



The role of self-determination theory's in physical education

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Received: 08-Aug-2022, Manuscript no: GJEF-22-72030, **Editorial assigned :** 11-Aug-2022, Pre QC no: GJEF-22-72030 (PQ), **Reviewed:** 23-Aug-2022, QC no: GJEF-22-72030, **Revised:** 30-Aug-2022, Manuscript no: GJEF-22-72030 (R), **Published:** 06-Sep-2022, DOI:10.15651/2449-061X.22.10.006

DESCRIPTION

Despite the benefits of physical activity, about 80% of teenagers globally are not active enough. As a result, much study has been conducted to determine which factors impact teenager's physical activity habit. Physical Education (PE) motivational experiences have been recognized as one of the most critical variables that may increase physical activity involvement both inside and outside of school. Furthermore, perceived task variety (i.e., experiencing a combination of novel and familiar tasks in a given context) has recently been proposed as a psychological experience related to motivational outcomes and physical activity-related behaviours in an exercise setting, based on Self-Determination Theory (SDT). Despite the fact that students have stated in several qualitative research the relevance of exercise variation in Physical Education (PE) So far, no lessons have been reviewed from a Self-Determination Theory (SDT) standpoint. The current study, which is based on Self-Determination Theory (SDT), aims to extend earlier findings of perceived task variety beyond the setting of exercise to the area of physical education. Importantly, the physical education context differs from the exercise area because, first and foremost, it is required for pupils and has different goals. In this regard, one's perception of task variation in the context of PE and exercise may play a distinct function in the motivating process. As a result, it is vital to expand past information by investigating the role of task variation in Physical Education programmes. The initial goal of this research is to adapt and validate the Perceived Variety in Exercise (PVE) questionnaire to the Physical Education curriculum (PE). The following goal is to see if perceived task diversity in physical education helps to explain both self-determined motivation in PE and student's physical activity intention.

Fundamental Psychological Requirements and Perceived Job Diversity

Self-Determination Theory (SDT) can help you understand why and how psychological experiences might explain human behaviour, including physical activity intent. According to this idea, persons have three intrinsic and universal basic psychological needs (autonomy, competence, and relatedness), which are necessary for psychological growth, integrity, and well-being. Feeling volitional and accountable for one's decisions and behaviours is referred to as autonomy. Competence refers to a person's desire to feel effective in their efforts. Finally, relatedness relates to the desire of an individual to feel linked to significant individuals. Systematic reviews and meta-analyses undertaken in the PE environment support the idea that satisfying student's needs for autonomy, competence, and relatedness may result in favourable motivational and behavioural results. Nonetheless, previous and new Self-Determination Theory based research has revealed that some extra psychological experiences may aid in better understanding the individual's conduct. Perceived task diversity is one of these psychological experiences that have garnered significant attention in the last decade in exercise settings to explain physical activity behaviour. The level to which a person believes they are experiencing different (i.e., novel and/or rotating between familiar) activities and opportunities within a certain social setting is referred to as task variety. Students may sense task diversity in PE sessions when they participate in various unique and familiar activities in each lesson, and when they encounter varied teaching units based on both common and unusual materials common (e.g., basketball) and popular (e.g., Kinball) sports contents, or when given the option to practise with a variety of materials.

Task diversity appears to be conceptually and practically unique from the other three basic psychological demands in the context of exercise. In a physical education class, for example, the teacher may offer a lesson in which the students had to do a variety of activities separately. These pupils would believe that the tasks are diverse. However, this perceived variety of tasks does not necessarily imply that students believe they can choose these activities based on their own interests (i.e., autonomy satisfaction), that they are skilled and capable of performing those tasks (i.e., competence satisfaction),

or that they must interact with their peers (i.e., competence satisfaction) (i.e., relatedness satisfaction). As a result, while apparent diversity in tasks may assist to meet other basic psychological requirements, this is not always the case. Furthermore, task variation has been linked to a number of favourable outcomes in exercise environments, including vitality and physical activity habit. As a result, expanding the study of variety effects to the physical education setting becomes needed, an untouched area on academics agendas.