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What is the motivational climate for female students? A study in physical education by age and educational setting

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ABSTRACT

Background. Physical education plays a vital role in promoting students' physical and psychological well-being, yet it is often undervalued compared to other academic subjects. In many schools, physical education classes are placed at the end of the schedule or canceled to make room for completing the academic curriculum. Despite this, students often express enthusiasm and enjoyment during physical education sessions, reflecting a motivational climate that significantly influences their psychological engagement. **Objectives.** This study aimed to develop and implement a motivational climate scale for secondary school students in physical education lessons and to identify the level of motivational climate among students in traditional and applied lessons based on the variables of age and educational environment. **Method.** A descriptive design with a survey and correlational approach was used. The study involved female secondary school students aged 14–17 years in Nasiriyah city and the Ur district during the 2023–2024 academic year, with a total population of 7,972 students from 87 schools. **Results.** The results indicated that the four groups under study (urban and rural areas) achieved significant differences in both traditional and practical lessons, with higher scores observed in practical lessons, supporting the validity of the motivational climate scale. **Conclusion.** The motivational climate was found to be higher among urban female students compared to rural students, and among fifth-grade students compared to second-grade students, due to environmental factors and sociocultural traditions affecting motivation.

Key words: Motivational climate; emale students; physical education; educational environment.

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INTRODUCTION

Education serves as a foundation for students' overall development, influencing their cognitive, emotional, and social growth. Within this broader context, physical education contributes significantly to students' physical and psychological well-being, fostering motivation, engagement, and lifelong healthy habits (Iswanto & Widayati, 2021). Since education has essential requirements without which it cannot be effective, the teacher is one of the most prominent of these requirements and one of the most important pillars of the educational triangle upon which the educational process is based (Abduh et al., 2024; Teachers Institute, 2023). The process cannot develop and fulfill its desired role, no matter how advanced and developed philosophies are and translated into curricula, methods, and techniques, without relying on the approach of a teacher who is scientifically and professionally prepared to a high level of competence, qualifying and enabling them to fulfill their roles as educators and teachers (Cents-Boonstra et al., 2021; Teachers Institute, 2023).

Therefore, it is necessary to create an educational environment that works to improve student learning by creating a motivational climate "which is the psychological and social environment created by teachers to increase student participation in the lesson and raise the level of interaction between students. It relies on rewards based on the effort they exert" (Sinha, 2024). This is in addition to the learning achieved and the efforts made to improve it during the physical education lesson by the subject teacher, as the benefits of the lesson extend beyond the lesson itself, as it affects students' attitudes, motivations, and participation (Nunes et al., 2023; Thiagarajan & Others, 1974). In physical activity inside and outside the lesson, in addition to raising morale and the spirit of competition among them and encouraging students to participate in various sports activities inside and outside the school (Ahmed & Al Salim, 2024; Azlan et al., 2020). Field application is one of the important means of preparing the teacher (Andika et al., 2024). Delieves that application is the scientific foundation in the project of linking the theoretical and scientific sciences that students learned during their years of study at college in a practical way, whether at the school or training level (Andrianto et al., 2023; Li et al., 2025; Liu & Zeng, 2023). Through application lessons, the teacher is properly prepared and helped in organizing and understanding their work in schools to become qualified for the educational and pedagogical construction process in the future (Tan et al., 2025).

Previous studies emphasize that teachers will not be able to carry out their mission effectively unless they are properly prepared (Palička et al., 2016; Wayan Mertha & Mahfud, 2022). Practical application represents one of the basic aspects in preparing the teacher in the field of physical education, as the matter is not limited to merely using technology in the educational process, but rather it is a situation in which appropriate and available resources are employed to enrich the educational process (Cents-Boonstra et al., 2021; Yang et al., 2024). From the above, the importance of the research lies in identifying the level of motivational climate for female students during the traditional lesson of the school subject on the staff. The practical teaching sessions conducted by university student teachers were examined because they provide an authentic teaching environment due to its importance in raising the morale and psychological spirit of the female students through the interaction of the subject teacher with the female students during the lesson and raising appropriate recommendations to the school administrations regarding the necessity of paying attention to and not marginalizing these lessons.

