



---

---

## **Effectiveness of a Guidance Program Using Reality Therapy in Enhancing Motivation to Play Volleyball among First-Year Middle School Students**

**Ahmed Qasim Hussein <sup>1</sup>, Jennan Najji Zwain <sup>2</sup>, Samah Nour Al-Din Issa <sup>3</sup>**

<sup>1,2,3</sup> University of Baghdad, College of Physical Education and Sport Sciences.

DOI:

[https://doi.org/10.37359/JOPE.V37\(4\)2025.2197](https://doi.org/10.37359/JOPE.V37(4)2025.2197)

<https://creativecommons.org/licenses/by/4.0/>

**Article history:** Received 20/ May/2025 Accepted 27/ May/2025 Available online 28/ December/2025

### **Abstract**

This research formulated guidance program using reality therapy and a scale to assess motivation of first year students in Al-Mustafa Boys' School because of playing volleyball. The purpose was to promote the motivation of students by counseling. The research question was whether motivation could be stimulated by the program. The research was based on an experimental pattern with two groups (experimental and control) of 250 pupils during the period 2023–2024. The 40 students with the most disadvantageous motivation scores constituted a sample: of these, 20 were included in the experimental group receiving the program and 20 in the control one. Counselling took place during a six week period and consisted of 12 sessions. It was concluded that the guidance program had a good effect on motivation toward volleyball. The author suggested applying the program and scale in motivating PE, adding instruction to school lesson planning.

**Keywords:** guidance program, motivation development, volleyball.

---

<sup>1</sup> University of Baghdad, College of Physical Education and Sport Sciences.

[Ahmed.najm2204m@cope.uobaghdad.edu.iq](mailto:Ahmed.najm2204m@cope.uobaghdad.edu.iq).

<sup>2</sup> University of Baghdad, College of Physical Education and Sport Sciences.

[Janan.naji@cop.uobaghdad.edu.iq](mailto:Janan.naji@cop.uobaghdad.edu.iq).

<sup>3</sup> University of Baghdad, College of Physical Education and Sport Sciences.

[Samah.eissa@cop.uobaghdad.edu.iq](mailto:Samah.eissa@cop.uobaghdad.edu.iq).



## Introduction

The progress of sports in a country relies on scientific planning that combines all the disciplines in order to create an integrated base for sports. Sports psychology is one of the core areas. In the modern era (early 20th century onward), sports professionals have grown to emphasize the mental aspects integral with physiological, tactical and skill loads in athlete preparation. As sports has progressed and athletes have continued to reach higher levels, the fusion of skills and tactics demonstrated just how important the psychological aspect is in determining whether an athlete or team would succeed or fail in several sport disciplines including volleyball.

Volleyball is an important team sport in which players must be psychologically prepared at a high level, including all of its parts, especially motivation of students to play and make progress in the game itself: training, competition and success. The extended response You will now read an extended response to the prompt. GUIDANCE The credit given for guidance curricula and programs is basic to, but also supportive of, education in general. It enables students' values and attitudes to develop so that their behavior on campus and off stems from something deeper than taste or pleasure. As such, counseling programs are needed that can help recognize problems and the factors causing those. Motivation is considered a key psychological topic for both general and sports psychology researchers, as well as coaches. Over past decades, several serious attempts have been made to explain the factors driving behavior in training and competition. Motivation drives athletes' behavior, affects their persistence in training, contributes to their learning potential, and influences the quality of effort, ultimately improving educational processes and enhancing performance in motor skills.

Schools are important educational institutions that socially and educationally nurture individuals by providing knowledge and information. With the evolution of educational concepts and methods, schools now focus on equipping students with skills, values, and social attitudes, making the student the center of attention rather than the subject matter. Schools play a key role in developing students' overall personality (intellectually, emotionally, socially, psychologically, and physically), especially when the family's role has diminished due to current economic and social challenges.

