

Influence of Motivation Climate on Service Learning Benefits among Physical Education Students

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Abstract

Service-Learning (SL) is focused on the integration of community service with academic learning. On the other hand, Physical Education (PE) is oriented to the community and pursues global health and well-being, essential elements of the Sustainable Development Goals. The main goal of the research was to identify the benefits that PE students perceive from participating in an SL course and to test the correlation between the benefits of SL and motivational climate. Another aim was to analyse if their attitudes are gender specific. The research was conducted on a sample of 58 students, with a motivation scale and the SELEB scale as a tool that measures student motivation and perception of SL benefits. Descriptive statistic was used to describe the data collected from the survey. Pearson's correlation coefficient was applied to examine the relationship between the two main constructs, SL benefits, and student motivation. T-test was used to test whether there are gender differences regarding the SL benefits. The findings showed that the students perceived the highest benefits from SL in the sub-scale of ability to apply knowledge and the lowest in general life skills. Finally, female students provided higher ratings of SL benefits and student motivation in the MPCES scale compared to male students in general, with some specific exceptions (in the sub-scale of Social relatedness and Ego climate as a sub-scale of MPCES and Critical thinking as a SELEB sub-scale).

Keywords: academic learning, gender differences, global health