Physical education (PE) classes are among the essential fields that contribute to developing students' personalities and honing their physical, psychological, and social skills (Suryadi, Samodra, et al., 2023; Suryadi, Suganda, et al., 2023). However, the success of these classes does not depend

solely on the skill or physical aspect, but rather depends to a large extent on the motivational climate prevailing during the class (Mahesvi et al., 2023; Sulaiman et al., 2025). This climate is reflected in students' motivation to participate and learn, especially during adolescence, when they express their stored energies, whether positive or negative, and release any psychological pressures resulting from the pressure of other academic subjects. As the researchers supervise some university-based female students, they observed a lack of interest from school administration and subject teachers in PE classes compared to other classes. This was often placed at the last class in the schedule, or the subject teachers and administration sometimes waived it for other classes to complete the curriculum and make up for missed classes due to holidays and special occasions. This contrasts with the joy and eagerness of the students during the PE class, which is considered a motivational climate with a clear impact on the students' psychology (Akmal, 2024; Gordon-Gould & Hornby, 2023).

Therefore, the researchers decided to develop a motivational climate scale to measure the level of motivational climate for female students in secondary schools between the traditional lesson of the subject teacher and the practical lesson. Implemented by fourth-grade (applied) students, taking into account the variables of age and educational environment. The urgency of this research lies in the growing concern about declining motivation and participation of female students in physical education (PE). Despite the recognized benefits of PE for physical and psychological well-being, many girls tend to disengage as they grow older, often due to perceived environmental and social barriers (Benítez-Sillero et al., 2020; Fenton et al., 2017; Fernandez-Rio et al., 2017; Kelly et al., 2021). Understanding how motivational climate differs by age and educational environment is therefore essential for developing more inclusive, supportive, and gender-responsive PE programs that sustain girls' engagement in lifelong physical activity.

This study provides new insights by comparing the motivational climate of female students across different age groups and educational settings—an area that has received limited empirical attention. While previous research has primarily focused on general motivational factors or mixed-gender samples, this study specifically examines how age-related and contextual differences shape female students' motivation in PE. The findings contribute to the development of targeted pedagogical strategies and educational policies aimed at improving motivation and participation among girls in various learning environments. Therefore, the objective of this study is to examine the differences in motivational climate among female students in physical education based on age and educational environment. Specifically, it aims to identify how variations in these factors influence students' motivation and engagement levels during PE classes.

METHOD

Participant

The research community consisted of female high school students aged 14–17 years, specifically those in the second intermediate and fifth preparatory stages, enrolled in schools located in both the city center of Nasiriyah and rural areas (Ur district) during the academic year 2023–2024. In total, 7,972 female students were identified: 1,626 in the second intermediate stage (1,192 in rural schools and 434 in city schools) and 5,154 in the fifth preparatory stage (4,683 in city schools and 471 in rural schools), distributed across 49 schools in the city and 38 in the countryside. From this population, a sample was randomly selected by lottery, including students from four secondary schools (two in rural areas and two in the city). Subsequently, 25% of each stage was drawn, resulting in a final sample comprising 20 students for the survey, 90 for the construction sample, and 60 for the application sample, equally divided between the two academic stages.

Research Design

This study employed a descriptive survey approach, as it was deemed most appropriate to address the nature of the research problem. To achieve the research objectives, the researchers developed a specific measurement tool — the Motivational Climate Scale — based on the theoretical framework of achievement goal theory proposed by (Wang et al., 2010). The scale initially included 55 items, rated on a five-point Likert scale (always, often, sometimes, rarely, never), with response weights ranging from 5 to 1. These items were presented to a panel of specialists for evaluation. Using the Chi-square test, 40 items were retained and 15 were excluded, with the Chi-square value reaching 3.84. A pilot study was conducted on October 25, 2023, involving 20 students, during which response times ranged between 18–20 minutes. The scale was then administered to a construction sample of 90 students on November 8, 2023. The statistical analysis of items confirmed their discriminative power, with significant t-values ranging between 10.135 and 13.461 ($p < 0.05$).