This highlights the need to emphasize sports other than football. Volleyball is a team sport that is enjoyable, involves minimal physical contact, has low injury risk, and does not require large spaces or extensive preparation. Given the impact of motivation on sports participation, performance, morale, and attracting talented students, the researcher aimed to study motivation among students and develop it through an educational guidance program.



## Problem Statement

Despite the importance of physical education as a subject with specific objectives, programs, and methodological approaches, the researcher observed, based on personal experience as a middle school teacher, a common stereotype among education stakeholders that it merely involves physical activity with no social or psychological impact. Additionally, there is a lack of specialized educational and psychological guidance curricula to develop motivation for sports in general and volleyball in particular. Therefore, the researcher sought to enhance motivation in this educational stage through a guidance program.

## Research Questions

1. Can motivation toward practicing volleyball be developed through a guidance program?

## Research Objectives

1. To construct a scale measuring motivation to practice volleyball among first-year middle school students.
2. To determine the level of motivation toward volleyball among first-year students.
3. To develop a reality therapy-based guidance program to enhance motivation for volleyball.
4. To identify the effect of the guidance program on motivation toward volleyball.

## Research Hypotheses

1. There are statistically significant differences between the pre- and post-test results of the experimental and control groups in developing motivation for volleyball.
2. There are statistically significant differences between members of the experimental and control groups in the post-tests regarding motivation for volleyball.

## Research Scope

- **Human Scope:** First-year middle school students at Al-Mustafa Boys' School, Directorate of Education, Al-Rusafa II, academic year 2023–2024.
- **Time Scope:** From February 20, 2024, to April 14, 2024.
- **Place Scope:** Classrooms of Al-Mustafa Boys' School.



## Methodology

The researcher used the experimental method with two groups: experimental and control, which suits the nature of the research problem. Experimental research is considered one of the most precise types of scientific research capable of affecting the relationship between the independent and dependent variables in an experiment (Atwi, 2000, p. 192). Table (1) shows the experimental design:

Table 1. *Experimental Design*

T	Group	Independent Variable	Dependent Variable	Test
1	Experimental Group	Guidance Program	Motivation towards practicing volleyball	Pre-test – Post-test
2	Control Group	Existing Program		

## Research Population and Sample

The researcher defined the research population as first-year students at Al-Mustafa Intermediate School for Boys, in Baghdad, Rusafa 2, totaling 250 students distributed across five classes (A, B, C, D, E). This school was chosen due to strong cooperation from the administration and its large number of students. The researcher selected 250 students as the study sample, divided into:

- Exploratory sample: 20 students
- Construction sample: 150 students
- Main experimental sample: 40 students (20 experimental students from class A and 20 control students from class B), all having low motivation towards practicing volleyball.

Table (2) shows the details.

Table 2. *Sample Size and Percentages*

Sample Size	Class	Number	Percentage
Research Population	A, B, C, D, E	250	100%
Main Experimental Sample	A – B	40	16%
Construction Sample	C, D, E	150	60%
Exploratory Sample	E	20	8%
Excluded	A, B	60	24%



## **Research Tools and Instruments**

### *Information Collection Methods:*

- Personal interviews
- List of experts and specialists consulted
- Questionnaires to survey expert opinions on determining areas of the motivation scale for volleyball
- Questionnaires to survey expert opinions on scale items
- Questionnaires on expert opinions regarding the guidance program
- Arabic and foreign sources
- Data collection and extraction forms
- Internet resources

### *Devices and Equipment Used:*

- Dell laptop (1)
- Classroom at Al-Mustafa Intermediate School for Boys
- Canon camera
- iPhone 12 camera
- Whiteboard and markers
- Blue ballpoint pens

## **Field Research Procedures**

### **1. Identifying the Study Variable**

The independent variable was defined as motivation towards practicing volleyball, after consulting the supervisor and conducting interviews with specialists in psychology and volleyball. The purpose was to build a scale meeting research requirement.

