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## **A survey Study to Measure the level of Motivation a Squash lesson for junior students in the College of Physical Education and Sports Sciences**

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### **Abstract**

Human behavior is one of the topics that has captured the attention of researchers throughout the ages, and motivation is one of the manifestations of this behavior, which indicates the extent of interest in a particular topic and their unwillingness to rush towards a particular topic. The topic of motivation is one of the important topics of interest to the teacher and coach in the field of sports. The aim of this research was identifying the level of motivation for junior students, and the differences in the dimensions of motivation for junior students in squash lessons. We used the descriptive survey method, and the research sample was chosen randomly. Only male of the junior students in the College of Physical Education and Sports Sciences at the University of Baghdad, where the research sample represents 15 % of the research community. We used the scale distributed in the form for measuring the motivation, and the results showed there are differences in the level of motivation among junior students in motivation scale, and there are not significant between the five dimensions for motivation scale. And recommend to Focus on the psychological aspects of squash students and develop their self-confidence to enable them to control their emotions. Finally, we must engage the junior students in training and refereeing courses, in cooperation with the Federation.

**Keywords:** Motivation, Squash lesson, junior students.

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## Introduction

Human behavior is one of the topics that has captured the attention of researchers throughout the ages, and motivation is one of the manifestations of this behavior, which indicates the extent of interest in a particular topic and their unwillingness to rush towards a particular topic. The topic of motivation is one of the important topics of interest to the teacher and coach in the field of sports. He always searches for the reasons that push a certain group to be interested in playing basketball, for example, while others want to play squash, regardless of the different reasons and levels of this activity. In squash, some play professionally, others as a hobby, and so on from one individual to another.

(Hatamleh, et al. 2021) believes that those interested in studying sports behavior have strived to use psychology in increasing the level of motivation towards achieving the best achievement by taking into account the needs and desires of athletes to achieve the greatest achievements. Therefore, it turns out that those interested in sports behavior, are still studying important topics in sports psychology such as personality, motivation, psychological stress, burnout, sports violence, sports aggression, sports frustration, and understanding the thoughts and feelings of athletes.

The importance of research on the topic of motivation clarifies the way for coaches and teachers about the possibility of developing levels of technical performance and achievement. Creativity in sporting events depends on psychological factors, which in their entirety determine human behavior. The importance of the research lies in studying the level of motivation among junior students during squash lessons and working on developing its aspects and ranges among members of the research sample. The Iraqi environment lacks studies of psychological aspects in general and motivation in particular. Researchers have chosen the topic of motivation to identify the most important motivational characteristics of students and their levels in the various dimensions.

The adoption and implementation of a new curricular concept in educational institutions after (2003), the Iraqi Ministry of Higher Education and Scientific Research (2007) officially launched the Course Standard of Educational Institution and Health, which outlines the general direction. and aim for educational institution reform in the next decade, suggests that educational institution focus must shift from sport skill-related goals to health, fitness, cognitive, and social goals. In this new concept, the advanced curriculum intends to develop motor competencies as well as sports participation, promote healthy and safe lifestyles, and social adaptability of students (The Iraqi Ministry of Higher Education and Scientific Research, 2007).



Motivation is an internal energy force that determines all aspects of our behavior; it also affects how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfil their potential. However, given its inherently abstract nature, a force is often difficult to exploit fully.

Physical education plays a vital role in the all-round development of college students. Empirical studies also show that learning engagement has a significant positive promoting effect on students' intrinsic motivation development. In recent years, researchers have begun to explore the impact and predictive role of different types of engagement on intrinsic motivation from different dimensions of learning engagement. Among them, emotionally engaged students are more interested and curious about classroom tasks, stimulating their desire to acquire knowledge and thereby improving intrinsic motivation for learning (Karimi & Sotoodeh, 2019).

