

Relationship between Academic Motivation and Student Alienation: A Study of Undergraduate Students of Sports Sciences

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Abstract

The aim of the study was to determine the correlation between academic motivation and alienation of undergraduate students attending different departments in the field of sports sciences. The 671 undergraduate students participating in the study were receiving higher education in the field of sports sciences at Ege University, Faculty of Sports Sciences, in Izmir. The data for the study were collected through two different measurement instruments, namely the Student Alienation Scale and the Academic Motivation Scale. The results of the canonical correlation analysis show significance in the first two canonical functions for the sample groups attending the Physical Education and Sports Teaching and Coaching Education departments, whereas the first three canonical functions were found to be significant for Sports Management. In the evaluation of the canonical pairs obtained, it can be seen that the weakness and amotivation subscales stand out in the first function in all groups. Within the scope of the second function, while the “anomy” and “extrinsic motivation – external regulation” scales are notable in the sports management group, the “weakness” and “extrinsic motivation – introjected regulation” scales are prominent in the groups. As for the third canonical function, the “intrinsic motivation to accomplish” and “isolation” scales underpin the relation for sports management students. The internal dynamics caused by the differences among departments based on their curricula may be the reason behind the differentiation within the relationship spiral. In addition, conditions of graduate employment and students’ gains based on sporting experience affect academic motivation and alienation states.

Keywords: *alienation; athletes; education department; self-determination; sports education.*

Introduction

Motivation, which is frequently used in the field of psychology and evaluated as the source of behavioural participation and effort (Yang & Dong, 2017), is defined in the study of Pintrich and Schunk (2002) as a process in which goal-oriented actions are initiated and maintained, while Thorkildsen et al. (2002) consider motivation to be an intrinsic power that stimulates and guides the individual and perpetuates certain behaviour. Considered as the mental faculty that helps an individual to reach his/her goal (Sternberg & Williams, 2009), this intrinsic power is among the most critical factors in learning and academic achievement (Alderman, 2004). Studies show that motivation affects student performance and academic achievement (Linnenbrink & Pitrich, 2002; Ratelle et al., 2007; Richardson et al., 2012). In this respect, many theories have been suggested to explain and understand motivation related to academic achievement (Vallerand et al., 1992). Among these, the primary theory is self-determination, which focuses on different types of motivation concerning learning behaviour (Deci & Ryan, 1985). According to self-determination theory, motivation is grouped into three types: intrinsic motivation, referring to actions that an individual enjoys doing and finds interesting; extrinsic motivation, referring to actions driven by external factors, including reward-driven outcomes, and amotivation, defined as the state of unwillingness towards engaging in behaviour (Deci & Ryan, 2000).

To understand motivation within self-determination theory, psychological needs such as competence, autonomy, and relatedness must be taken into consideration. Failure to meet these needs diminishes the state of well-being, causes academic failure and affects motivation negatively (Deci & Ryan, 2000). It is considered that a decrease in motivation causes the student to alienate from school-related actions, activities at school become ordinary for the student, the student has less interest in school subjects and the education process becomes boring for the student, which are all situations that are possibly caused by alienation (Sidorkin, 2004).

This state of alienation that is possible to occur is generally defined as individuals' estrangement to other individuals or a certain place, process or action (Marshall, 1999). In terms of the educational context, on the other hand, it is referred to as students' failure to construct identification with the school and feel away from the goals of academic achievement (Hascher & Hagenauer, 2010). As a result, individuals experiencing alienation from school are unwilling to realize their own potential and make no effort to achieve success (Tucker-Ladd, 1989). Associated with emotional personality, alienation should be measured using weakness, anomy, isolation and meaninglessness scales from a socio-psychological perspective (Seeman, 1975). Among these scales, weakness refers to students' beliefs that their own influence is low in reaching the goals they value, while other individuals have greater influence (Dean, 1961; Seeman, 1959). Individuals experiencing weakness have a sense of alienation deriving from the belief that the educational system will shape them and that they will have no influence on the decisions taken in this respect (Brown et al., 2003).

Meaninglessness expresses the feeling of estrangement experienced by students due to their lack of ability to relate their studies at school to their future (Mau, 1992). The “anomy” subscale addresses the student’s failure to establish a connection between the school administration, rules and himself/herself and that he/she considers that these rules are pointless (Oerlemans & Jenkins, 1998). Isolation is defined as weak social relations of students at school as well as their low participation in the social relationships within the school organization (Seeman, 1959).

Self-determination theory, which was designed to offer a detailed explanation concerning motivation in education, presents the reasons for individuals’ behaviours, and suggests that they persist in maintaining these behaviours they initiate themselves in order to achieve satisfaction, thus experiencing greater success and delight as a result (Deci & Ryan, 2000). However, research findings reveal that academic variables are as important as personal variables, such as motivation, for life satisfaction, which is directly proportional to achievement (Chow, 2005; Powers, 2008). Academic achievement, a determinant of individual happiness and psychological health, appears to be an extremely effective variable in estimating the process of adaptation to university (Karahana et al., 2005). In this adaptation process, which coincides with periods such as adolescence and young adulthood, when individuals frequently experience psycho-social conflicts (Dusek, 1987; Hurlock, 1980), students are reported to face learning problems in the academic and professional fields, including professional and career development. They also experience problems concerning personal development, family and social relations, potentially leading to future anxiety (Kitzrow, 2003; Schweitzer, 1996). In this respect, it is stated that students experience problems in complying with social norms, integrating their own identities with the norms of society and arranging their social relationships, and that there is an increasing tendency for alienation among university students (Burbach & Thompson, 1973).

Besides the psycho-social and academic adaptation problems experienced by university students, together with the overall process of development in adolescence and young adulthood, students engaging in sports with professional goals in mind have been seen to undergo various crises in academic achievement and school participation. Studies show that these students’ busy participation in activities such as training sessions and competitions causes clashes between their school and sporting lives (Alvurdu & Şenel, 2010; Purdy et al., 1982; Simons et al., 1999). In this respect, determining the relationship between the academic motivation of athletes and students at sports sciences faculties with a sporting background in receiving education in their field and their states of alienation, which is a predictor of school detachment, is a significant research subject.

The field of sports sciences, one of the academic fields involved within university bodies in the scope of higher education and scientific studies, is working actively as a multi-disciplinary field together with many scientific branches, such as pedagogy, sport psychology, sport sociology, sport philosophy, physiology, medicine, biomechanics, anatomy, kinesiology and management sciences (BASES, 2018; Ziyagil, 2017). To attain

compliance and cooperation among the activities of higher education in Europe, the structure of higher education institutions in the field of sports sciences is shaped around four main academic branches and departments: Physical Education and Sports Teaching, Sports Management, Health and Fitness and Sports Coaching (Petry et al., 2004). Sports sciences students attending these departments are expected to work as a qualified labour force that is required in many sectors, such as education, health, the public sector, tourism, entertainment and particularly sports (Yildiz et al., 2008). In today's world of information and technology, the creation of a qualified labour force is only possible through raising academically and scientifically knowledgeable individuals who learn and refresh their knowledge continuously (Balay, 2004). In addition, considering the multiple functions of sports in social terms (Frey & Eitzen, 1991; Niwa, 1973), the ability of individuals studying in this field to adapt to the society in which they live is an extremely significant factor. In this regard, the aim of this study was to examine academic motivation towards learning field-specific information and states of school alienation, of importance in shaping the social relations of students attending sports sciences faculties.

Methods

Research design and sample

The study was conducted using a relational model and employing quantitative research methods. A total of 671 students receiving undergraduate education at the Faculty of Sports Sciences at Ege University in Izmir, voluntarily participated in the study. To represent the study population, the sample was determined through a probability-based stratified method. Participant distribution by gender was 475 males (70.8 %) and 196 females (29.2 %). Of the participants, 177 (6.4 %) were attending the Department of Physical Education and Sports Teaching, 182 (27.1 %) Sports Management and 312 (46.5 %) Coaching Education. The mean age (\pm standard deviation) of the participants, aged between 18 and 41 years, was 21.79 ± 2.82 .

Instruments

Student Alienation Scale. Developed by Çağlar (2012), this scale aims to measure university students' negative attitudes towards school and the activities done at school, together with their psycho-social dimensions. It consists of 20 items distributed in 4 subscales: "weakness" (students' belief in their impotence concerning their own efforts and behaviour – 6 items); "anomy" (student's rejection of the rules set by administrators and teachers – 5 items); "isolation" (students' passivity in such states as integration in school society, building friendly relationships and participation in organizational relations – 5 items); "meaninglessness" (the belief developed by the student that what is taught at school will not be of use in life – 4 items). All the items in the instrument were evaluated on a 5-point Likert-type scale, ranging from [1] "strongly disagree" to [5]

“strongly agree”. Items 2, 6, 8, 9, 11, 16 and 20 include statements in a positive direction and are calculated by reversing the scores. The psychometric assessment results for the scale are $\chi^2/DF = 1.99$ and root mean square error of approximation is (RMSEA) = 0.05. Internal consistency coefficients range between .74 and .86 (Çağlar, 2012).