### **2. Determining the Phenomenon to be Measured:**

The dependent variable was identified as the students' motivation towards practicing volleyball, since defining the scale concept and rationale is a key first step in designing a valid measurement (Ahmed M., 2006, p. 114).

### **3. Determining Scale Domains**



Based on references and related studies, the researcher initially selected seven domains for the motivation scale, defined theoretically, and submitted them to experts via a questionnaire . Domains with at least 80% agreement were accepted, resulting in five accepted domains (Table 3).

**Table 3.** *Validity of Motivation Scale Domains*

Domains	Agree	Disagree	%	Result
Sense of Belonging	21	0	100%	Accepted
Autonomy	20	1	95.23%	Accepted
Perceived Competence	20	1	95.23%	Accepted
Freedom of Choice	20	1	95.23%	Accepted
Goal Setting	21	0	100%	Accepted
Interest	15	6	71.42%	Not Accepted
Self-confidence	15	6	71.42%	Not Accepted

#### 4. Determining Scale Items

The researcher drafted 53 preliminary items, ensuring clarity and simplicity, and submitted them to a linguistic expert (Table 4).

**Table 4.** *Number of Items per Domain*

Items	Domain
11	Sense of Belonging
11	Autonomy
14	Perceived Competence
8	Freedom of Choice
9	Goal Setting

#### 5. Item Construction Principles

- Single idea per item
- Simple language
- Belief-based sentences
- Short ( $\leq 20$  words)
- Reflects the measured concept
- Not in past tense (Jasim, 1990, p. 144)

Likert 5-point scale was used for its simplicity, reduced guessing, and predictive power (Owais & Al-Hilali, 1997, p. 67).



## 6. Item Validity

Expert evaluation (21 specialists) validated items with at least 80% agreement; 33 items were accepted .

## 7. Scoring Key

5–1 for positive items; 1–5 for negative items. Total score range: 33–165; theoretical mean: 99.

## 8. Exploratory Experiment

A pilot study (n=20) assessed clarity, response options, time required (14–18 min, mean 16 min), and potential application issues.

## 9. Construction Sample Application

Applied the scale to 150 students for statistical analysis (21–22/2/2024).

## Scale Psychometric Properties

### *Validity:*

- Content Validity: Experts reviewed domains and items .
- Logical Validity: Based on expert opinions.
- Construct Validity: Item discrimination and internal consistency analyses.

### *Item Discrimination:*

T-test between top 27% (41 students) and bottom 27% (41 students) confirmed all items significantly discriminated ( $p < 0.05$ ,  $df=80$ ).

### *Internal Consistency:*

1. Item-total correlation
2. Item-domain correlation
3. Domain-total correlation

All correlations were significant ( $p < 0.05$ ).



---

---

## **Descriptive Statistics of Motivation Scale**

Mean = 76.25, SD = 3.143, skewness = -0.79, median = 77, theoretical mean = 99,  $t = 32.36$ ,  $p = 0.000$ .

### **Reliability**

Split-half method using Spearman-Brown and Cronbach's alpha:

- Split-half = 0.839
- Cronbach's alpha = 0.921.

### **Objectivity**

Ensured by clear instructions, scoring guidelines, and non-intervention by researchers. Two similar items were added to test response objectivity.

### **Pre-test**

Applied to classes A and B ( $n=100$ ), identified low-motivation students for experimental ( $n=20$ ) and control ( $n=20$ ) groups. Pre-test showed no significant differences ( $t=0.667$ ,  $p=0.509$ ).

### **Guidance Program**

12 sessions (35 min each) over 6 weeks (3/3/2024–14/4/2024), based on Reality Therapy, aiming to:

1. Build self-confidence
2. Develop a unique sense of self
3. Increase self-respect
4. Achieve autonomy and responsibility
5. Increase awareness of choices
6. Plan and commit to behavior change
7. Learn social skills
8. Understand others' needs
9. Show empathy
10. Clarify personal values (Al-Izzah, 2010, p. 23)

### **Program Content**



Based on previous studies, literature, and suitability for middle school students. Strategies included: introducing the topic, real-world learning, behavioral modeling, real-life questions, fun activities, review, homework, and self-evaluation.