Many studies have shown that when students have lasting intrinsic motivation for physical education learning, they are more likely to achieve long-term learning results, make academic progress, and benefit significantly in physical health and social aspects (Shang et al., 2023). Behaviorally engaged students actively participate in learning activities, develop personal interests and abilities, and improve their intrinsic motivation. Cognitively engaged students pay more attention to the understanding of learning content, showing an intense curiosity and a thirst for knowledge, which also promotes the development of intrinsic motivation to a certain extent. In addition, behavioral and emotional engagement can also predict intrinsic motivation at the next time point (Yaming et al., 2025).

Ryan and Deci describe intrinsic motivation as the inherent desire to seek challenging tasks through exploring and learning. Extrinsic motivation is considered motivation that originates from external factors outside of the internal satisfaction and pleasure obtained from participating in a task. (Ryan et al., 2020).

Through the development of this study, we expect to gain a deeper understanding of the dimensions of motivation between college students. Interaction intrinsic of the dimensions of motivation, and they are five dimensions (Required to Achievement, Self-confidence, Determination, Self-control and Training) in physical education, provide a more comprehensive and in-depth understanding of physical education and student development, and provide a more comprehensive and in-depth understanding of physical education and student development. Provide a scientific basis for practical education managers and teachers to optimize the physical education environment further and promote the all-round development of students.



The aim of this study: 1. Identifying the level of motivation for junior students in squash lessons.  
2. Identifying the differences in the dimensions of motivation for junior students in squash lessons.

## Methodology

### Participants

The descriptive survey method was used to suit the problem and to achieve the research objectives. The research sample was chosen randomly. Only male students of the junior students in the College of Physical Education and Sports Sciences at the University of Baghdad were selected, and the research sample was 60 students out of 328 students, where the research sample represents 18 % of the research community.

### Procedures

#### Exploratory experiment

The exploratory experiment was conducted on 13/10/2024 in the College of Physical Education and Sports Sciences, where the motivation scale form was distributed to (10) male students from the junior students who within the research sample. The goal was to review the scale and how to deal with the results and determine, the time it takes to distribute the form to the students and receive it.

#### Main experiment

The main experiment was conducted on 20/10/2024 in the College of Physical Education and Sports Sciences, University of Baghdad. The motivation scale were distributed to the research sample (50) of junior students. Moreover (10) students who participated in the Exploratory experiment were excluded. Where the research sample represents 15 % of the research community. The scale was distributed in the form of a questionnaire representing a form for measuring the characteristics of motivation among students. It contained five dimensions, which are (Required to Achievement, Self-confidence, determination, Self-control and Training).

### Motivation scale

The scale includes five dimensions, (Required to Achievement, Self-confidence, determination, Self-control and Training), with (40) questions. Each dimension is included (8) questions. All questions in each dimensions use Likert 3-point scoring, it contains three statements, which are (Yes, Not sure and No), where yes represents (3 degree) Not sure represents (2 degree) and No represents (1 degree).

## Results

**Table 1.** Means, standard deviations, and results of the ((T)) test for the required to Achievement

N	Questions	Mean	Std. Deviation	Percentage	Sample orientation	T-test
1	I train hard to become the best player in my sport.	48.6	82.5	97%	Yes	1.02
2	I feel a lack of confidence in my ability, especially when facing a high-level competitor.	28.3	8.3	57%	Not sure	*5.85
3	I compete as hard as I do, whether I am winning or losing by a large margin.	47	76.2	94%	Yes	1.06
4	Some of my teammates think I am a very emotional player.	33	15.1	66%	Not sure	*3.77
5	I carry out very accurately everything the coach asks of me.	43.6	63.5	87%	Yes	1.19
6	I train hard just so I do not lose in competition.	46	64.4	92%	Yes	1.23
7	My abilities and skills are high compared to my colleagues.	39.3	33	79%	Yes	*2.06
8	There are some motor skills that I find difficult to implement.	42.3	47.6	85%	Yes	1.53