The scale was tested for validity, reliability, and objectivity. Content validity was established through expert review, while construct validity was determined using the two extreme groups method and internal consistency. Reliability was assessed via the split-half method, yielding a Pearson correlation coefficient of 0.838; applying the Spearman–Brown formula, the full reliability coefficient was 0.894, indicating high reliability. The scale also demonstrated objectivity, as the items were clear, structured, and supported by a correction key. The results of the validity and reliability analysis are shown in Table 1.

Table 1. Summary of validity and reliability analysis of the motivational climate scale

Type of Validity/Reliability	Method Used	Statistical Value	Interpretation
Content validity	Expert judgment (7 experts)	–	All items deemed relevant
Construct validity	Two extreme groups method (t-test)	10.135 – 13.461	Significant ($p < 0.05$)
Internal consistency	Pearson correlation	0.715 – 0.856	Acceptable to high
Split-half reliability	Pearson correlation coefficient	0.838	High
Spearman–Brown reliability	Adjusted full coefficient	0.894	High reliability confirmed
Objectivity	Clear items and correction key	–	No scorer bias observed

Data Analysis

Following these preparations, the scale was implemented in two main experiments. The first experiment was conducted during the first semester of the academic year within traditional physical education lessons, applied to the 60-student application sample across both city and rural schools. Returned questionnaires were checked for accuracy and completeness before tabulation and analysis. The second experiment was carried out during the second semester of the same academic year, this time during practical lessons, again using the same 60-student sample across both stages and environments. Data from both experiments were analyzed using SPSS version 20.

FINDINGS AND DISCUSSIONS

Findings

To determine the significance of the differences between the first and second tests of the motivational climate scale for the four groups, a *t*-test for correlated samples was used. Table 1 shows the means, standard deviations, calculated t-test values, and their statistical significance for the first (traditional lesson) and the second (application lesson) tests of the motivational climate scale according to age, academic level, and educational environment.

Table 2. Means, standard deviations, calculated *t*-test values, and statistical significance of the first and second tests of the motivational climate scale.

Tests	Group type	First test (traditional lesson) X	Test 2 (Application Lesson) s	Calculated T value X	Significance level s	Type of indication
1	Countryside – Second Intermediate	76.17	6.08	132.5	5.577	15.558
2	Center – Second Intermediate	74.5	5.577	134.8	4.215	20.762
3	Countryside –Fifth Preparatory	73.67	7.501	148.3	3.724	18.719
4	Center – Fifth Preparatory	76	5.899	156.5	3.332	26.468

From Table (2), it is clear that all calculated *t*-values were statistically significant in favor of the second test, as the significance levels were less than 0.05. This indicates that the motivational climate improved significantly in the application lesson compared to the traditional lesson across all four groups.

In the first test (traditional lesson), motivational climate levels were weak to moderate. Traditional PE lessons often lacked innovation, proper equipment, and administrative support, reducing their effectiveness. Consequently, PE was often treated as a secondary subject or used as a replacement for missed classes in other disciplines. These findings are consistent with Wiium et al. (2021), who noted that PE is frequently marginalized in school curricula due to limited allocated time.

In contrast, the second test (application lesson) showed significantly higher levels of motivational climate. This improvement was attributed to the administration's commitment to the PE schedule and the trainee teacher's approach, which included age proximity to students, wearing sports attire, and active participation in games and exercises. These factors contributed to a more dynamic and engaging classroom atmosphere, aligning with Bailey (2001), who emphasized the teacher's role in creating a positive motivational climate for learning. Table 3. presents the results of the analysis of variance (ANOVA) in the second test (application lesson) of the motivational climate scale for the four research groups.

