating something. Second, the intrinsic motivation for stimulation is linked to the pleasant sensations that the activity gives us.

4-1-2 Extrinsic motivation (ME)

Refers to engaging in an activity for the purpose of obtaining something pleasant or avoiding something unpleasant once the activity is completed (Deci, 1975). It presents different regulations, some of which are: self-determined in nature, because behavior can be achieved by choice without necessarily experiencing pleasure. This construct is also currency in three subtypes: External regulation which represents the least self-determined form of extrinsic motivation; it is defined by the desire to practice an activity only in relation to external constraints. Following the continuum of self-determination, in the increasing sense, Deci and Ryan (1985) defined the introjected regulation of extrinsic motivation: it is characterized by the internalization of external pressures or constraints which push the learner to practice an activity. , this regulation is not defined as self-determined because it is a self generated pressure which is the source of this type of motivation. From the identified regulation, we can speak of self-determined behavior. It represents behavior considered important to the individual. Finally, integrated regulation - the most self-determined: represents behavior carried out by choice while being in harmony with other important aspects of one's life.

4-1-3A-motivation (AM)

It is characterized by the absence of a link between the behavior carried out and its consequences. It can be defined as a disengagement or a non-investment.

4-2 Motivational style

Represents how a teacher interacts with his students on a daily basis and how they are perceived by them. Either the pupils have the feeling that their teacher supports their autonomy or, on the contrary, he has an attitude which favors control. Note the fundamental mediating role of students' perceptions of their teacher's teaching style. In other words, it is not objective reality that matters most, but how the student perceives it.

5- Theoretical framework of the study

5-1 The theory of self-determination (TAD)

TAD adheres to an “organismic” vision according to which human beings are considered as “active organisms, naturally driven towards development, mastering challenges from the environment, updating their potential and integrating new experiences in a coherent and unified ego ”(Sarrazin et al. 2011). However, these natural tendencies

to development and integration are only potentials which require special environmental conditions to manifest themselves. More specifically, TAD adopts a “dialectical” approach according to which “the differences in motivation or well-being are the fruit of the interaction between the active nature inherent in the individual and the different social environments that support or 'hamper' (Sarrazin et al. 2011). TAD places great emphasis on the concept of "basic psychological needs" and the role of the social environment in supporting or threatening these. It also suggests the existence of a continuum of more or less self-determined motivations. Some are controlled by external forces, others are the result of organismic integration processes and are more autonomous.

Many motivation theories have postulated that motivation is a unitary concept, either by considering that motivation has only one dimension, or by proposing different forms of motivation which had to be added together to form a total motivation score (Bandura , 1986; Hull, 1943). Deci and Ryan (1985) considered that the understanding of individual attitudes and behaviors would be improved if the researchers relied on several forms of motivation rather than using a single motivation score reflecting only the intensity motivation. In other words, they support the idea that the quality of motivation is more important than quantity in predicting the behaviors and attitudes of individuals. To characterize the form of student motivation, we will use the self-determination continuum of Deci and Ryan (1985). It makes it possible to classify hierarchically the different forms of motivation: intrinsic motivation (the most self-determined), extrinsic motivation and Motivation (the least self-determined and which represents the absence of motivation).

Methodology

1- Sampling:

Our sample is made up of 120 students including 60 girls and 60 boys aged between 12 and 15 years old. All the members of our sample are educated in the middle cycle at the level of the city of Bejaia.

2- Procedure:

We distributed two scales for students: Motivation in Sport Scale (EMS) and Motivational Style Scale (ESM); accompanied by an Arabic translation to facilitate understanding. We then explained clearly the objective of these two tests, and the interest of our study. Students can have all the time they need to respond

objectively. It was also stressed that the results will be anonymous; by letting students know that it is important to respond honestly by checking only one proposition that best fits their personal opinion. The scales were retrieved just after all of the students had finished responding.

3- Search tool:

Motivation scale in sport (Brière et al 1995). :

This scale measures the intrinsic and extrinsic motivation that people can have for the practice of PSA. It also measures the seven motivational forms. The scale (EMS) is made up of a total of 28 items, i.e. 4 items for each of the seven subscales and measured on a Likert scale of 1 to 7 points.