**Post-test**

Applied on experimental and control groups (14/4/2024) under similar conditions as the pre-test.

**Statistical Methods**

- Percentages
- Independent-samples t-test
- Pearson correlation
- Spearman-Brown correlation
- Guttman split-half
- Mean and standard deviation
- Paired-samples t-test
- Cronbach’s alpha
- Theoretical mean

**Results**

**Table 5.** Means and Standard Deviations of Motivation Pre- and Post-Test for the Experimental Group

Variable	Test	M	±SD	M-F	SD-F	SE	t-value	Error Rate
Motivation	Pre-test	76.2500	3.14350	47.35000	6.18381	1.38274	34.244	0.000
	Post-test	123.6000	6.55664					

At significance level 0.05 with 39 degrees of freedom

**Table 6.** Means and Standard Deviations of Motivation Pre- and Post-Test for the Control Group

Variable	Test	M	SD	M-Diff	SD-Diff	SE-Diff	t-value	Sig.
Motivation	Pre	75.5500	3.48644	11.800	1.93581	0.43286	27.260	0.000
	Post	87.3500	3.34467					

Significance level at 0.05, df = 39



Table 7. Post-test Comparison of Motivation Scores Between Experimental and Control Groups

Variable	Unit	Experimental Group	Control Group	t-value	Sig.
Motivation Scale	Score	123.6000 ±6.55664	87.3500 ±3.34467	22.025	0.000

Significance level at 0.05, df = 38

### Discussion

Tables 5 and 6 show the development in students' motivation toward practicing volleyball in the post-test for both the experimental and control groups. Regarding the experimental group, the guidance program has a positive role in preparing the student psychologically, in addition to determining their level of psychological readiness and overcoming the various situations they face. Through the researcher's work in the field of teaching, it was observed that there are psychological problems that hinder this process. For these reasons, a program was designed that considers all these psychological changes experienced by the student regarding their participation in volleyball.

"When achievement motivation is directed toward an individual's interest in fulfilling their potential and abilities, it is classified as growth motivation, whereas if the focus is on competition among individuals, it can be considered social motivation" (Al-Naqeeb, Sports Psychology, 1990, p. 119). The strength of motivation varies among individuals, just as the activities differ in the nature of the challenges they present and the purpose they serve in expressing this motivation. Therefore, when preparing the guidance program, it is necessary to include personal and environmental factors that address motivation, directing the student to challenge themselves under all circumstances while achieving satisfaction from practicing volleyball.

Motivation is essential in learning and sports. It has continued to attract major attention from scholars, and has become a focus for psychology because of its success in the understanding, explanation, and interpretation of human behavior. Motivation involves the powers that makes people to set their goals and objectives, enabling them achieve internal harmony and cope effectively with their environment (Bahi & Shibli, 1998, p. 7). The guidance program also promotes to the students' consciousness awareness of the value of engaging in sports- especially volleyball, telemetry active and social contact among teenagers.

The nature of sport in middle school environments, volleyball included, reflects educators concern more so with skill development and less on the emotional needs to students. However, the actual performance of sports in comprehensive way depends not only on learners' physical and technical capabilities, but also on the psychological aspect of their skills with motivation as a



major factor. Reasons for participation in sports changes at every development stage and depends on the participants' level of athleticism. For example, the motivation of junior school students is different to that of high school students and of elite level athletes as well as displaying unique motivational characteristics.

The study suggests that volleyball brings positive mental health effects for students and contributes to both their communication skills and teamwork. Mental training is a key point in the educational program, since without it you cannot achieve success in sport. In recent years there has been increasing emphasis on psychological factors, where an individual's experience in a sports training facility is increasingly seen as developing not only physical characteristics and motor capabilities, but also psychological properties and learners' mental antifragility. Accordingly, to achieve favorable results in sports activities psychological factors are required.