Table 3. Results of the anova in the second test of the motivational climate scale.

Variables	Source of Variance	Sum of Squares	df	Mean Squares	F-value	Sig.	Significance
Motivational Climate Scale	Between Groups	2325.8	3	775.3	42.001	0.000	Significant
	Within Groups	369.2	56	18.5			

*Significant at $p < 0.05$

The results in Table (3) show that there were statistically significant differences between the four groups on the motivational climate scale in the application lesson ($F = 42.001$, $p < 0.05$). To determine the source of these differences, an LSD post hoc test was conducted.

Table 4. Results of the LSD post hoc test for differences between the four groups on the motivational climate scale.

Variables	Groups	Mean Difference	LSD Value	Sig.	Significance	Group Advantage
M1 - M2	Countryside Second Intermediate – Center Second Intermediate	2.333	5.183	0.358	Not significant	In favor of Center
M1 - M3	Countryside Second Intermediate – Countryside Fifth Preparatory	15.833		0.000	Significant	In favor of Fifth Preparatory
M1 - M4	Countryside Second Intermediate – Center Fifth Preparatory	24.000		0.000	Significant	In favor of Fifth Preparatory
M2 - M3	Center Second Intermediate – Countryside Fifth Preparatory	13.500		0.000	Significant	In favor of Fifth Preparatory

M2 - M4	Center Second Intermediate – Center Fifth Preparatory	21.666	0.000	Significant	In favor of Fifth Preparatory
M3 - M4	Countryside Fifth Preparatory – Center Fifth Preparatory	8.166	0.004	Significant	In favor of Center Fifth Preparatory

Discussion

Objective 1. Why comparing by age is important: Motivation in physical education tends to change as students grow older. Research consistently shows that intrinsic motivation often declines during adolescence, particularly among girls, highlighting the need to identify critical age stages for timely interventions. Recent systematic reviews and meta-analyses have demonstrated the effect of age on motivation quality and on how students respond to self-determination-based interventions (Barrick et al., 2015; Wang et al., 2010).

Objective 2. Why comparing by educational environment is relevant: School context and the broader educational environment—such as teachers' autonomy support, institutional policies, and available facilities—shape the motivational climate experienced by students and directly affect participation and well-being. Recent studies confirm that autonomy-supportive teaching and a task-oriented climate foster engagement, while controlling environments reduce it (Cents-Boonstra et al., 2021). Differences between public and private, or urban and rural schools, may therefore lead to variations in motivational experiences. Understanding these contexts can inform school-level strategies to enhance girls' participation in PE.

Objective 3. Why examining the joint effect of age and environment matters: Combining age and educational environment allows for analysis of possible interactions. For example, autonomy-supportive teaching may be more effective for certain age groups, while environmental barriers—such as limited facilities or restrictive dress codes—may intensify motivational decline at specific ages. Empirical evidence grounded in Self-Determination Theory shows that satisfaction of basic psychological needs (autonomy, competence, and relatedness) mediates the link between motivational climate and behavioral outcomes like engagement and physical-activity intention (Donnelly et al., 2016).

Objective 4. Practical contribution: evidence-based pedagogical recommendations. By examining differences across age groups and educational settings, this research aims to generate context-specific pedagogical strategies—such as enhancing autonomy support, fostering task orientation, and adapting curricula and facilities—to promote girls' motivation in PE. Recent public and empirical discussions have also highlighted environmental issues, including uniform policies that restrict movement, as barriers to girls' participation, emphasizing the need for school-based policy recommendations (UNESCO, 2023).

The primary objective of this study was to examine differences in the motivational climate of female students in physical education lessons based on age and educational environment. The results of the LSD post hoc test (Table 3) revealed clear and significant variations among the four groups, confirming the first objective. Specifically, the highest motivational climate was found among fifth preparatory students in urban schools, followed by rural fifth preparatory students, urban second intermediate students, and finally rural second intermediate students.