**Note.** (df 50-1=49) (T-value =1.679) \*Significant at (p ≥ 1.679).

**Table 2.** Means, standard deviations, and results of the ((T)) test for the Self-confidence

N	Questions	Mean	Std. Deviation	Percentage	Sample orientation	T-test
1	During competition, when I get emotional because of something, I can calm down quickly.	39.3	34.1	79%	Yes	*1.99
2	Coaches are often biased toward certain players.	40.3	48.2	81%	Yes	1.44
3	My performance is better in tough competitions than in easy competitions.	39	46.8	78%	Yes	1.44
4	My confidence in myself as an athlete is not very high.	35.3	26.8	71%	Not sure	*2.27
5	In sports competition, I try to give my maximum effort regardless of the outcome of the competition.	45.6	64.6	91%	Yes	1.22
6	The anxiety and stress I might feel before a competition bothers me.	40.6	48	81%	Yes	1.46

7	The player's decline is the result of the player's mistakes and not the coach's mistakes.	38.6	30.1	77%	Not sure	*2.22
8	Sometimes it seems like I am not doing my best in competition.	41.3	47.7	83%	Yes	1.50

*Note.* (df 50-1=49) (T-value =1.679) \*Significant at (p ≥ 1.679).

**Table 3.** Means, standard deviations, and results of the ((T)) test for the Determination

N	Questions	Mean	Std. Deviation	Percentage	Sample orientation	T-test
1	I can react well in unexpected situations during competition.	42	49.7	84%	Yes	1.46
2	I am the type of person who can easily give up in competition when defeated by a large margin.	33.6	16.9	67%	Not sure	*3.44
3	When things go wrong in competition, I can control my emotions largely.	41.3	41.7	83%	Yes	*1.71
4	I feel like my coach doesn't understand me well	36	23	72%	Not sure	*2.70
5	I do my best to reach the highest levels of sports.	40.6	53.1	81%	Yes	1.32
6	Sometimes I refrain from expressing my opinion to my coach for fear that he will criticize me.	35	28.9	72%	Not sure	*2.15
7	I train on my own in addition to my regular training times.	40.3	48.2	81%	Yes	1.44
8	I find it difficult trying to control my emotions during competition.	38.3	31.7	77%	Not sure	*2.09

*Note.* (df 50-1=49) (T-value =1.679) \*Significant at (p ≥ 1.679).

**Table 4.** Means, standard deviations, and results of the ((T)) test for the Self-control

N	Questions	Mean	Std. Deviation	Percentage	Sample orientation	T-test
1	I respected every coach who trained me.	44.3	65.5	89%	Yes	1.17
2	It is not in my nature to face the challenge of a competitor.	31.6	15	63%	Not sure	*3.64
3	Most of my teammates think that I am a very confident player.	41.3	40.2	83%	Yes	*1.77
4	If asked me to undergo a rigorous training schedule after the end of the sports season, I get upset.	35.6	29	71%	Not sure	*2.12
5	When I make some mistakes at the beginning of the competition, this does not clearly affect my performance.	39.6	39.3	79%	Yes	*1.74

6	I feel like my coach criticizes me unfairly.	28.3	8.3	57%	Not sure	*5.85
7	Hard training for long periods is the path to athletic excellence.	41.4	47.7	83%	Yes	1.50
8	Sometimes my ability to make decisions causes a decline in my performance in competition.	32	21.9	64%	Not sure	*2.52

*Note.* (df 50-1=49) (T-value =1.679) \*Significant at ( $p \geq 1.679$ ).

**Table 5.** Means, standard deviations, and results of the ((T)) test for the Training

N	Questions	Mean	Std. Deviation	Percentage	Sample orientation	T-test
1	When I learn a new skill, I practice it until I mastered it completely.	42.6	51.8	85%	Yes	1.42
2	I cannot keep my calm when an opponent harasses me.	33.6	21.5	67%	Not sure	*2.70
3	I always consult my coach when I face some problems.	41	50.2	82%	Yes	1.41
4	In some competitions it seems that I am not competing seriously	30.6	12	61%	Not sure	*4.27
5	I can express my point of view without hesitation, even if it is different from the coach's opinion	44.6	60.3	89%	Yes	1.28
6	I hardly continue training beyond the end of my normal training period.	34.6	22.7	69%	Not sure	*2.64
7	I rarely lose my temper during competition	37.6	31.2	75%	Not sure	*2.09
8	If the coach does not include me as a starter in the competition, I almost think he is taking a position on me	35	29.4	70%	Not sure	*2.05

*Note.* (df 50-1=49) (T-value =1.679) \*Significant at ( $p \geq 1.679$ ).