To calculate the self-determination index, the following formula was used, which is cited in the manual for the test (Brière et al 1995), where the positive values indicate a self-determined motivation while the negative values show non-self-determined motivation or weak self-determination.

$$I = ((2 * (MIS + MIC + MIA) / 3 + MEIDEN) - ((MEINT + MEREX) / 2 + (2 * AM))).$$

The coding key of (EMS):

Motivation intrinsic to knowledge (MIC) # 1, 11, 17, 24

Intrinsic Motivation for Achievement (MIAC) # 5, 10, 15, 22

Motivation intrinsic to stimulation (MIS) 7, 12, 19, 26

Extrinsic motivation - identifies (MEID) # 3, 9, 18, 25

Extrinsic motivation - introjected (MEINT) # 6, 13, 21, 27

Extrinsic motivation-external regulation (MEREX) # 2, 8, 16, 23

Amotivation (AM) # 4, 14, 20, 28

Motivational style scale:

This scale measures the motivational style perceived by students during the practice of PSA. Either a motivational style oriented towards autonomy or oriented towards control. It is composed of a total of 06 items, 5 statements for the motivational style oriented towards autonomy and 1 statement for the motivational style oriented towards control and measured on a Likert scale of 1 to 7 points.

The coding key:

Motivational style oriented towards autonomy # 1, 2, 3,4, 5

Motivational style oriented towards control # 6

4- Statistical tool:

Our statistical approach is partly descriptive, with regard to the EMS, we calculated the average of each item, the scale and the seven subscales. So we calculated the self-determination index for the entire sample.

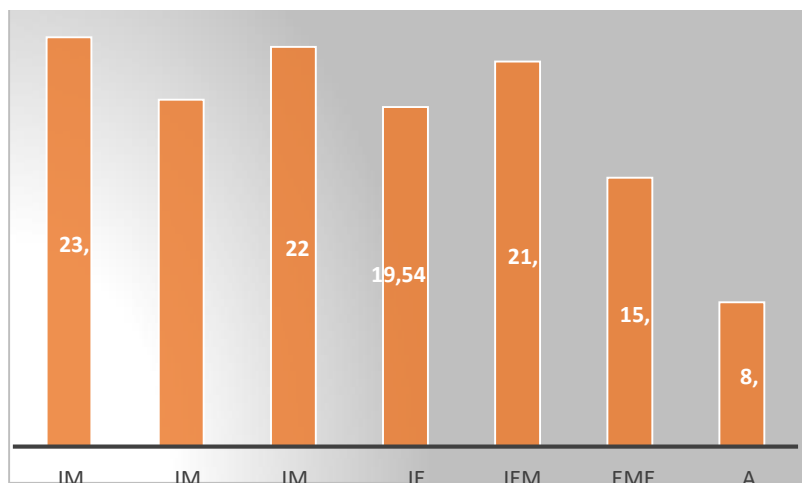
As for the scale of motivational style, we calculated the mean and also the standard deviation essential for the correlation and significance of the results. In the second part, we proceeded to the processing of the different data obtained thanks to the analytical statistics, namely the Pearson test (R), which allows to calculate the correlation (R) between the data of motivation and those of the perceived motivational style.

5- Presentation of the results of the motivation scale

5-1 Presentation of the results linked to the motivational profile

Tableau 1 : motivation subscale means

Motivational constructs	score
Intrinsic Motivation to knowledge	23.04
Intrinsic Motivation for accomplishment	19.54
Intrinsic Motivation to stimulation	22.05
Identified extrinsic motivation	19.11
Intrinsic extrinsic motivation	21.68
Extrinsically motivated external regulation	15.13
Amotivational	8.11

Figure 1 : the motivatinal profile of the sample

The results of the study show that the members of our sample recorded scores greater than the median (16) for the two intrinsic motivational constructs, namely motivation intrinsic to knowledge with a score of (23.04) and motivation intrinsic to stimulation with a score of (22.5). While there was a score lower than the median for intrinsic motivation to perform, with a score of (19.54). With regard to the most self-determining extrinsic construct, the extrinsic motivation identified we recorded a score of (19.11). With regard to constructs which are characterized by a low level of self-determination, namely amotivation, external regulation, and intrinsic extrinsic motivation, we noted scores of (8.11), (15.13), and (21.68) respectively. .