These results support earlier findings suggesting that age and developmental stage significantly influence students' motivation and engagement in physical education (Ahmed & Al Salim, 2024; Bessa et al., 2021). Older adolescents often experience greater academic pressure and social restrictions due to cultural norms, which limit their leisure opportunities; hence, physical education becomes a crucial context for expressing autonomy and relieving stress (Didymus et al., 2021; Kelly et al., 2018). In contrast, younger students, particularly those in the second intermediate stage—tend to experience more spontaneous play opportunities at home or in their neighborhoods, which may lessen the perceived motivational value of PE classes.

The second objective was to determine whether differences exist between urban and rural educational environments in shaping students' motivational climate. Consistent with the results, urban students demonstrated a slightly higher motivational climate than their rural counterparts. This aligns with studies (Wallhead & Ntoumanis, 2004; Yang et al., 2024), which indicate that urban environments—with limited recreational spaces and dense living conditions—intensify the importance of school-based physical activity. Conversely, rural students often have broader access to open spaces and informal play, reducing their dependency on school PE for physical engagement. Recent studies Kemeryte-Ivanauskiene et al. (2022) further emphasize that contextual factors such as environment, accessibility, and cultural norms substantially influence students' motivation and participation levels in physical education.

Overall, these findings collectively address the research objectives and contribute updated empirical evidence that age and educational environment

remain crucial determinants of students' motivational climate in physical education. They also reinforce the importance of fostering supportive, autonomy-enhancing climates within PE settings to sustain motivation across different developmental stages and contexts.

Limitations

Despite providing important insights into the motivational climate of female students in physical education across different age groups and educational settings, this study has several limitations that should be acknowledged. First, the research employed a cross-sectional design, which limits the ability to establish causal relationships between motivational climate, age, and educational environment. Second, the study was conducted exclusively among female secondary school students in Nasiriyah city and the Ur district, which may limit the generalizability of the findings to male students, other educational levels, or different cultural and geographical contexts. Third, the data relied solely on self-reported responses collected through the motivational climate scale, making the results susceptible to social desirability bias and subjective perceptions. Furthermore, although the study examined age and educational setting as key variables, other influential factors such as teacher instructional style, parental support, peer relationships, school facilities, socioeconomic status, and students' physical activity participation outside school were not included in the analysis. Finally, the use of a descriptive survey approach prevented a deeper understanding of the mechanisms through which motivational climate develops and influences students' engagement in physical education.

CONCLUSION

The study confirmed the validity of the motivational climate scale, which was constructed and standardized by the researchers to assess the research sample. Findings revealed that the motivational climate was significantly higher among urban female students compared to their rural counterparts, largely due to environmental conditions, and that fifth-grade female students demonstrated higher motivational climate levels than second-grade students, a difference attributed to age-related customs and traditions among middle school students. Based on these results, it is recommended to adopt the newly developed motivational climate scale as a reliable tool for measuring readiness and identifying learners' surrounding circumstances across various specializations. Furthermore, physical education teachers and school administrators are encouraged to reconsider the value of PE lessons and to prioritize them within the school curriculum, given the positive impact demonstrated in comparison with traditional teaching approaches. Therefore, future research should adopt

longitudinal or mixed-methods designs, include more diverse populations, and incorporate broader psychological, pedagogical, and environmental variables to provide a more comprehensive understanding of motivational climate in physical education.

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AUTHOR CONTRIBUTION STATEMENT

The first author, SRS, is solely responsible for the manuscript and for managing the research process. SHK assisted with the research, the final data analysis, and is responsible for interpreting the results.

AI DISCLOSURE STATEMENT

The author states that no AI was used in the completion of this manuscript.

CONFLICTS OF INTEREST

No conflict of interest.

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