**Table 6.** F-test one-way anova for five dimensions for Motivation scale

Source of variance	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	889.6	4	222.4	0.990	0.426
Within Groups	7865.5	35	224.7		
Total	8755.1	39			

*Note.* Significant at ( $\alpha \leq 0.05$ )



## Discussion

The statistical results presented in Table (1) above showed that the results of Means, Standard Deviation, Percentage, Sample orientation, and (T-test) value for the first dimension (Required to Achievement). The results of the first question appeared the M (48.6), S.D (82.5), the Sample orientation was (yes) because of the (97%) of Students chosen to answer to this question (yes). While the T-test value was (1.02), it less than T-table value (1.679), that is means there are not significant. The results of the Second question appeared the M (28.3), S.D (8.3), the Sample orientation was (Not sure) because of the (57%) of Students chosen to answer to this question (Not sure). While the T-test value was (5.85), it more than T-table value (1.679), that is means there are significant. The results of the Third question appeared the M (47), S.D (76.2), the Sample orientation was (Yes) because of the (94%) of Students chosen to answer to this question (Yes). While the T-test value was (1.06), it less than T-table value (1.679), that is means there are not significant. The results of the Fourth question appeared the M (33), S.D (15.1), the Sample orientation was (Not sure) because of the (66%) of Students chosen to answer to this question (Not sure). While the T-test value was (3.77), it more than T-table value (1.679), that is means there are significant. The results of the Fifth question appeared the M (43.6), S.D (63.5), the Sample orientation was (yes) because of the (87%) of Students chosen to answer to this question (yes). While the T-test value was (1.19), it less than T-table value (1.679), that is means there are not significant. The results of the Sixth question appeared the M (46), S.D (64.4), the Sample orientation was (yes) because of the (92%) of Students chosen to answer to this question (yes). While the T-test value was (1.23), it less than T-table value (1.679), that is means there are not significant. The results of the Seventh question appeared the M (39.3), S.D (33), the Sample orientation was (yes) because of the (79%) of Students chosen to answer to this question (yes). While the T-test value was (2.06), it more than T-table value (1.679), that is means there are significant, because there are a different between the Students in a skill and abilities. (Hussein, Y. N. 2015). The results of the Eighth question appeared the M (42.3), S.D (47.6), the Sample orientation was (yes) because of the (85%) of Students chosen to answer to this question (yes). While the T-test value was (1.53), it less than T-table value (1.679), that is means there are not significant. At least.

The statistical results presented in Table (2) above showed that the results of Means, Standard Deviation, Percentage, Sample orientation, and (T-test) value for the Second dimension (Self-confidence). The results of the first question appeared the M (39.3), S.D (34.1), the Sample orientation was (yes) because of the (79%) of Students chosen to answer to this question (yes). While the T-test value was (1.99), it more than T-table value (1.679), that is means there are significant. The results of the Second question appeared the M (40.3), S.D (48.2), the Sample