Motivation is a key area for teachers to focus on in order to understand what motivates their student and to develop engagement, Al-Khattatneh, Abu Asad, & Al- Karki ( Principles of Psychology, 2010) p. 250. That could be seen as a potential energy, a prerequisite to the happening, growing and progression of learning in pupils. Once this energy is stimulated, it leads to better productivity, acquiring new information and skills, introducing innovative teaching methods and utilizing successful ways of dealing with information that has been collected during the learning process (Al-Otoum, Alawneh, Al-Jarrah, & Abu Ghazal 2011:255).

The psychological guidance program has significant importance and value in changing students' perceptions toward practicing volleyball. This was evidenced by the researcher's results in developing motivation, as the program includes shared goals, numerous opportunities to express opinions, hopes, and aspirations, mutual participation in interests, and mitigation of difficulties to achieve healthy adjustment with oneself and others. This highlights the importance of guidance work as a fundamental resource for helping individuals solve problems, recognize their abilities, and utilize them. "The existence of well-organized and properly planned guidance programs, available in all psychological service centers such as mental hospitals, psychological associations, and educational institutions, is essential" (Al-Asimi, 2008, p. 256). The essence of counseling and psychotherapy lies in motivation and strong will, assuming that the underlying cause revolves around the positive and lasting outcomes likely to emerge when the client actively participates and applies them at a personal level.

Motivation in educational life appears as a means to achieve specific educational goals more effectively. From an educational perspective, motivation is itself an educational goal. Stimulating and directing motivation in learners generates interests that lead them to engage in cognitive activities. Consequently, achievement motivation enhances students' performance, increases their self-confidence, positivity in educational situations, and awareness of outcomes, making them more responsible for the results of their learning (Abbas, 2017).

This progress in the motivation scale is shown by Table 7 during post-test, for the experimental group. The effectiveness of the guidance program that has changed behavior is what



## Journal of Physical Education

Volume 37 – Issue (4) – 2025 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

<https://jcope.uobaghdad.edu.iq>



has led to this, according to Martin. Everything would seem to depend on motivation, as the guiding programs reinforce students' cooperative and life attitudes previously described. These programs contribute positively to circumventing students' negative perceptions to take part in volleyball, by offering direction informed by scientific principles, which is adjusted to low motivation participants' needs and perceptions.

Certain aims of the guidance programme were accomplished, e.g., by relieving students' practice-related pressures and concentrating on factors that arouse wishes and interests - not by coercion or avoidance. As a result, educational guidance programmes have developed to be an important part of many-of the learner-preparation schemes based on the principle that it [the guidance] is part-and-parcel of ed... The importance of focusing on three dimensions (cognitive, skill- based- for which teachers are usually responsible when it comes to delivering academic curricular content – and affective - unfortunately many times disregarded) characterizes this conception. Beyond that, though, many students are dealing with psychological issues, educational challenges or learning problems and struggles that are not necessarily a function of the kind of teacher-based instruction they may (or may not) receive. This highlights the need for schools to set up psychological and educational guidance systems.

Therefore, educational and psychological guidance programs serve as a supplement to academic curricula in schools as well as in universities with the intention of preparing learners to comprehend and express themselves according to their expectations and capabilities, encouraging them subsequently adapt herself /himself in communities which are changeable. “No guidance is provided by anyone; rather, strictly speaking, it is at most an interaction between a counselor who uses scientific concepts and the student who seeks help for some life-related problems regarding learning, psychological health, or other problem areas in which the learner encounters difficulty adjusting to reality” (p. Based on educational psychologyes primary hypothesis that „all behavior is motivated“, lack of academic motivation brings about failure to attain learners goals which decreases learners' motivation to learn. Applicable to the present study, low motivation may also suggest problems of those who should promote it.