Academic Motivation Scale. Developed by Vallerand et al. (1992, 1993), this scale is based on Deci and Ryan’s (1985) self-determination theory and aims to measure intrinsic and extrinsic sources playing a role in learning motives. The scale was adapted to Turkish by Karagüven (2012). The scale consists of a total of 28 items that express students’ reasons for going to school based on social and psychological dimensions, and includes 7 subscales, each containing 4 items: “intrinsic motivation to know” (the individual’s enjoyment in activities like learning and discovering something new); “intrinsic motivation to accomplish” (the individual’s willingness to fulfil any given task and be productive in learning activities); “intrinsic motivation to experience stimulation” (the individual’s willingness to learn based on finding learning behaviour exciting and emotionally stimulating); “extrinsic motivation: regulation through identification” (the individual presenting learning behaviour as internalized from extrinsic sources to relate to own will and enjoyment); “extrinsic motivation: regulation through introjection” (the individual feeling obliged to enact a behaviour); “extrinsic motivation – external regulation” (the individual exhibiting a behaviour to avoid punishment or to receive a reward); “amotivation” (unwillingness to exhibit a behaviour) (Vallerand et al., 1992). The items making up the instrument are measured using a 7-point Likert-type scale (1 = totally unacceptable, 7 = totally acceptable). In the adapted version of the scale, the χ^2/DF ratio was calculated as 3.094, RMSEA (90 % confidence interval [CI]) = .068 – .079. The Cronbach’s alpha values of the subscales range between .67 and .87 (Karagüven, 2012).

Ethical considerations and procedure

Prior to initiating the study, permission was gained through electronic correspondence with the authors of the scales to use the Student Alienation and Academic Motivation Scales, which were employed in the study in accordance with copyright. In addition, the items in the scales were reviewed to see whether they included any elements violating the principles of scientific ethics and no unethical element was found among the items. Ethical permission of the study was obtained from Ege University Scientific Researches and Publication Ethics Committee (Protocol No: 619). In the process of determining the participants and data collection, it was explained that participation was voluntary and they were reminded that they had the right to withdraw at any stage of the study. In the information form included in the first part of the questionnaire, participants were given information concerning the researchers, the institution, the research, and the purpose of the study. The same information form assured that the data to be obtained from the participants would not be used for purposes other than scientific research and would be kept confidential by the researchers.

The data for the study were collected in the 2017–2018 academic year with the participation of students at Ege University, Faculty of Sports Sciences. Students from different departments were included in the study, and were selected using a stratified sampling method and complying with the representation of the general population and subpopulations in a fixed proportional manner. The questionnaire distributed to the participants consisted of the Student Alienation Scale, the Academic Motivation Scale and an information form, together with questions about demographic details (gender, age, department of study) of the students. After the participants had been provided with the necessary information about the study, they were given 20 minutes to respond to the questions in the classroom.

Data analysis

The data obtained from the measurement instruments used in the study were analyzed in the SPSS 24.0 program. Analyses were carried out using descriptive analysis and canonical correlation analysis methods. The canonical correlation analysis, conducted to reveal the relationship between the Student Alienation and Academic Motivation data set, was applied to the overall sample and separately, according to department: Physical Education and Sports Teaching (n=177), Sports Management (n=182) and Coaching Education (n=312).

Results

Descriptive statistical analysis was conducted in the first place to determine the mean scores on the subscales of the Academic Motivation and Student Alienation Scales (see Table 1). Examining the mean values, it can be seen that undergraduate students present the highest mean values for “meaninglessness” (mean=2.95±.98) and “anomy” (mean=2.93±.80) among alienation attitudes considering both the overall sample and departmental subsamples. In terms of the subscales for academic motivation, all groups are found to have the highest mean scores (mean=5.41±1.34) on the “extrinsic motivation: regulation through identification” subscale.

Besides the overall sample participating in the study, four separate canonical coefficients were calculated to reveal the correlations between the Student Alienation and Academic Motivation data sets for each group in the canonical correlation analysis carried out considering the departmental subsamples (Table 2).

The results of the canonical correlation analysis applied to the overall sample (n=671) show that the first two canonical functions of canonical pairs are statistically significant ($p < .01$). The canonical correlation applied to the departmental samples of those studying Physical Education and Sports Teaching (n=177) and Coaching Education (n=312) reveal that the first two canonical functions are significant ($p < .01$), similar to the finding for the overall sample. Unlike the other groups, the results for the Sports Management students (n=182) show the first three canonical functions to be significant at $p < .05$ or $p < .01$ (Table 2).

Table 1

Descriptive Statistics for Student Alienation and Academic Motivation Subscales

	Total Group (n = 671)		PE & Sports Teaching (n= 177)		Sports Management (n=182)		Coaching Education (n=312)	
	Mean	Sd.	Mean	Sd.	Mean	Sd.	Mean	Sd.
Student Alienation								
Weakness	2.33	.80	2.23	.74	2.54	.92	2.26	.87
Anomy	2.93	.80	2.90	.80	3.05	.79	2.87	.80
Isolation	2.64	.86	2.70	.84	2.73	.88	2.54	.86
Meaninglessness	2.95	.98	2.92	.98	3.02	1.02	2.92	.95
Academic Motivation								
Intrinsic Motiv. to Know	5.26	1.37	5.43	1.24	5.07	1.52	5.27	1.33
Intrinsic Motiv. to Accomplish	4.00	1.46	3.93	1.50	3.98	1.44	4.05	1.44
Intrinsic Motiv. to Experience Stimulation	3.97	1.44	4.00	1.40	3.83	1.50	4.04	1.42
Extrinsic Motiv. Identified Regulation	5.41	1.34	5.57	1.21	5.23	1.44	5.43	1.35
Extrinsic Motiv. Introjected Regulation	3.72	1.48	3.69	1.40	3.61	1.54	3.80	1.48
Extrinsic Motiv. External Regulation	5.23	1.30	5.28	1.26	5.18	1.27	5.23	1.33
Amotivation	2.44	1.50	2.35	1.42	2.61	1.60	2.39	1.48

Table 2

Results for the Canonical Correlation Analysis

		Wilk's lambda	Chi-SQ	df	p	Canonical Correlations	Canonical R ²
Total Group	U1-V1	.375	650.806	28.000	.000	.744	.55
	U2-V2	.842	114.527	18.000	.000	.380	.14
	U3-V3	.984	10.811	10.000	.372	.123	.02
	U4-V4	.999	.642	4.000	.958	.031	.01
PE & Sports Teaching	U1-V1	.342	182.314	28.000	.000	.740	.55
	U2-V2	.757	47.285	18.000	.000	.444	.20
	U3-V3	.944	9.870	10.000	.452	.206	.04
	U4-V4	.985	2.492	4.000	.646	.121	.01
Sports Management	U1-V1	.283	221.033	28.000	.000	.788	.62
	U2-V2	.745	51.431	18.000	.000	.399	.16
	U3-V3	.887	21.047	10.000	.021	.300	.09
	U4-V4	.974	4.571	4.000	.334	.161	.03
Coaching Education	U1-V1	.386	290.107	28.000	.000	.721	.52
	U2-V2	.804	66.475	18.000	.000	.412	.16
	U3-V3	.969	9.637	10.000	.473	.155	.02
	U4-V4	.993	2.268	4.000	.687	.086	.01

Table 3

Redundancy Analysis for Meaningful Canonical Functions

Standardized Variance of the Dependent Variables Explained by (<i>Student Alienation</i>)					
	Canonical Function	Their Own Canonical Variate (Shared Variance)		The Opposite Canonical Variate (Redundancy)	
		Percentage	Cumulative Percentage	Percentage	Cumulative Percentage
Total Group	Function 1**	.498	.498	.276	.276
	Function 2**	.190	.688	.027	.303
PE & Sports Teaching	Function 1**	.499	.499	.273	.273
	Function 2**	.198	.697	.039	.312
Sports Management	Function 1**	.498	.498	.309	.309
	Function 2**	.168	.666	.027	.336
	Function 3*	.181	.847	.016	.352
Coaching Education	Function 1**	.499	.499	.259	.259
	Function 2**	.184	.683	.031	.290

Standardized Variance of the Independent Variables Explained by (<i>Academic Motivation</i>)					
	Canonical Function	Their Own Canonical Variate (Shared Variance)		The Opposite Canonical Variate (Redundancy)	
		Percentage	Cumulative Percentage	Percentage	Cumulative Percentage
Total Group	Function 1**	.393	.393	.218	.218
	Function 2**	.236	.629	.034	.252
PE & Sports Teaching	Function 1**	.392	.392	.215	.215
	Function 2**	.272	.664	.054	.269
Sports Management	Function 1**	.423	.423	.263	.263
	Function 2**	.113	.536	.018	.281
	Function 3*	.245	.781	.022	.303
Coaching Education	Function 1**	.358	.358	.186	.186
	Function 2**	.205	.563	.035	.221

* $p < .05$, ** $p < .01$

The results obtained from the canonical correlation analysis were interpreted considering canonical loadings and cross-loadings explained variance rates and redundancy index (Hair et al., 1998). In this respect, the total variance explained for the dependent variable of perception of alienation ranges between .683 and .847, while the redundancy coefficient varies between .290 and .352. Considering the independent variable of academic motivation, the rate of variance explained is between .563 and .781 and the redundancy coefficient ranges between .221 and .303 (Table 3).

Table 4

Canonical and Cross-Loadings for Meaningful Canonical Functions of Variables for Overall Sample Group

Total Group	Function 1**		Function 2**	
	Canonical	Cross	Canonical	Cross
Student Alienation				
Weakness	-.859	-.639	.502	.191
Anomy	-.686	-.511	-.482	-.183
Isolation	-.364	-.271	-.286	-.109
Meaninglessness	-.808	-.601	-.441	-.168
Academic Motivation				
Intrinsic Motiv. to Know	.769	.573	-.278	-.106
Intrinsic Motiv. to Accomplish	.593	.442	-.371	-.141
Intrinsic Motiv. to Experience Stimulation	.557	.415	-.311	-.118
Extrinsic Motiv. Identified Regulation	.782	.582	-.447	-.170
Extrinsic Motiv. Introjected Regulation	.359	.267	-.766	-.291
Extrinsic Motiv. External Regulation	.212	.158	-.650	-.247
Amotivation	-.844	-.628	-.364	-.138

** $p < .01$

In the significant first function obtained for overall sample group, the prominent subscales are “weakness” in the Student Alienation data set and “amotivation” in the Academic Motivation data set ($p < .01$). The evaluation of the significant second function shows that the prominent subscales are “weakness” in the Student Alienation data set and “extrinsic motivation: regulation through introjection” in the Academic Motivation data set for the overall sample group (Table 4).