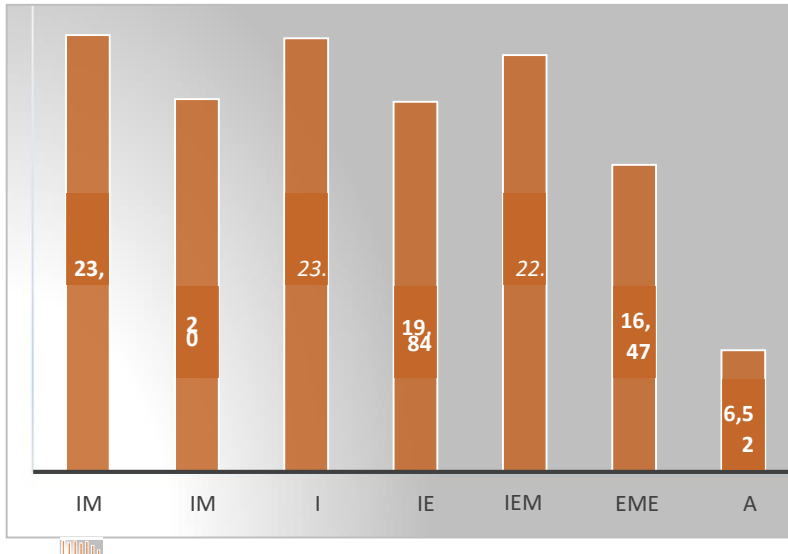
5-2 Presentation of results related to boys:

Tableau 2 : average of the seven motivational constructs of the boys .

Study of motivation to practice PSA in school context: Report of motivational style and self-determination

Type of motivation	Average of each construct
Intrinsic Motivation to knowledge	23.42
Intrinsic Motivation for accomplishment	20
Intrinsic Motivation to stimulation	23.26
Identified extrinsic motivation	19.84
Intrinsic extrinsic motivation	22.36
Extrinsically motivated external regulation	16.47
Amotivational	6.52

Figure 2 : motivational profil of the boys



The results of the study show that the boys recorded scores higher than the median (16) in the intrinsic motivational constructs, the intrinsic motivation for knowledge, the intrinsic motivation for stimulation, and

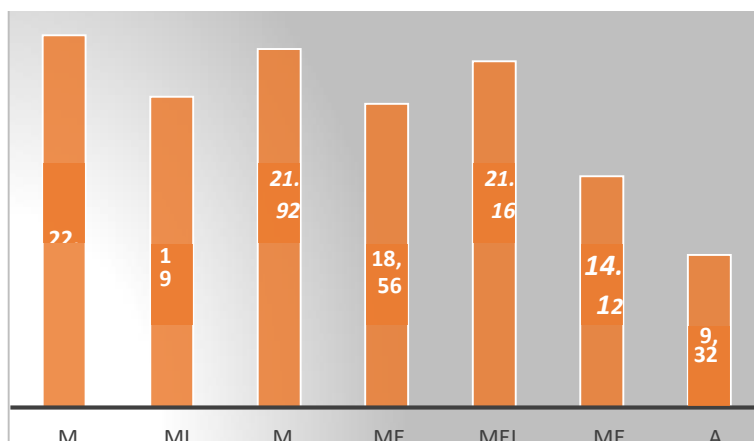
the intrinsic motivation for accomplishment with scores respectively of (23.42), (23.26), and 20. With regard to the most self-determining extrinsic construct, the extrinsic motivation identified, a score of (19.84) was recorded. For constructs that are characterized by a low level of self-determination, we noted a score of (22.36) for external regulation, and (6.52) and (16.47) respectively for amotivation and intrinsic extrinsic motivation.

5-3 Presentation of results related to girls:

Tableau 3 : girls motivation subsclaes averages

Type of motivation	Average of each construct
Intrinsic Motivation to knowledge	22.76
Intrinsic Motivation for accomplishment	19
Intrinsic Motivation to stimulation	21.92
Identified extrinsic motivation	18.56
Intrinsic extrinsic motivation	21.16
Extrinsically motivated external regulation	14.12
Amotivational	9.32

Figure 3: motivational profil of girls .