orientation was (Yes) because of the (81%) of Students chosen to answer to this question (Yes). While the T-test value was (1.44), it less than T-table value (1.679), that is means there are not significant. The results of the Third question appeared the M (39), S.D (46.8), the Sample orientation was (Yes) because of the (78%) of Students chosen to answer to this question (Yes). While the T-test value was (1.44), it less than T-table value (1.679), that is means there are not significant. The results of the Fourth question appeared the M (35.3), S.D (6.8), the Sample orientation was (Not sure) because of the (71%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.27), it more than T-table value (1.679), that is means there are significant. The reason for the existence of significant differences in students' answers is due to differences in students' confidence in athletic performance. (Kamel, M.et al., 2024). The results of the Fifth question appeared the M (45.6), S.D (64.4), the Sample orientation was (yes) because of the (91%) of Students chosen to answer to this question (yes). While the T-test value was (1.22), it less than T-table value (1.679), that is means there are not significant. The results of the Sixth question appeared the M (40.6), S.D (48), the Sample orientation was (yes) because of the (81%) of Students chosen to answer to this question (yes). While the T-test value was (1.46), it less than T-table value (1.679), that is means there are not significant. The results of the Seventh question appeared the M (38.6), S.D (30.1), the Sample orientation was (Not sure) because of the (77%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.22), it more than T-table value (1.679), that is means there are significant. The results of the Eighth question appeared the M (41.3), S.D (47.7), the Sample orientation was (yes) because of the (83%) of Students chosen to answer to this question (yes). While the T-test value was (1.50), it less than T-table value (1.679), that is means there are not significant.

The statistical results presented in Table (3) above showed that the results of Means, Standard Deviation, Percentage, Sample orientation, and (T-test) value for the Third dimension (Determination). The results of the first question appeared the M (42), S.D (49.7), the Sample orientation was (yes) because of the (84%) of Students chosen to answer to this question (yes). While the T-test value was (1.46), it less than T-table value (1.679), that is means there are not significant. The results of the Second question appeared the M (33.6), S.D (16.9), the Sample orientation was (Not sure) because of the (67%) of Students chosen to answer to this question (Not sure). While the T-test value was (3.44), it more than T-table value (1.679), that is means there are significant. The results of the Third question appeared the M (41.3), S.D (41.7), the Sample orientation was (Yes) because of the (83%) of Students chosen to answer to this question (Yes). While the T-test value was (1.71), it more than T-table value (1.679) that is means there are significant, this difference is due to the difference in students' reactions to controlling emotions. The results of the Fourth question appeared the M (36), S.D (23), the Sample orientation was (Not sure) because of the (72%) of Students chosen to answer to this question (Not sure). While the T-



test value was (2.70), it more than T-table value (1.679), that is means there are significant. The results of the Fifth question appeared the M (40.6), S.D (53.1), the Sample orientation was (yes) because of the (81%) of Students chosen to answer to this question (yes). While the T-test value was (1.32), it less than T-table value (1.679), that is means there are not significant. The results of the Sixth question appeared the M (35), S.D (28.9), the Sample orientation was (Not sure) because of the (72%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.15), it more than T-table value (1.679), that is means there are significant. The results of the Seventh question appeared the M (40.3), S.D (48.2), the Sample orientation was (Yes) because of the (81%) of Students chosen to answer to this question (Yes). While the T-test value was (1.44), it less than T-table value (1.679), that is means there are not significant. The results of the Eighth question appeared the M (38.3), S.D (31.7), the Sample orientation was (Not sure) because of the (77%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.09), it more than T-table value (1.679), that is means there are significant.

The statistical results presented in Table (4) above showed that the results of Means, Standard Deviation, Percentage, Sample orientation, and (T-test) value for the Third dimension (Self-control). The results of the first question appeared the M (44.3), S.D (65.6), the Sample orientation was (yes) because of the (89%) of Students chosen to answer to this question (yes). While the T-test value was (1.17), it less than T-table value (1.679), that is means there are not significant. The results of the Second question appeared the M (31.6), S.D (15), the Sample orientation was (Not sure) because of the (63%) of Students chosen to answer to this question (Not sure). While the T-test value was (3.64), it more than T-table value (1.679), that is means there are significant. The results of the Third question appeared the M (41.3), S.D (40.2), the Sample orientation was (Yes) because of the (83%) of Students chosen to answer to this question (Yes). While the T-test value was (1.77), it more than T-table value (1.679) that is means there are significant. The results of the Fourth question appeared the M (35.6), S.D (29), the Sample orientation was (Not sure) because of the (71%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.12), it more than T-table value (1.679), that is means there are significant. The results of the Fifth question appeared the M (39.6), S.D (39.3), the Sample orientation was (yes) because of the (79%) of Students chosen to answer to this question (yes). While the T-test value was (1.74), it more than T-table value (1.679), that is means there are significant. The results of the Sixth question appeared the M (28.3), S.D (8.3), the Sample orientation was (Not sure) because of the (57%) of Students chosen to answer to this question (Not sure). While the T-test value was (5.85), it more than T-table value (1.679), that is means there are significant. The results of the Seventh question appeared the M (41.4), S.D (47.7), the Sample orientation was (Yes) because of the (83%) of Students chosen to answer to this question (Yes). While the T-test value was (1.50), it less than T-table value (1.679), that is means there are not