The evaluation of table 5 shows that the “weakness” subscale in the Student Alienation data and “amotivation” subscale in the Academic Motivation data are significant in the scope of the first canonical function for all departments respectively, just like the overall group sample obtained the same results in the first canonical function. In the scope of the second canonical function regarding department variable, the “weakness” subscale in the Student Alienation data and the “extrinsic motivation: regulation through introjection” subscale in the Academic Motivation data are prominent for Physical Education and Sports Teaching and Coaching Education departments. In contrast, in the Sports Management subsample, it can be seen that “anomy” was prominent in the Student Alienation data set, while “extrinsic motivation – external regulation” was prominent in the Academic Motivation data set ($p < .01$) (Table 5).

In addition to these findings, unlike in the other groups, the “isolation” subscale became prominent in the Student Alienation data set and the “intrinsic motivation to

accomplish” in the Academic motivation data set within the scope of the significant third function pertaining to the Sports Management subsample for the third canonical function ($p < .05$) (Table 5).

Table 5

Canonical and Cross-Loadings for Meaningful Canonical Functions of Variables for Departments

PE & Sports Teaching	Function 1**		Function 2**		Function 3*	
	Canonical	Cross	Canonical	Cross	Canonical	Cross
Student Alienation						
Weakness	-.807	-.597	-.579	.257		
Anomy	-.787	-.582	-.504	-.224		
Isolation	-.281	-.208	-.246	-.109		
Meaninglessness	-.805	-.596	-.379	-.168		
Academic Motivation						
Intrinsic Motiv. to Know	.742	.549	-.297	-.132		
Intrinsic Motiv. to Accomplish	.551	.408	-.455	-.202		
Intrinsic Motiv. to Experience Stimulation	.599	.444	-.364	-.162		
Extrinsic Motiv. Identified Regulation	.733	.542	-.412	-.183		
Extrinsic Motiv. Introjected Regulation	.369	.273	-.826	-.367		
Extrinsic Motiv. External Regulation	.262	.194	-.697	-.310		
Amotivation	-.887	-.657	-.373	-.166		
Sports Management						
Student Alienation						
Weakness	-.900	-.709	.325	.130	.279	.084
Anomy	-.589	-.464	-.462	-.185	-.011	-.003
Isolation	-.450	-.354	.404	.161	-.733	-.220
Meaninglessness	-.796	-.627	-.437	-.175	-.330	-.099
Academic Motivation						
Intrinsic Motiv. to Know	.787	.620	-.129	-.051	-.387	-.116
Intrinsic Motiv. to Accomplish	.579	.456	.243	.097	-.765	-.229
Intrinsic Motiv. to Experience Stimulation	.537	.423	-.004	-.002	-.554	-.166
Extrinsic Motiv. Identified Regulation	.850	.670	-.357	-.142	-.241	-.072
Extrinsic Motiv. Introjected Regulation	.376	.296	-.188	-.075	-.562	-.168
Extrinsic Motiv. External Regulation	.277	.218	-.734	-.293	-.480	-.144
Amotivation	-.883	-.696	-.123	-.049	-.262	-.079

Coaching Education	Function 1**		Function 2 **	
	Canonical	Cross	Canonical	Cross
Student Alienation				
Weakness	-.838	-.604	-.530	-.219
Anomy	-.686	-.495	.420	.173
Isolation	-.363	-.262	.295	.122
Meaninglessness	-.831	-.599	.438	.180
Academic Motivation				
Intrinsic Motiv. to Know	.750	.541	.193	.080
Intrinsic Motiv. to Accomplish	.626	.451	.383	.158
Intrinsic Motiv. to Experience Stimulation	.526	.379	.273	.112
Extrinsic Motiv. Identified Regulation	.737	.531	.458	.189
Extrinsic Motiv. Introjected Regulation	.316	.228	.771	.318
Extrinsic Motiv. External Regulation	.131	.095	.482	.199
Amotivation	-.784	-.565	.373	.154

* $p < .05$, ** $p < .01$

Discussion and conclusion

In the evaluation of the descriptive statistics obtained from the subscales, it was seen that participants in both the overall sample and the departmental subsamples obtained the highest scores on the “extrinsic motivation: regulation through identification” subscale in terms of academic motivation. This finding reveals that the participants’ internal academic motivation is regulated based on extrinsic factors. Extrinsic motivation with regulation through identification plays a role in shaping the interest and value attached to the academic field of study by individuals with such tendencies. In other words, behaviour shaped by the influence of extrinsic motivation increases in importance over time, as the individual identifies with it and thus perceives it as a personal preference (Ryan & Deci, 2000; Vallerand et al., 1992).

Studies conducted in the field of sports sciences show that one of the leading reasons for the preferences of students to receive education in this field is their interest in sports (Ağaoğlu et al., 2009). However, from a different perspective, it can be seen that a majority of secondary school students in the field choose to study mathematics and science, as well as programmes in the social field at the secondary education level. Moreover, it has also been found that sporting individuals who receive education in the fields of mathematics and science may have low performances in terms of academic achievement (Canal, 2008; Purdy et al., 1982; Sari, 2002). These reports lead us to consider that student athletes perceive their performance to be incompetent at

the stage of transition to higher education and choose to study in the field of sports sciences based on the influence of the interest they have in sports. In addition to this, studies have found that students attending faculties of sports sciences have intensive concerns about future employment (Turgut et al., 2004; Yıldız & Tüfekçioğlu, 2008). All these intrinsic and extrinsic conflicts experienced by students may be identified as the reasons for the high scores students obtained on the “extrinsic motivation: regulation through identification” subscale. As a matter of fact, although students stated that they chose their study field of sports sciences willingly, they turned to the academic fields preferred by society at the secondary education level as a consequence of concerns about the future. In conclusion, it has been seen that students attending faculties of sports sciences have intrinsic motivation towards sports, but these intrinsic motives are shaped by the influence of extrinsic factors, such as future concerns and social pressure, which are considered to cause extrinsic motivation to become prominent.

From a different point of view, the development of students’ extrinsic motivation may be explained by the changes occurring in their sport experiences. Student athletes at the secondary education level have continuous conflicts between their school lives and sport experiences and they feel under pressure to make a choice between the two (Alvurdu & Şenel, 2010). The frequency of participation in activities such as training and competitions by students engaging in sports with professional goals in mind cause them to pay less attention to their academic studies and result in reduced academic performances (Purdy et al., 1982; Simons et al., 1999). Furthermore, it seems that the educational system in Turkey does not support student athletes; on the contrary, these students are under pressure to make a choice between sport and academic lives (Canal, 2008; Sarı, 2002). Also, students who move away from academic activities focus their goals on career-oriented and extrinsic motivation-driven activities, such as achievement in sports and making money (Simons et al., 1999). However, in spite of setting such targets for themselves, these individuals face the reality that their clubs do not provide a monetary source of income and they may thus fail to reach their goals of building a career and making money (Kılıç, 2006; Özcanoğlu, 1993). For this reason, it can be considered that students attending faculties of sports sciences aim to establish their futures on a sound grounding and shape their career goals by focusing on educational activities. These individuals’ preferences for receiving education in sports result from the fact that they feel confident in their ability and interest in the field based on their past sport experiences (Bavlı, 2009). Evaluating the results of all these studies, it is considered that students’ preferences for receiving sports education are driven by intrinsic motives, such as interest, assigning value to related activities and curiosity in the field. However, they are also influenced by some extrinsic factors, such as the course of their sports careers, the conflicts between their school lives and sports, the fact that they are not supported sufficiently by their environment in the educational process and their concerns about monetary income.

Considering the subscales of alienation, another point of the study, it can be seen that the participants have higher mean scores for the “anomy” and “meaninglessness”

subscales. According to studies carried out in the field, individuals involved in sports activities have better states of self-expression through the abilities they have in the psychomotor domain and a more positive image of their bodies compared to other individuals (Hacıoğlu, 2017; Hausenblas & Fallon, 2006). However, student athletes are seen to have problems with motivation in the academic field, especially in theoretical courses. This can only mean that student athletes are compared with other students in terms of academic achievement in a biased way, and thus their efforts in learning weaken (Riciputi & Erdal, 2017). In the study carried out by Mau (1992), the reason for students experiencing alienation in the anomy dimension was reported to lie in the fact that students are compared with others in terms of their academic achievement. In this respect, ignorance of the physical abilities of students attending faculties of sports sciences and the low social perceptions of their academic performance explain the high scores obtained by the participants on the “anomy” subscale. In addition, students’ negative perceptions of opportunities for employment in the field after graduation (Turgut et al., 2004; Yıldız & Tüfekçioğlu, 2008) and their concerns about the practicality of the academic information they receive during their education may be considered to push students in faculties of sports sciences into alienation to the point of meaninglessness. Ultimately, it can be expected that students such as those participating in this study have employment concerns and question the future functionality of their learning experiences, thus presenting high mean scores for the meaninglessness subscale in which the relationship between what is learned at school and future experience is perceived by individuals as limited (Brown et al., 2003).