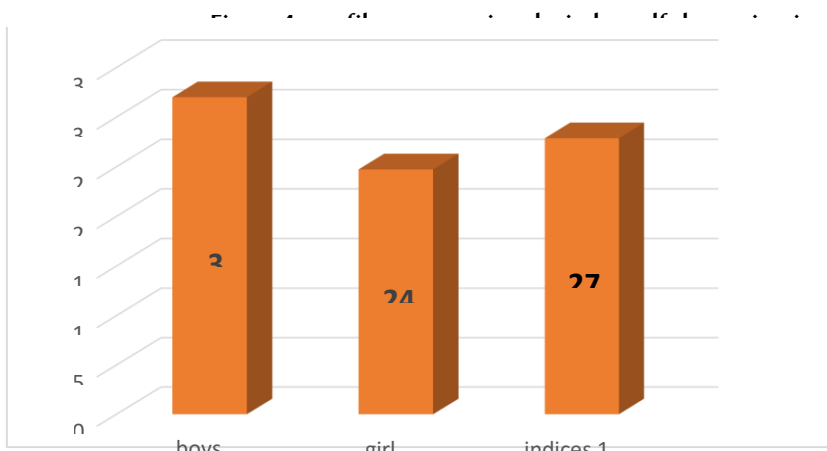
The results of the study show that the girls recorded scores above the median (16) for the two intrinsic motivational constructs, namely the intrinsic motivation for knowledge with a score of (22.76) and the intrinsic motivation for stimulation with a score of (21.92). While there was a score lower than the median for intrinsic motivation to perform, with a score of (19). With regard to the most self-determining extrinsic construct, the extrinsic motivation identified we recorded a score of (18.56). For constructs that are characterized by a low level of self-determination, namely amotivation, external regulation, and intrinsic extrinsic motivation, scores of (9.32), (14.12), and (21.16) were noted respectively.

5-4 Presentation of the self-determination index of the entire sample

Tableau 4 : prsentation of the various self- determination indices

Self determination index	Results
Boys	32
Girls	24.73
Sample (1) et (2)	27.87

The results of this study show that the members of our sample recorded a self-determination index of (27.87), this positive value indicates that the motivation of students to practice physical activities and sports in school context is self-determined. The girls 'and boys' indices were also noted separately or the respective values of (24.73) and (32) were recorded, which demonstrates a motivational nature to self-determined school sport for girls and boys.

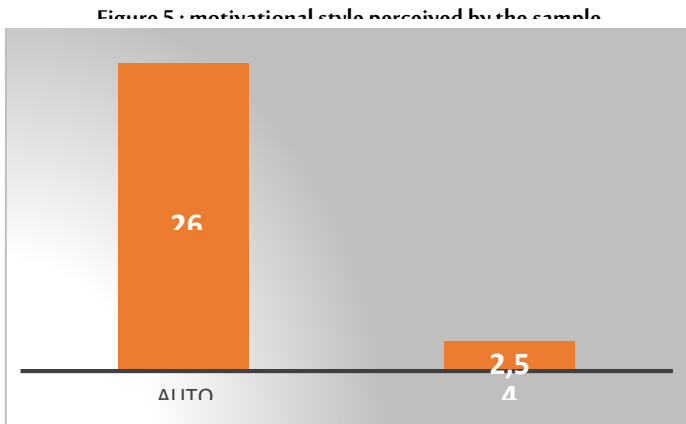


5-5 Presentation of the results of the scale of perception of motivational style

Presentation of the results linked to the motivational style perceived by the entire sample.

Tableau 5 :the means of the two type of motivational style perceived by the students .

Type of motivational style	Medium
Autonomous style	26.59
Style oriented towards control	02.54



The results of this study show that the members of our sample obtained a score on the scale of perception of the motivational style greater than the median (14) for the motivational style oriented towards autonomy which is (26.59). While an average of (2.54) was noted for the control oriented motivational style which is below the median, these results show that students tend to perceive the PSE teacher's motivational style much more oriented towards autonomy rather than control.

5-6 Presentation of the results of the correlations between the motivational index and the perceived style:

Correlation between the motivational index and the perceived motivational style oriented towards autonomy:

Table 6: Correlation between the self-determination index and the autonomous style

corrélacion	Average	Standard deviation	R
Autonomy oriented style	26.59	8.15	0.06
Self determination -index	27.87	14.38	Non S

Table 6 above shows that there is a strong positive correlation between the index of self-determination and the autonomous motivational style (R = 0.06).