significant. The results of the Eighth question appeared the M (32), S.D (21.9), the Sample orientation was (Not sure) because of the (64%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.52), it more than T-table value (1.679), that is means there are significant.

The statistical results presented in Table (5) above showed that the results of Means, Standard Deviation, Percentage, Sample orientation, and (T-test) value for the Third dimension (Training). The results of the first question appeared the M (42.6), S.D (51.8), the Sample orientation was (yes) because of the (85%) of Students chosen to answer to this question (yes). While the T-test value was (1.42), it less than T-table value (1.679), that is means there are not significant. The results of the Second question appeared the M (33.6), S.D (21.5), the Sample orientation was (Not sure) because of the (67%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.70), it more than T-table value (1.679), that is means there are significant. The results of the Third question appeared the M (41), S.D (50.2), the Sample orientation was (Yes) because of the (82%) of Students chosen to answer to this question (Yes). While the T-test value was (1.41), it less than T-table value (1.679) that is means there are not significant. The results of the Fourth question appeared the M (30.6), S.D (12), the Sample orientation was (Not sure) because of the (61%) of Students chosen to answer to this question (Not sure). While the T-test value was (4.27), it more than T-table value (1.679), that is means there are significant. The results of the Fifth question appeared the M (44.6), S.D (60.3), the Sample orientation was (yes) because of the (89%) of Students chosen to answer to this question (yes). While the T-test value was (1.28), it less than T-table value (1.679), that is means there are not significant. The results of the Sixth question appeared the M (34.6), S.D (22.7), the Sample orientation was (Not sure) because of the (69%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.64), it more than T-table value (1.679), that is means there are significant. The results of the Seventh question appeared the M (37.6), S.D (31.2), the Sample orientation was (Not sure) because of the (75%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.09), it more than T-table value (1.679), that is means there are significant. The results of the Eighth question appeared the M (35), S.D (29.4), the Sample orientation was (Not sure) because of the (70%) of Students chosen to answer to this question (Not sure). While the T-test value was (2.05), it more than T-table value (1.679), that is means there are significant.

The statistical results presented in Table (6) above showed that the results of F-test (one-way) anova for five dimensions to Motivation scale, the sum of square between groups (889.6), while the sum of square within groups (7865.5), the degree of freedom for five dimensions (4), while the mean square for between groups (222.4), while the mean square within groups (224.7).



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The ( $\text{Sig} = 0.426$ ), it is more than (0.05), that is mean there are not significant between the five dimensions for Motivation, because of There are no major differences between the selected sample because they are in the same educational stage and in the same college and their educational conditions are almost similar. In addition, this type of questionnaire requires a larger sample and must include all educational stages for college of Physical Education and Sport Science.

### Conclusions

Based on the results of this research it is essential to instruct teachers and coaches not to ignore the importance of motivation among students or players, as it can have negative effects on the entire educational process. Through the results of this research, it was show there are differences in the level of motivation among junior students, and the five dimensions of the motivation scale, as there were three questions from the first dimension (Required to Achievement) was significant, the second dimension (Self-confidence) there were three questions was significant. The third dimension (determination) there were five questions was significant, the fourth dimension (Self-control) there were six questions was significant and the fifth dimension (Training) there were five questions was significant. The differences in the dimensions of motivation were not significant.



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