In the evaluation of the findings based on correlations, the canonical and cross-loadings obtained in the first significant canonical function show that the “weakness” and “amotivation” subscales are prominent. Students attending the Faculty of Sports Sciences are of the opinion that their efforts in the educational process may not be sufficient at the point of entering a profession (Tayfun & Korkmaz, 2016; Yıldız & Tüfekçioğlu, 2008). This could be associated with the fact that vacancies for teaching positions are limited and are based on the central exam for prospective Physical Education and Sports teachers (Şahin, 2011; Sandıkçı & Öncü, 2012). For coaching education graduates, the acquired level of certification is insufficient to attain the targeted career trajectory, since coaching certificates can be obtained through private courses in a short time (Sunay, 1998; Taşmektepligil et al., 2009; Zelyurt & Ataçoçuğu, 2016). As for the graduates of sports management, the necessary arrangements have not yet been made by the state for the employment of graduates by official institutions and sports clubs (Eruzun et al., 2017). This causes an increase in academic amotivation based on the idea that supportive extrinsic factors, such as receiving education in the field, will not change the result in terms of career opportunities, leading to the prominence of the “weakness” subscale with regard to alienation. The sense of weakness is defined as the state of amotivation which occurs when the efforts put in by the individual fail to have an influence on the results (Seeman, 1959). Individuals experiencing this feeling of weakness are also reported to be those who believe that the influence of

chance, fate and extrinsic factors overwhelm their own self-control in shaping their living conditions (Elma, 2003).

Within the scope of the second function found to be significant, the “weakness” and “extrinsic motivation: regulation through introjection” subscales were prominent among the students in the Physical Education and Sports Teaching and Coaching Education departments. The fact that Physical Education teachers, such as those graduating from coaching departments, have not acquired an appropriate social status (Macdonald, 2014) and that they are also perceived as trainers by other teachers (Hendry, 1975), can be given as the reason why participants in these groups obtained similar results. In this regard, in addition to the lack of interest by society in the field of physical education and sports, the fact that it is considered as a trivial academic and professional field (Güven & Öncü, 2006; Temur & Gencer, 2016) may negatively affect the self-control and identity perceptions of students attending such courses. Ryan and Deci (2000a) state that extrinsic motivation with regulation through introjection is related to characteristics such as self-control, self-value, identity perception, and personal importance. Negative events predicted to occur as a result of social judgments may influence the self-control and identity perceptions of students attending faculties of sports sciences, thus resulting in the alienation they experience on the “weakness” subscale, based on the opinion that they will be unable to manipulate extrinsic factors. In other words, prospective Physical Education teachers and coaches who are seen as incompetent from the academic perspective and unimportant as a branch, shape their intrinsic academic motivations based on the effect of negative extrinsic stimuli and experience a sense of weakness as well.

Within the scope of the same function, unlike in other groups, the “anomy” and “extrinsic motivation – external regulation” subscales become prominent for individuals in the Sports Management department. Studies have shown that students in Sports Management and Coaching Education departments perceive their majors as their secondary choices, and they are more interested in studying in departments of Physical Education and Sports Teaching (Alparslan & Kılıçgil, 2005; Turgut et al., 2004). This finding may mean that students of Sports Management, who are placed in the department with lower scores on the athletic ability tests compared to other groups, choose this department as a result of the fear of wasting a year and not being able to get into university, as well as the pressure of their social environment. Studies in this respect reveal that some students prefer to study in this department because their university entrance exam scores are not high enough for entry to other departments and they fear that they would be unable to get into university. Moreover, social factors play a role in such field choices (Ajzen, 1991; Korkut-Owen et al., 2012; Lent et al., 2002; Sabot & Wakemann-Linn, 1991; Şahin et al., 2011). Also, in terms of students’ career development, it is reported that Sports Management students’ goal of attaining a sports-related occupation and finding a job immediately after graduation is higher in comparison to those from other departments (Bavlı, 2009). These students’ profound desire to attain a field-related occupation and earn money can be interpreted as a

greater dependence on extrinsic rewards than those of students in other departments. In parallel, students tend towards behaviour that will gain a reward or avoid punishment on the “extrinsic motivation – external regulation” subscale (Ryan & Deci, 2000).

Individuals experiencing alienation on the “anomy” subscale are reported to pretend to behave in accordance with the elements of the system in ways the authorities around them might wish them to do, even though they do not embrace their position and the practices within the educational system (Brown et al., 2003). Ultimately, although Sports Management students do not embrace their major as their first choice, they continue their education in the field as a result of the influence of the social environment and various concerns to avoid punishment and gain rewards, which explains why they experience a change concerning the “extrinsic motivation – external regulation” and “anomy” subscales.

In terms of significant findings concerning the third function, it was determined that students attending the Department of Sports Management vary on the “intrinsic motivation to accomplish” and “isolation” subscales in comparison with other groups. It is apparent that students in the departments of Physical Education and Sports Teaching and Coaching Education actively participate in practical sports classes and activities which are based on group work and support their social relations at school. In contrast, it is observed that the curriculum of students attending the Sports Management department engages in more theoretical courses related to administrative sciences rather than courses in the field of sports sciences. In this respect, studies carried out on school alienation show that factors such as social activities participated in by university students, student-student/student-lecturer relationships (Şimşek & Akdemir, 2015) and task-sharing within the class organization (de Jong-Gierveld, 1987) are effective in ameliorating students’ alienation on the “isolation” subscale.

In addition, sports and social activities are reported to have positive effects on increasing individuals’ communication skills and to present positive developments in terms of socialization; they exert positive effects on students’ commitment to school and isolation (Durlak & Weissberg, 2007; Eccles et al., 2003; Gould & Carson, 2008; Hansen et al., 2003; Mahoney, 2000). In terms of academic motivation, in contrast, Grineski (1996) suggests that a cooperation-based classroom environment increases students’ positive attitudes towards lessons and their motivation to achieve academic success. In this regard, it can be claimed that students attending the Department of Sports Management experience isolation in their in-school social relationships and their academic motivation is affected negatively by the fact that the educational activities in which they participate do not have a socializing content; classes are theory-based and their relation with sports is low. The study carried out by zamijeniti s Kılıçgil et al. (2009) shows that sports management students have lower communication skills in social relationships compared to students in other departments, which supports our argument in this respect. Also, besides classes being removed from a cooperative environment, the negative differentiation of students’ intrinsic motivation for achievement in connection with isolation is considered to be affected by the fact that

academic achievement is more effective than sports achievement in helping students being accepted in this department.

In conclusion, it can be suggested that academic motivation is shaped by extrinsic factors and the current situation is internalized and accepted by students. In the shaping of students' perceptions of alienation, the fact that they are perceived as academically incompetent, compared to those studying in other fields, and the fact that they cannot win the approval of society with their efforts, must be evaluated as extremely important factors. In addition, one of the leading reasons for the variation in school alienation states by the department related to academic motivation is the difference in education in terms of content and a high level of uncertainty concerning employment for graduates. As a result, support for individuals engaged in sports from a young age, both on the part of society and the educational system, would help these individuals in developing their abilities academically and professionally, as well as encouraging them motivationally.

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Veza između akademske motivacije i otuđenosti studenata: istraživanje provedeno na uzorku studenata dodiplomskoga studija sportskih znanosti

Sažetak

Cilj ovoga istraživanja bio je odrediti korelaciju između akademske motivacije i otuđenosti studenata dodiplomskih studija na različitim odsjecima u području sportskih znanosti. U istraživanju je sudjelovao 671 student na dodiplomskim studijima sportskih znanosti na Fakultetu za sportske znanosti Ege Sveučilišta u Izmiru. Podatci korišteni u istraživanju dobiveni su pomoću dvaju različitih mjernih instrumenata – Skale otuđenosti studenata i Skale akademske motivacije. Rezultati kanoničke korelacijske analize upućuju na značajnost prvih dviju kanoničkih funkcija kod skupina uzoraka koje pohađaju studij na Odsjeku za izobrazbu nastavnika Tjelesne i zdravstvene kulture i sporta i na Odsjeku za izobrazbu trenera, dok se pokazalo da su prve tri kanoničke funkcije značajne za studente na Odsjeku za sportski menadžment. Nakon provedene evaluacije dobivenih kanoničkih parova može se vidjeti da se u prvoj funkciji u svim skupinama ističu podskala „slabost” i podskala „amotivacija”. Unutar druge funkcije može se uočiti da se u skupini koja studira sportski menadžment ističu skala „anomija” i skala „ekstrinzična motivacija – eksterna regulacija”, u ostalim skupinama ističu se skala „slabost” i skala „ekstrinzična motivacija – introjicirana regulacija”. Što se tiče treće kanoničke funkcije, skala „intrinzična motivacija za postignućem” i skala „izoliranost” ističu se kod skupine studenata sportskoga menadžmenta. Interna dinamika uzrokovana razlikama između odsjeka koje se temelje na kurikulumima mogla bi se smatrati razlogom za diferencijaciju na spirali odnosa. Osim toga, na akademsku motivaciju i stanje otuđenosti utječu i uvjeti za zapošljavanje nakon završetka fakulteta i koristi koje studenti imaju od sportskih iskustava.

Ključne riječi: obrazovni odsjek; obrazovanje u području sporta; otuđenost; samoodređenje; sportaši.

Uvod

Motivacija, koja je česta tema u području psihologije i koja se procjenjuje kao izvor bihevioralne participacije i truda (Yang i Dong, 2017), definirana je u studiji koju su proveli Pintrich i Schunk (2002) kao proces u kojemu se započinju i održavaju radnje orijentirane na cilj. Međutim, Thorkildsen, Nicholls, Bates, Brankis i DeBolt (2002) smatraju da je motivacija intrinzična snaga koja stimulira i vodi pojedince te održava određeno ponašanje. Ova intrinzična snaga, za koju se smatra da je mentalna sposobnost koja pojedincu pomaže u postizanju vlastitih ciljeva (Sternberg i Williams, 2009), jedna je od najvažnijih faktora u procesu učenja i akademskim postignućima (Alderman, 2004). Istraživanja pokazuju da motivacija utječe na uspjeh studenata i na akademska postignuća (Linnenbrink i Pitrich, 2002; Ratelle, Guay, Vallerand, Larose i Sénécal, 2007; Richardson, Abraham i Bond, 2012). U tom smislu nastale su različite teorije pomoću kojih bi se mogla objasniti i razumjeti motivacija povezana s akademskim postignućima (Vallerand i sur., 1992). Među tim teorijama primarna je teorija o samoodređenju koja je usmjerena na različite tipove motivacije povezane s ponašanjem u procesu učenja (Deci i Ryan, 1985). Prema teoriji samoodređenja, motivacija se može podijeliti na tri tipa: intrinzičnu motivaciju, koja se odnosi na radnje koje pojedinac uživa provoditi i koje smatra zanimljivima; ekstrinzičnu motivaciju, koja se odnosi na radnje uzrokovane vanjskim faktorima, poput ishoda koji se nagrađuju te amotivaciju, koja se definira kao stanje nevoljkosti za sudjelovanjem (Deci i Ryan, 2000).