Correlation between the motivational index and the perceived motivational style oriented towards control:

Table 7: Correlation between the index of self-determination and the Control-oriented style.

corrélacion	Average	Standard deviation	R
Control oriented style	2.54	2.12	-0.03
Self determination -index	27.87	14.38	Non S

Table 7 below shows that there is a strong negative correlation between the index of self-determination and the motivational style oriented towards control (R = -0.03).

6- Discussion:

Discussion of the results related to the first hypothesis:

The first hypothesis of our study stipulates that the motivational profile of students to practice physical and sports activities in a school context is characterized by a high level of self-determination. The results of our research indicate high levels for the two motivational constructs most characterized by a high level of self-determination, namely: (23.04) for motivation intrinsic to knowledge (MIC) and (22.5) for motivation intrinsic to knowledge. stimulation (MIS), on the other hand, an average lower than the median was recorded which is (19.54) for intrinsic motivation for accomplishment (MIAC) and (19.11) for identified extrinsic motivation (MEID). These results can be explained by self-determined motives linked to factors such as the desire to discover new knowledge and training techniques (Pelletier and Vallerand, 1993), competence and fun (Ryan, Frédérik, Lepas, Rubio and Sheldon), Vlachopoulos et all (2000), consider that the self-determined student feels more pleasure and satisfaction and provides

more effort. We also noted a value of (21.68) for the motivational profile which is characterized by an average level of self-determination, namely extrinsic introjected motivation (MEINT). This result can be explained by the fact that the teacher uses cooperative learning which develops in the child a high satisfaction with the feeling of social belonging and manifests a self-determined motivation. We recorded a low value for the motivational construct characterized by a low level of self-determination, namely amotivation (AM) with a score of (8.11).

The results of our research therefore indicate that the motivational profile of our sample is characterized by a high level of self-determination, these results can be explained in general by the fact that the teacher's justifications and instructions on the importance of doing or performing tasks during learning promotes self-determined motivation. Also, the teacher who organizes in a way to show sympathy towards them (Assor, 2002) and to be warm (Ryan, 1986) are behaviors that facilitate self-determined motivation. Add to this the style of the teacher who can be described as someone who listens a lot, very organized, gives them a certain freedom to make choices and take responsibility, promotes student autonomy, encourage them, does not give them the solution to the problem situations encountered. These different attitudes are verified in different psychological studies which deal with motivation in the school context (Deci and Ryan 2004). The first hypothesis of our study is therefore confirmed.

Discussion of the results related to the second hypothesis:

The second hypothesis of this study says that the nature of motivation to practice sports in a school context is self-determined. We observe that the self-determination index for students in a school context is (27.87), this positive value indicates that the nature of motivation to participate in sport is self-determined. These results can be explained by the fact that the teacher supports his students in overcoming the difficulties and tasks proposed in learning situations. These results are in agreement with the scientific literature in the field of motivation (Deci and Ryan, 1987; Vallerand and Pelletier, 1991). He organizes sessions of the type to show respect for them (Assor, 2002) and to be warm (Ryan 1986), these are behaviors that facilitate self-determined motivation. Add to that the style of the teacher who can be described as someone who listens a lot, very organized, offers students the opportunity to make choices and take responsibility, promotes student

autonomy, does not give the solution to the problem situations they encounter, he encourages these students. These different attitudes are verified in different psychological studies which deal with motivation in the school context (Deci and Ryan 2004).

Research in the Context of Physical Education shows that a self-determined motivation is positively linked with the sensation of taking pleasure, and with positive affects (Mouratidis et al, 2008). These results can also be explained by the fact that the PSE teacher's strategies often play a role in meeting the basic psychological needs of students, numerous studies have shown that students whose teachers support autonomy show a greater big self-determined motivation (Chirkov & Ryan, 2001). These results confirm the second hypothesis of our study.

Discussion of the results related to the third hypothesis:

The third hypothesis of our study says that the motivational style of the PSE teacher is perceived by the students as being a style supporting autonomy. The results of the student study consider that the motivational style of the PSE teacher is a style that supports autonomy. These results can be explained by the fact that the teacher adopts motivational strategies that meet the basic psychological needs of the students, namely the need for autonomy, the need for social belonging, and the need for competence. The results of the scientific literature in the field of physical education

and sports show that an environment that meets the needs of students for competence, autonomy and social belonging is necessary to foster optimal motivation in them (Leroy & al, 2013, p 14). Most of the research carried out in the context of motivation in physical education shows that the type of motivational style established by the physical education teacher is oriented towards autonomy. (Elliot 1997), indicates that the pursuit of goals in PSE is synonymous with a commitment following a desire to be competent and superior to others, the student would engage in practice with the hope of obtaining compliments but would remain subject to the gaze of others. The third hypothesis of our study is therefore confirmed.

