

Students' perception of the future and the consequences for school and physical education

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Master thesis in Sport Science

Introduction: The school system is clearly oriented towards future goals. According to various research, students with this kind of orientation perform better in school. This is also because they understand the usefulness of studying to achieve their future goals. However, various factors can influence this view, such as the temporal distance of these goals, their concreteness or a more or less optimistic perception. An excessive focus on these objectives could, however, compromise internal motivation, especially if the activity or subject is perceived as not being very useful for achieving one's goals. Indeed, the perception of usefulness is described in scientific literature as an important factor that can influence both intrinsic and extrinsic motivation.

Aim: The research essentially aims to answer two questions: 1) What kind of perception of the future do Ticino's high school students have? 2) What kind of motivation drives students during physical education lessons? Is there a perceived usefulness of the subject?

Method: Data were collected in all Ticino's high schools by using an online questionnaire. 679 students participated on a voluntary basis. The various questions had to be answered using a Linkert-7 scale. The analysis of the results was done using the software Excel and Jamovi.

Results: Most of the students showed that they are oriented towards a future beyond the high school context, that they believe highly in the usefulness of school and that they have plans for the future but not fully defined. Physical education provokes mixed feelings. The majority of pupils, however, enjoy attending lessons and are intrinsically stimulated. On average, a certain usefulness of the subject is perceived, although there are gaps in the transferability of the teaching outside the school context.

Discussion: From the results obtained, it can be seen that future-orientation contributes, albeit slightly, to school performance. Students who value physical education the most differ in terms of higher intrinsic motivation and greater perceived usefulness. The latter factor seems to be particularly important. **Conclusions:** If the school and the students have the same goals, teaching is more effective and better results are achieved. That is why it is important to relate teaching to students' needs whenever possible. A better awareness, stimulated by reflections during the lessons could benefit the lesson climate and consequently increase the appreciation of the subject, intrinsic motivation and thus foster learning.

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