Kako bi se motivacija u kontekstu teorije samoodređenja mogla bolje razumjeti, potrebno je uzeti u obzir i psihološke potrebe poput kompetencije, autonomije i povezanosti. Ukoliko se ne može udovoljiti tim potrebama, utoliko se smanjuje stupanj dobrostanja, dolazi do akademskoga neuspjeha te se stvara negativan utjecaj na motivaciju (Deci i Ryan, 2000). Smatra se da smanjenje stupnja motivacije utječe na studente tako da se otuđuju od obrazovnih aktivnosti, one im postaju obične, imaju manje interesa za kolegije te im obrazovanje postaje dosadno. To su sve situacije vjerojatno uzrokovane otuđenošću (Sidorkin, 2004).

Stanje otuđenosti do kojega se lako može doći obično se definira kao otuđenost pojedinaca od drugih ljudi ili od nekoga mjesta, procesa ili postupka (Marshall, 1999). U obrazovnom kontekstu, međutim, otuđenost se smatra nemogućnošću studenta da se poveže s obrazovnom ustanovom i ciljevima akademskoga postignuća (Hascher i Hagenauer, 2010). To dovodi osobe u situaciju kada se počinju otuđivati od obrazovne ustanove, gube volju za ostvarivanjem vlastitih potencijala i uopće se ne trude postići uspjeh (Trucker-Ladd, 1989). Budući da je otuđenost povezana s emocionalnom stranom osobnosti, trebala bi se mjeriti sa socijalno-psihološkoga stajališta pomoću skala slabosti, anomije, izoliranosti i besmislenosti (Seeman, 1975). Među tim skalama skala slabosti odnosi se na uvjerenja studenata da je njihov utjecaj na postizanje željenih ciljeva jako mali, dok ostali pojedinci imaju veći utjecaj (Dean, 1961; Seeman, 1959). Pojedinci koji osjećaju takvu vrstu slabosti imaju osjećaj otuđenosti koji proizlazi iz uvjerenja da će ih obrazovni sustav oblikovati te da nemaju nikakvoga utjecaja

na odluke o tome (Brown, Higgins i Paulsen, 2003). Besmislenost izražava osjećaj otuđenosti koju osjećaju studenti zbog vlastite nesposobnosti da povežu studiranje s vlastitom budućnošću (Mau, 1992). Podskala „anomija” odnosi se na nemogućnost studenata da uspostave vezu između školske uprave, pravila i sebe te smatraju da su ta pravila besmislena (Oerlemans i Jenkins, 1998). Izoliranost se definira kao slabe društvene veze studenata na fakultetu te kao njihova slaba participacija u društvenim odnosima u obrazovnoj ustanovi (Seeman, 1959).

Teorija samoodređenja, koja je osmišljena kako bi se pružilo detaljno objašnjenje motivacije u obrazovanju, objašnjava razloge za ponašanje pojedinaca i pretpostavlja da oni nastavljaju s takvim ponašanjem (koje su sami inicirali) kako bi postigli zadovoljstvo i tako na kraju osjećaju veći uspjeh i radost (Deci i Ryan, 2000). Međutim, rezultati istraživanja pokazuju da su akademske varijable jednako važne kao i osobne varijable, poput motivacije, za opće zadovoljstvo životom, a koje je proporcionalno s postignućima (Chow, 2005; Powers, 2008). Akademske postignuće, determinanta sreće i psihološkoga zdravlja pojedinca, čini se iznimno učinkovitim varijablom u procjeni procesa prilagodbe na sveučilište (Karahana, Sakdoğan, Özkamalı i Dicle, 2005). U tom procesu prilagodbe, koji se poklapa s razdobljem adolescencije i ranoga odraslog doba kada pojedinci često prolaze kroz psihosocijalne konflikte (Dusek, 1987, Hurlock, 1980), uočeno je da se studenti suočavaju s problemima u učenju i u akademskom i u profesionalnom području, uključujući profesionalni razvoj i karijeru. Također prolaze i kroz probleme povezane s osobnim razvojem te obiteljskim i društvenim odnosima, što može dovesti do tjeskobe u budućnosti (Kitzrow, 2003; Schweitzer, 1996). U tom smislu, smatra se da studenti imaju i probleme s poštivanjem društvenih normi, integracijom vlastitoga identiteta u društvene norme i organizacijom vlastitih društvenih veza te da kod sveučilišnih studenata postoji rastuća tendencija prema otuđenosti (Burbach i Thompson, 1973).

Osim psihosocijalnih problema i problema povezanih s akademskom prilagodbom, uz sveukupni proces prilagodbe u adolescenciji i ranoj odrasloj dobi pokazalo se da studenti koji se bave sportom i imaju profesionalne ambicije prolaze kroz raznovrsne krize u akademskim postignućima i sudjelovanju u nastavnom procesu. Istraživanja su pokazala da su ti studenti jako zauzeti treninzima i natjecanjima, što dovodi do sukoba između njihova sportskoga i akademskoga života (Alvurdu i Şenel, 2010; Purdy, Eitzen i Hufnagel, 1982; Simons, Van Rheenen i Covington, 1999). Stoga se važnim predmetom istraživanja smatra utvrđivanje veze između akademske motivacije iskusnih sportaša i studenata na fakultetima sportskih znanosti i njihova stanja otuđenosti koje je prediktor odvajanja od obrazovne ustanove.

Područje sportskih znanosti, koje je jedno od akademskih područja u sklopu sveučilišta i visokoga obrazovanja te znanstvenih studija, aktivno je uključeno u multidisciplinarno područje s mnogim znanstvenim granama kao što su pedagogija, sportska psihologija, sportska sociologija, sportska filozofija, fiziologija, medicina, biomehanika, anatomija, kineziologija i menadžment (BASES, 2018; Ziyagil, 2017).

Kako bi se postigao sklad i ostvarila suradnja između aktivnosti visokoga obrazovanja u Europi, struktura institucija visokoga obrazovanja u području sportskih znanosti organizira se u odnosu na četiri glavne akademske grane i odsjeka, a to su: Izobrazba nastavnika Tjelesne i zdravstvene kulture i sporta, Sportski menadžment, Zdravlje i fitness te i Izobrazba sportskih trenera (Petry, Froberg i Madella, 2004). Od studenata sportskih znanosti koji pohađaju ove odsjeke očekuje se da će raditi kao kvalificirana radna snaga koja je potrebna u brojnim sektorima, kao što su obrazovanje, zdravstvo, javni sektor, turizam, zabava i posebno sport (Yıldız, Özdağ i Yaman, 2008). U današnje doba informacija i tehnologije, stvaranje kvalificirane radne snage moguće je jedino kroz razvoj akademskoga i znanstvenoga znanja pojedinaca koji uče i stalno usavršavaju svoje znanje (Balay, 2004). Uz to, uzimajući u obzir višestruke funkcije sporta u društvenom smislu (Frey i Eitzen, 1991; Niwa, 1973), sposobnost pojedinaca koji ga studiraju da se prilagode društvu u kojemu žive iznimno je važan faktor. U tom smislu, cilj je ovoga istraživanja ispitati akademsku motivaciju za učenje informacija specifičnih za odabrano područje i stupanj otuđenosti od obrazovne ustanove koji su važni za formiranje društvenih odnosa studenata na fakultetu sportskih znanosti.

Metode

Dizajn istraživanja i uzorak

Istraživanje je provedeno primjenom relacijskoga modela i kvantitativnoga modela istraživanja. U istraživanju je dobrovoljno sudjelovao 671 student dodiplomskih studija na Fakultetu sportskih znanosti na Ege Sveučilištu u Izmiru. Kako bi studentska populacija bila što bolje reprezentirana, uzorak je određen pomoću stratificiranoga odabira na temelju vjerojatnosti. Distribucija sudionika prema spolu pokazuje da je 475 sudionika (70,8 %) bilo muškoga spola, a 196 sudionika (29,2 %) ženskoga spola. 177 sudionika (6,4 %) studiralo je na Odsjeku za Tjelesnu i zdravstvenu kulturu i sport, 182 (27,1 %) na Odsjeku za sportski menadžment te 312 sudionika (46,5 %) na Odsjeku za izobrazbu sportskih trenera. Prosječna dob (\pm standardna devijacija) sudionika u dobi između 18 i 41 godinu starosti iznosila je $21,79 \pm 2,82$.