Discussion of the results related to the fourth hypothesis:

The fourth hypothesis of our research states that motivation to practice sports in a school context is positively correlated with the motivational style oriented towards autonomy, and negatively correlated with the

motivational style oriented towards control. The recorded results of this study revealed a very weak negative correlation between the index of student self-determination in sports and motivational style oriented towards autonomy and a very weak positive correlation between the student self-determination index and the motivational, control-oriented style. These results are in contradiction with the data of the scientific literature, numerous studies have been based on the model of (Vallerand, 1997) show that the quality of the motivation of a pupil depends largely on the motivational style established by the teacher during the EPS session. Research shows that a teacher who establishes a style that supports student autonomy will have a positive influence on their motivation. The fourth hypothesis of our study is therefore to be rejected.

7. Conclusion

PSE is an undeniable vector for promoting PA and health. However, contrary to the objectives displayed in the programs, this discipline is little taught, which considerably limits its impact. The choice to target this population (students) is also due to the fact that interventions aimed at promoting health in the school context are more effective than those carried out within the family context. Consequently, the School constitutes a particularly relevant context with the aim of frequently imparting knowledge and principles relating to health to children and adolescents. PSE is not only the only opportunity to provide students with a structured PA, led by a teacher and developing knowledge, skills and attitudes, at least two hours per week, but it also promotes long-term PA.

Teachers are effective intermediaries in promoting AP to young people. They represent important authority figures for children. This representation gives them an influential position allowing them to affect the quality of the experience lived by the students and particularly during the PSE course. It is in particular through the motivational climate established by the teacher and perceived by the students that the latter will act on the behavior of his students. Indeed, the motivational climate refers to the emotional and social conditions within the class. It is dependent on the behavior of the teacher towards his pupils, and on the way in which he goes about motivating and engaging his pupils in learning activities. All of these behaviors represent the "motivational style of the teacher," which represents the

set of behaviors used by teachers to motivate their students to engage in learning activities. In other words, teachers, through the motivational style they adopt, have the possibility of arousing in their students positive experiences in PSE which are likely to encourage motivation in PA and a quality commitment, immediate and future. . Faced with this observation, our ambition in the context of this research work was to answer three main questions: what is the nature of the motivation of students to practice PSA in a school context? What is the motivational profile of these students, what is the nature of the relationship between student motivation and the teacher's motivational style?

The theoretical framework of this work made it possible to highlight the fact that motivation is personal and that it depends on a large number of elements. It arises from the particular needs of the pupil and is essential to the achievement of each one's own goals; Motivation is strongly linked to the confidence that one has in oneself and in one's aptitudes, desires and desires, in the tasks proposed and also in the teacher and on the other hand to supervise the most favorable type of motivation and self-determined.

In order to be able to answer the various questions, we used two motivation scales: EMS (sport motivation scale) and ESM (motivational style scale) intended for college students to obtain their personal opinions on the most dominant type of motivation; globally and more precisely on the motivational style that their teachers adopt during the PSE session.

The results of this study led to the conclusion that: the motivational profile is characterized by a high level of self-determination. The motivation to practice sports in a school context is self-determined.

- The motivational style of the EPS teacher is a style favoring autonomy versus controlling.
- The motivation to practice PSA in a school context is positively correlated with the motivational style promoting autonomy.
- The motivation to practice PSA in a school context is negatively correlated with the motivational style favoring control.

This research work provides a better understanding of the different interactions between the motivational style of the PSE teacher and the motivation of students for the practice. However, the results should be investigated in several directions. It would be interesting to measure the

dependent variables objectively using a teacher behavior observation grid, and by measuring the effective duration of teaching PSE over a typical week. In addition, in order to go beyond the framework of the EPS course,

it would be interesting to test the validity of this model of causal tracks in disciplines other than PSE. Finally, it would be necessary in the future to do a pre-test, in order to better understand the psychological mechanisms that explain the change in behavior observed among teachers and students, it would be relevant to measure their motivation and their degree of satisfaction psychological needs.

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