Instrumenti

Skala otuđenosti studenata. Skalu je izradio Çağlar (2012), a cilj joj je izmjeriti negativne stavove studenata o obrazovnoj ustanovi i aktivnostima koje se u njoj provode, skupa s njihovim psihosocijalnim dimenzijama. Skala se sastoji od 20 tvrdnji raspodijeljenih u 4 sljedeće podskale: „slabost” (uvjerenje studenata da su nemaju nikakvoga utjecaja na svoj trud i ponašanje – 6 tvrdnji); „anomiju” (situacija u kojoj studenti odbijaju poštovati pravila koja postavlja uprava fakulteta i profesori – 5 tvrdnji); „izoliranost” (pasivnost studenata kada se radi o integraciji u društvo na fakultetu, o stvaranju prijateljskih odnosa i sudjelovanju u organizacijskim aktivnostima – 5 tvrdnji) te „besmislenost” (uvjerenje studenata da ono što se na fakultetu uči neće biti uopće korisno u životu – 4 tvrdnje). Sve tvrdnje u instrumentu evaluirane su na Likertovoj

skali od 5 stupnjeva, u rasponu od [1] „uopće se ne slažem” do [5] „u potpunosti se slažem”. Tvrdnje 2, 6, 8, 9, 11, 16 i 20 uključuju izjave u pozitivnom smjeru, a izračunate su reverzijom rezultata. Rezultati psihometrijske procjene skale su $\chi^2/DF = 1,99$, a srednja kvadratna pogreška aproksimacije (RMSEA) je 0,05. Koeficijenti unutarnje konzistencije su u rasponu između 0,74 i 0,86 (Çağlar, 2012).

Skala akademske motivacije. Skalu su izradili Vallerand i suradnici (1992, 1993), a temeljena je na teoriji samoodređenja čiji su autori Deci i Ryan (1985). Skalom se mjere intrinzični i ekstrinzični izvori koji utječu na motiviranost za učenje. Skalu je turskom kontekstu prilagodio Karagüven (2012). Sastoji se od ukupno 28 tvrdnji koje izražavaju razloge zbog kojih učenici općenito idu u školu, a temeljene su na socijalnoj i društvenoj dimenziji. Skala se sastoji od 7 podskala, a svaka od njih od 4 tvrdnje: „intrinzična motivacija za znanjem” (način na koji osoba uživa u učenju i otkrivanju nečega novoga); „intrinzična motivacija za postignućem” (voljnost osobe da odradi bilo koji zadani zadatak i da bude produktivna u aktivnostima učenja); „intrinzična motivacija da se osjeti poticaj” (voljnost osobe da uči zato što smatra da je učenje uzbudljiv proces i da ga emocionalno ispunjava); „ekstrinzična motivacija: regulacija kroz identifikaciju” (osoba prikazuje učenje kao proces internaliziran iz ekstrinzičnih izvora te ga povezuje s vlastitom voljom i užitkom); „ekstrinzična motivacija: regulacija kroz introjekciju” (osoba osjeća obvezu pokazati određeno ponašanje); „ekstrinzična motivacija – eksterna regulacija” (osoba pokazuje određeno ponašanje kako bi izbjegla kaznu ili dobila nagradu); „amotivacija” (nevoljkost da se pokaže određeno ponašanje) (Vallerand i suradnici, 1992). Tvrdnje koje čine instrument mjerene su na skali Likertova tipa od 7 stupnjeva (1 = potpuno neprihvatljivo, 7 = potpuno prihvatljivo). U prilagođenoj verziji skale izračunato je da je χ^2/DF omjer 3,094, a srednja kvadratna pogreška aproksimacije (s intervalom pouzdanosti [CI] od 90 %) u rasponu 0,068 – 0,079. Vrijednosti Cronbachove alfe podskala variraju između 0,67 i 0,87 (Karagüven, 2012).

Etička razmatranja i procedura

Prije početka istraživanja, putem elektroničke pošte dobiveno je dopuštenje autora skala da se u istraživanju koriste Skala otuđenosti studenata i Skala akademske motivacije. Obje su skale korištene poštujući autorska prava. Uz to, tvrdnje na skalama recenzirane su kako bi se utvrdilo sadrže li bilo kakve elemente koji se kose s principima znanstvene etike. U tvrdnjama nije pronađen ni jedan neetičan element. U postupku odabira sudionika i prikupljanju podataka objašnjeno je da je sudjelovanje u istraživanju dobrovoljno te da sudionici imaju pravo povući se iz istraživanja u bilo kojoj fazi. U dijelu upitnika s općim informacijama, sudionicima su pružene informacije o istraživačima, instituciji, istraživanju i cilju istraživanja. Na isti način obaviješteni su da podatci koje budu dali neće biti korišteni ni u kakve druge svrhe osim istraživanja te da će ostati tajni.

Podatci za istraživanje prikupljeni su u akademskoj godini 2017./2018., a u istraživanju su sudjelovali studenti Fakulteta za sportske znanosti Ege Sveučilišta. U istraživanju su bili uključeni studenti s različitih odsjeka, a odabrani su pomoću metode stratificiranoga

uzorkovanja, u skladu sa zastupljenošću opće populacije i podpopulacije u stalnom proporcionalnom odnosu. Upitnik koji je podijeljen sudionicima sastojao se od Skale otuđenosti studenata, Skale akademske motivacije i formulara s općim informacijama i pitanjima o demografskim detaljima (spol, dob, odsjek na kojemu studiraju) studenata. Nakon što su sudionicima dani potrebni podatci o istraživanju, u učionici su imali 20 minuta za odgovaranje na pitanja.

Analiza podataka

Podatci koji su dobiveni pomoću mjernih instrumenata korištenih u ovom istraživanju analizirani su računalnim programom SPSS 24.0. Analize su provedene primjenom metode deskriptivne analize i metode kanoničke korelacijske analize. Kanonička korelacijska analiza, koja je provedena kako bi se utvrdila veza između seta podataka za Otuđenost studenata i seta podataka za Akademska motivaciju, primijenjena je na cijelom uzorku i pojedinačno, prema odsjecima: Izobrazba nastavnika Tjelesne i zdravstvene kulture i sporta ($n = 177$), Sportski menadžment ($n = 182$) i Izobrazba sportskih trenera ($n = 312$).

Rezultati

Deskriptivna statistička analiza provedena je prije svega kako bi se utvrdile srednje vrijednosti na podskalama Skale akademske motivacije i Skale otuđenosti studenata (vidi Tablicu 1). Analiza srednjih vrijednosti pokazuje da studenti na dodiplomskim studijima imaju najviše srednje vrijednosti na podskalama „besmislenost” (srednja vrijednost = $2,95 \pm 0,98$) i „anomija” (srednja vrijednost = $2,93 \pm 0,80$) kada se radi o stavovima o otuđenosti i na cjelokupnom uzorku i na poduzorku svakog odsjeka. Što se tiče podskale akademske motivacije, sve su skupine imale najviše srednje vrijednosti (srednja vrijednost = $5,41 \pm 1,34$) na podskali „ekstrinzična motivacija: regulacija kroz identifikaciju”.

Tablica 1.

Osim za cjelokupni uzorak koji je sudjelovao u istraživanju, izračunata su i četiri posebna kanonička koeficijenta kako bi se utvrdile veze između seta podataka za Otuđenost studenata i seta podataka za Akademska motivaciju za svaku skupinu u provedenoj kanoničkoj korelacijskoj analizi s obzirom na poduzorak svakoga odsjeka (Tablica 2).

Rezultati kanoničke korelacijske analize provedene na cjelokupnom uzorku ($n = 671$) pokazuju da su prve dvije kanoničke funkcije kanoničkih parova statistički značajne ($p < 0,01$). Kanonička korelacija primijenjena na uzorke s različitih odsjeka, Izobrazba nastavnika Tjelesne i zdravstvene kulture i sporta ($n = 177$) i Izobrazba sportskih trenera ($n = 312$), pokazuje da su prve dvije kanoničke funkcije značajne ($p < 0,01$), što je slično rezultatu cjelokupnoga uzorka. Za razliku od ostalih skupina, rezultati za studente sportskoga menadžmenta ($n = 182$) pokazuju da su prve tri kanoničke funkcije značajne na razini $p < 0,05$ ili $p < 0,01$ (Tablica 2).

Tablica 2.

Tablica 3.

Rezultati dobiveni kanoničkom korelacijskom analizom protumačeni su uzimajući u obzir kanonička opterećenja, a unakrsna opterećenja objasnila su stopu varijance i indeks redundancije (Hair, Anderson, Tatham i Black, 1998). U tom smislu ukupna varijanca koja je objašnjena za zavisnu varijablu percepcije otuđenosti varira u rasponu između 0,683 i 0,847, dok koeficijent redundancije varira između 0,290 i 0,352. Uzimajući u obzir nezavisnu varijablu, akademsku motivaciju, objašnjena stopa varijance je između 0,563 i 0,781, dok koeficijenti redundancije variraju između 0,221 i 0,303 (Tablica 3).

Tablica 4.

U značajnoj prvoj funkciji za cjelokupni uzorak ističu se podskala „slabost” u setu podataka za Otuđenost studenata i podskala „amotivacija” u setu podataka za Akademsku motivaciju ($p < 0,01$). Evaluacija značajne druge funkcije pokazuje da se ističu podskale „slabost” u setu podataka Otuđenost studenata i podskala „ekstrinzična motivacija: regulacija kroz introjeksiju” u setu podataka za Akademsku motivaciju, i to za cjelokupni uzorak (Tablica 4).

Evaluacija Tablice 5 pokazuje da su podskale „slabost” u setu podataka za Otuđenost studenata i „amotivacija” u setu podataka za Akademsku motivaciju značajne u sklopu prve kanoničke funkcije za svaki fakultetski odsjek pojedinačno, isto kao što je i cjelokupni uzorak imao jednake rezultate u prvoj kanoničkoj funkciji. U sklopu druge kanoničke funkcije vezane uz varijablu odsjeka na kojemu studenti studiraju, podskala „slabost” u setu podataka za Otuđenost studenata i podskala „ekstrinzična motivacija: regulacija kroz introjeksiju” u setu podataka za Akademsku motivaciju ističu se u odsjecima Izobrazba nastavnika Tjelesne i zdravstvene kulture i sporta i Izobrazba sportskih trenera. Suprotno tome, u poduzorku Sportski menadžment može se vidjeti da je „anomija” istaknutija u setu podataka za Otuđenost studenata, dok je „ekstrinzična motivacija – eksterna regulacija” bila istaknutija u setu podataka za Akademsku motivaciju ($p < 0,01$) (Tablica 5).

Osim tih rezultata, i za razliku od ostalih skupina, podskala „izoliranost” postala je istaknuta u setu podataka za Otuđenost studenata, a podskala „intrinzična motivacija za postignućem” u setu podataka za Akademsku motivaciju u sklopu značajne treće funkcije na poduzorku s odsjeka Sportski menadžment, za treću kanoničku funkciju ($p < 0,05$) (Tablica 5).

Tablica 5.

Rasprava i zaključak

Evaluacija deskriptivne statistike dobivene na podskalama pokazala je da su i sudionici u cjelokupnom uzorku i oni u poduzorcima prema odsjeku na kojem studiraju imali najbolje rezultate u podskali „ekstrinzična motivacija: regulacija kroz identifikaciju”.

kada se radi o akademskoj motivaciji. Ovaj rezultat pokazuje da je unutarnja motivacija sudionika regulirana ekstrinzičnim faktorima. Ekstrinzična motivacija s regulacijom kroz identifikaciju ima važnu ulogu u formiranju interesa i vrijednosti koja se pridaje akademskom području studiranja kod osoba koje imaju takve tendencije. Drugim riječima, ponašanje koje se formira pomoću utjecaja ekstrinzične motivacije vremenom dobiva na važnosti, kako se osoba s njim poistovjećuje te ga počinje smatrati osobnom preferencijom (Ryan i Deci, 2000; Vallerand i sur., 1992).

Istraživanja provedena u području sportskih znanosti pokazuju da je jedan od glavnih razloga zašto studenti preferiraju ovaj studij upravo njihov interes za sport (Ağaoğlu, Eker i Ağaoğlu, 2013; Bavlı, 2009). Međutim, gledano iz drugačije perspektive, može se primijetiti da većina učenika koje zanima sport na srednjoškolskoj razini bira matematiku i prirodne znanosti, kao i programe iz društvenoga područja (Ağaoğlu i sur., 2013). Nadalje, također se pokazalo da sportaši koji su odabrali područje matematike i prirodnih znanosti imaju slaba akademska postignuća (Canal, 2008; Purdy i sur., 1982; Sarı, 2002). Ovakva izvješća upućuju na zaključak da studenti sportaši percipiraju svoja postignuća kao neadekvatna na prelasku iz srednjoškolskoga na visoko obrazovanje te odabiru studij sportskih znanost na temelju vlastitoga interesa za sport. Uz to, istraživanja su pokazala i da studenti na fakultetima sportskih znanosti osjećaju veliku zabrinutost zbog mogućnosti zapošljavanja u budućnosti (Turgut, Gökyürek i Yenel, 2004; Yıldız i Tüfekçioğlu, 2008). Svi ti intrinzični i ekstrinzični konflikti koje studenti osjećaju mogu se smatrati razlozima visokih rezultata dobivenih na podskali „ekstrinzična motivacija: regulacija kroz identifikaciju”. U stvari, iako su studenti naveli da su vlastitom voljom odabrali studij u području sportskih znanosti, na srednjoškolskoj razini obrazovanja odabrali su akademska područja koja se u društvu više cijene upravo zbog toga što su bili zabrinuti za svoju budućnost. Pokazalo se da studenti koji pohađaju fakultete sportskih znanosti imaju intrinzičnu motivaciju za sport, ali ti intrinzični motivi formirani su utjecajem ekstrinzičnih faktora, poput pritiska društva ili brige za budućnost, a koji se smatraju zaslužnima što je ekstrinzična motivacija postala izraženija.

Gledajući iz drugačije perspektive, razvoj ekstrinzične motivacije studenata mogao bi se objasniti promjenama koje se događaju u njihovim sportskim iskustvima. Učenici sportaši u srednjoj školi prolaze kroz stalne konflikte između školskoga i sportskoga života te osjećaju pritisak da moraju odabrati jedan od njih (Alvurdu i Şenel, 2010). Zbog čestih sudjelovanja u treninzima i natjecanjima studenti sportaši s profesionalnim ciljevima obično obraćaju manje pažnje akademskom području, što dovodi do slabijih akademskih postignuća (Purdy i sur., 1982; Simons i sur., 1999). Nadalje, čini se da obrazovni sustav u Turskoj ne pruža dovoljno podrške studentima sportašima, upravo suprotno, oni su pod velikim pritiskom da moraju odabrati ili sport ili akademski život (Canal, 2008; Sarı, 2002). Isto tako, studenti koji se udalje od akademskih aktivnosti usmjeravaju svoje ciljeve na aktivnosti vezane uz karijeru ili aktivnosti koje su potaknute ekstrinzičnom motivacijom, poput sportskih postignuća ili zarađivanja novca (Simons i sur., 1999). Međutim, usprkos postavljanju takvih ciljeva, ti se studenti suočavaju s

realnošću da im sportski klubovi ne mogu pružiti odgovarajuće novčane prihode te stoga ne uspijevaju ostvariti svoje ciljeve o sportskoj karijeri i novčanoj zaradi (Kılıç, 2006; Özcanoglu, 1993). Zbog tog razloga može se smatrati da studenti koji pohađaju fakultete sportskih znanosti imaju ambiciju osigurati si budućnost na dobrim temeljima i formirati karijerne ciljeve fokusiranjem na obrazovne aktivnosti. Njihova odluka da se obrazuju u području sportskih znanosti rezultat je činjenice da se u tom području mogu pouzdati u svoje sposobnosti i interes za sport, na temelju prijašnjih sportskih iskustava (Bavlı, 2009). Proučavanje rezultata svih ovih istraživanja pokazalo je da je želja studenata da studiraju sportske znanosti potaknuta intrinzičnim motivima, poput interesa, vrijednosti koje pridaju takvim aktivnostima i znatijelji koju imaju vezano uz sport. Međutim, na njih također utječu i neki ekstrinzični faktori, poput načina na koji njihova sportska karijera napreduje, konflikata između akademskoga i sportskoga života, činjenice da nemaju dovoljnu podršku akademske okoline te zabrinutosti o novčanoj zaradi.

Proučavanjem podskala otuđenosti, koja je druga bitna stavka ovoga istraživanja, može se uočiti da sudionici imaju veći srednji rezultat na podskalama „anomija” i „besmislenost”. Prema istraživanjima koja su u tom području provedena, osobe koje su uključene u sportske aktivnosti imaju bolji način samoizražavanja kroz vlastite sposobnosti u psihomotoričkoj domeni i pozitivniju sliku o vlastitom tijelu, u usporedbi s ostalima (Hacıoğlu, 2017; Hausenblas i Fallon, 2006). Međutim, uočeno je da studenti sportaši imaju probleme s motivacijom u akademskom području, uglavnom u teorijskim kolegijima, a posebno u matematičkom području. To može značiti jedino da se studente sportaše neobjektivno uspoređuje s ostalim studentima u smislu akademskih postignuća pa tako u učenje ulažu sve manje truda (Riciputi i Erdal, 2017). U istraživanju koje je proveo Mau (1992), razlog zbog kojega studenti osjećaju otuđenost u dimenziji anomije leži u činjenici da ih se uspoređuje s ostalim studentima na temelju akademskih postignuća. Vezano uz to, zanemarivanje fizičkih sposobnosti studenata koji studiraju na fakultetima sportskih znanosti te činjenica da društvo smatra da su njihova akademska postignuća slaba objašnjavaju visok rezultat koji su sudionici imali na podskali „anomija”. Osim toga, negativne percepcije studenata o mogućnostima zapošljavanja u sportskoj domeni nakon završetka fakulteta (Turgut i suri., 2004; Yıldız i Tüfekçioğlu, 2008) i njihove sumnje u praktičnost informacija koje dobivaju tijekom obrazovnoga procesa na fakultetu mogle bi se smatrati razlozima zbog kojih studenti na fakultetima sportskih znanosti osjećaju otuđenost do točke besmislenosti. U konačnici, očekuje se da će studenti poput onih koji su sudjelovali u ovom istraživanju biti zabrinuti zbog mogućnosti zapošljavanja i da preispituju korist koju u budućnosti mogu imati od onoga što na fakultetu uče. Stoga je visok njihov srednji rezultat na podskali „besmislenost”, u kojoj se pokazalo da je slaba povezanost između onoga što se na fakultetu uči i onoga što će im u budućnosti trebati (Brown i sur., 2003).

U evaluaciji rezultata na temelju korelacija, kanonička opterećenja i unakrsna opterećenja dobivena u prvoj značajnoj kanoničkoj funkciji pokazuju da su podskale

„slabost” i „amotivacija” istaknute. Studenti koji studiraju na Fakultetu sportskih znanosti mišljenja su da trud koji ulažu u obrazovni proces nije značajan kada se počnu baviti svojim poslom (Tayfun i Korkmaz, 2016; Yıldız i Tüfekçioğlu, 2008). To bi moglo biti povezano s činjenicom da je broj slobodnih radnih mjesta za nastavnike ograničen te da se posao dobiva na temelju državnoga ispita za buduće nastavnike Tjelesne i zdravstvene kulture (Şahin, 2011; Sandıkçı i Öncü, 2012). Za diplomirane sportske trenere stečena diploma nije dovoljna da bi dosegнули željeni cilj u karijeri jer se diplome za sportske trenere mogu dobiti u kratkom roku na raznim privatnim tečajevima (Sunay, 1998; Taşmektepligil, Hazar, Ağaoğlu, Öğreten i Terzioğlu, 2009; Zelyurt i Ataçoğu, 2016). Što se tiče diplomiranih studenata sportskoga menadžmenta, država još nije uvela potrebne mjere za njihovo zapošljavanje u službenim institucijama i sportskim klubovima (Erüzun, Kınalı i Öğüt, 2017). Takvo stanje dovodi do povećane akademske amotivacije jer studenti smatraju da ekstrinzični faktori, kao što je obrazovanje u sportskom području, neće promijeniti rezultate vezane uz karijerne mogućnosti, a to dovodi do većega isticanja podskale „slabost” s obzirom na otuđenost. Osjećaj slabosti definira se kao stanje amotivacije koja se javlja kada trud koji osoba ulaže nema utjecaj na rezultat (Seeman, 1959). Osobe koje osjećaju ovakvu slabost smatraju da veći utjecaj na formiranje njihovih životnih okolnosti imaju slučajnost, sudbina i ekstrinzični faktori nego njihova samokontrola (Elma, 2003).

U sklopu druge značajne funkcije, podskale „slabost” i „ekstrinzična motivacija: regulacija kroz introjekciju” bile su istaknutije kod studenata koji studiraju na odsjecima Izobrazba nastavnika Tjelesne i zdravstvene kulture i Izobrazba sportskih trenera. Činjenica da nastavnici Tjelesne i zdravstvene kulture, kao i oni koji su diplomirali na odsjeku za sportske trenere, još nisu stekli odgovarajući društveni status (Macdonald, 2014) te da ih ostali nastavnici još uvijek ne smatraju trenerima (Hendry, 1975), može se smatrati razlogom zašto sudionici u tim skupinama imaju slične rezultate. S tim u vezi, uz nedovoljnu zainteresiranost društva za područje tjelesne i zdravstvene kulture i sporta, činjenica da se sport smatra trivijalnim akademskim i profesionalnim područjem (Güven i Öncü, 2006; Temur i Gencer, 2016) može negativno utjecati na samokontrolu i samopoimanje studenata koji su odabrali taj studij. Ryan i Deci (2000a) tvrde da je motivacija s regulacijom kroz introjekciju povezana s karakteristikama kao što su samokontrola, samovrijednost, percepcija identiteta i osobna važnost. Kao rezultat stava društva može se pretpostaviti da će se javiti nepoželjne situacije koje mogu utjecati na samokontrolu i percipirani identitet studenata na fakultetima sportskih znanosti. To vodi prema otuđenosti koju osjećaju na podskali „slabost”, jer studenti smatraju da se neće moći nositi s ekstrinzičnim faktorima. Drugim riječima, budući nastavnici Tjelesne i zdravstvene kulture i sportski treneri koji se s akademskoga gledišta smatraju nekompetentnima i nepotrebnima, formiraju svoju intrinzičnu akademsku motivaciju na temelju utjecaja negativnih ekstrinzičnih podražaja i osjećaju se slabima.

U sklopu same funkcije, za razliku od ostalih skupina, podskale „anomija” i „ekstrinzična motivacija – eksterna regulacija” postaju istaknutije kod osoba na Odsjeku za sportski

menadžment. Istraživanja su pokazala da studenti na odsjecima Sportski menadžment i Izobrazba sportskih trenera percipiraju svoj glavni akademski odabir kao drugi izbor te su zainteresiraniji za studij na odsjeku Izobrazba nastavnika Tjelesne i zdravstvene kulture i sporta (Alparslan i Kılıçgil, 2005; Turgut i sur., 2004). Ovaj rezultat može upućivati na to da studenti na sportskoga menadžmenta, koji su upisali taj studij jer imaju slabije rezultate na testovima sportskih sposobnosti u usporedbi s drugim skupinama, biraju taj studij iz straha da ne bi izgubili godinu, da se ne bi mogli više upisati na fakultet ili stoga što osjećaju pritisak iz svoje okoline. Istraživanja provedena o ovoj problematici pokazala su da studenti više vole studirati na tom odsjeku jer rezultati koje su ostvarili na prijemnom ispitu nisu dovoljno dobri da bi se upisali na druge odsjeke i jer se boje da se uopće ne bi mogli upisati na fakultet. Nadalje, veliku ulogu u odabiru područja studiranja imaju i društveni faktori (Ajzen, 1991; Korkut-Owen, Kepir, Özdemir, Ulaş i Yılmaz, 2012; Lent i sur., 2002; Sabot i Wakemann-Linn, 1991; Şahin, Zoraloğlu i Firat, 2011). Što se tiče napredovanja u karijeri, pokazalo se da studenti na sportskom menadžmentu imaju cilj naći posao koji je povezan sa sportom te pronaći zaposlenje odmah po završetku fakulteta. Kod njih je taj cilj izraženiji nego kod studenata na drugim odsjecima (Bavli, 2009). Njihova velika želja da pronađu posao povezan sa sportom i da zarađuju novac može se protumačiti kao veće oslanjanje na ekstrinzične nagrade nego što je slučaj kod studenata na drugim odsjecima. Jednako tako, studenti pokazuju ponašanje kojim će steći nagradu ili izbjeći kaznu na podskali „ekstrinzična motivacija – eksterna regulacija” (Ryan i Deci, 2000).

Pokazalo se da se osobe koje osjećaju otuđenost na podskali „anomija” pretvaraju i ponašaju u skladu s elementima sustava koji od njih očekuje određeno ponašanje, čak i ako im se ne sviđaju vlastiti položaj na fakultetu ni praksa obrazovnoga sustava (Brown i sur., 2003). Na kraju, iako studenti sportskoga menadžmenta ne studiraju ono što bi inače bio njihov prvi izbor, nastavljaju obrazovanje u tom području zbog utjecaja okoline te da bi izbjegli kazne ili dobili nagradu, što objašnjava zašto prolaze kroz promjene na podskalama „ekstrinzična motivacija – eksterna regulacija” i „anomija”.

Što se tiče značajnih rezultata vezano uz treću funkciju, utvrđeno je da rezultati studenata na Odsjeku za sportski menadžment variraju na podskalama „intrinzična motivacija za postignućem” i „izoliranost”, u usporedbi s ostalim skupinama. Očito je da studenti na odsjecima Izobrazba nastavnika Tjelesne i zdravstvene kulture i sporta i Izobrazba sportskih trenera aktivno sudjeluju u praktičnoj sportskoj nastavi i aktivnostima koje se temelje na grupnom radu te da tako održavaju društvene odnose na fakultetu. Međutim, uočeno je da je kurikulum na odsjeku Sportski menadžment više usmjeren na teorijske kolegije povezane s administrativnim predmetima, nego na kolegije u području sportskih znanosti. U tom smislu istraživanja provedena o otuđenosti u obrazovnim ustanovama pokazuju da su faktori kao što su društvene aktivnosti u kojima sudjeluju studenti, odnos između studenata i studenata i nastavnika (Şimşek i Akdemir, 2015) te dijeljenje zadataka u organizaciji nastave (de Jong-Gierveld, 1987) učinkoviti u smanjenju stupnja otuđenosti na podskali „izoliranost”.

Osim toga, pokazalo se da sportske i društvene aktivnosti imaju pozitivan utjecaj na razvoj komunikacijskih vještina studenata i da predstavljaju pozitivan trend u smislu socijalizacije; imaju pozitivan utjecaj na predanost studenata obrazovnim aktivnostima i smanjenju izoliranosti (Durlak i Weissberg, 2007; Eccles, Barber, Stone i Hunt; 2003; Gould i Carson, 2008; Hansen, Larson i Dworkin, 2003; Mahoney, 2000). Suprotno tome, kada se radi o akademskoj motivaciji, Grineski (1996) navodi da obrazovno okruženje u kojemu postoji suradnja povećava pozitivan stav studenata prema nastavi i njihovu motivaciju da ostvare akademski uspjeh. U tom smislu može se smatrati da studenti koji pohađaju studij na Odsjeku za sportski menadžment osjećaju izoliranost u svojim društvenim odnosima na fakultetu, a na njihovu akademsku motivaciju negativno utječe činjenica da obrazovne aktivnosti u kojima sudjeluju nemaju sadržaj koji uključuje socijalizaciju; kolegiji su teorijske prirode, a njihov doticaj sa sportom jako je mali. Istraživanje koje su proveli Kılçigil, Bilir, Özdiñ, Erođlu i Erođlu (2009) pokazalo je da studenti sportskoga menadžmenta imaju slabije komunikacijske vještine u društvenim odnosima u usporedbi sa studentima na drugim odsjecima, što ide u prilog našem argumentu. Isto tako, osim što se u nastavi ne osjeća ozračje suradnje, smatra se da na negativnu diferencijaciju intrinzične motivacije za uspjeh kod studenata u vezi s izoliranosti utječe činjenica da su akademska postignuća učinkovitija nego sportska postignuća kako bi studenti na ovom odsjeku bili bolje prihvaćeni.

Kao zaključak može se reći da akademsku motivaciju formiraju ekstrinzični faktori te da su trenutačno stanje studenti internalizirali i prihvatili. U formiranju percepcija studenata o otuđenosti, činjenica da ih se smatra akademski nekompetentnima u usporedbi sa studentima koji studiraju ostala područja, kao i činjenica da ne mogu steći odobravanje društva svojim trudom, moraju se shvatiti kao iznimno bitni faktori. Uz to, jedan od glavnih razloga za raznolikost u stupnju otuđenosti ovisno o odsjeku, a u vezi s akademskom motivacijom, jest razlika u obrazovanju s obzirom na sadržaj i visok stupanj nesigurnosti prilikom zapošljavanja nakon završetka studija. Kao rezultat toga, osobama koje se bave sportom od rane životne dobi trebala bi se pružiti veća podrška i od strane društva, i od strane obrazovnoga sustava. To bi im pomoglo da razviju svoje akademske i profesionalne sposobnosti te im pružilo ohrabrenje i motivaciju.