The process of guidance and educational counselling relies on developmental programmed that are set to develop skills in individuals in an attempt to help them grow and adopt behaviours leading to harmonizing these aspects; cognitive, affective/emotive, skill-related (Al-Izza, Theories of Guidance and Psychotherapy, 2005). The researcher accounts for the results in terms of a number of factors, including the originality of the guidance program employed. This program was developed using a model to enhance motivation for volleyball practice, which includes 4 main parts meeting those psychological need components of first year of MS students. Its efficacy can be related, in part, to the fact that it is an activity capable of involving students actively since we resorted to several motivational strategies: most frequently we appealed to students such as capturing their attention or relating content with something tangible of their daily life and empowering them so that they could have an influence over results in a society", and achieving satisfaction through tasks proposed by counseling activities.



## Journal of Physical Education

Volume 37 – Issue (4) – 2025 Open Access

P-ISSN: 2073-6452, E-ISSN: 2707-5729

<https://jcope.uobaghdad.edu.iq>



---

### Conclusions

Based on the presentation and discussion of the results, the researcher reached several conclusions. The experimental group accepted the motivation scale due to the clarity of its statements and ease of response. A motivation scale for practicing volleyball was successfully developed. It was found that some first-year middle school students demonstrated low levels of motivation toward playing volleyball. The designed guidance program had a positive effect on enhancing motivation toward volleyball practice among middle school students. The experimental group actively engaged with the program, as reflected in their improved results. Furthermore, the control group exhibited lower motivation compared to the experimental group. Finally, physical education lessons were found to lack structured guidance programs as independent components apart from skill-teaching sessions.

### Recommendations

The researcher recommends the use of the developed motivation scale as an objective research tool for future studies. It is advised to apply this scale periodically to middle school students. Similar studies should be conducted on different samples and in other sports to generalize the findings. The prepared guidance program should be adopted and its sessions used to foster motivation toward volleyball practice among middle school students. The Ministry of Education is urged to include educational guidance as a core subject within the school curriculum. Additionally, physical education teachers should participate in specialized workshops and training sessions to strengthen their guidance and counseling skills.



---

## References

- Abdul-Majeed, M. (1999). *Testing, measurement, and evaluation in physical education*. Amman: Dar Al-Fikr for Printing and Publishing.
- Al-Dosari, S. J. (1985). *Scientific approaches in planning guidance and counseling programs*. Riyadh: Fahd bin Abdulaziz Library.
- Al-Imam, M. S. (2011). *Measurement in special education*. Amman: Dar Al-Thaqafa for Publishing and Distribution.
- Al-Khataatneh, S. M. (2010). *Principles of psychology*. Amman: Dar Al-Maseera.
- Al-Naqeeb, Y. K. (1990). *Sports psychology*. Riyadh: Youth Welfare Press.
- Al-Sha'arawi, A. M. (2000). *Arab studies in education and psychology*. Cairo: Arab Educators Association.
- Davis, T., & Kraus, L. (1993). *Predictors of sentencing decisions: The beliefs, personality variables, and demographic factors of juvenile justice*. *Journal of Applied Social Psychology*.
- Hussein, S. S. (2011). *Volleyball*. Baghdad: Dar Al-Kutub.
- Jassim, S. M. (1990). *Systems of vocational guidance and educational counseling*. Basra: Higher Education Press.
- Khafaji, H. A. A. (2005). *Construction and standardization of an achievement motivation scale for advanced volleyball players in Iraq*. Babylon: University of Babylon.
- Lidyan, Z. V., & Ricardo, V. E. (2018). *Motives for sports practice in young soccer and volleyball athletes*. *Brazilian Journal of Kineanthropometry & Human Performance*.
- Mahjoub, W. (2001). *Principles and methods of scientific research*. Amman: Dar Al-Manahij for Publishing and Distribution.
- Oweis, K. A., & Al-Hilali, I. (1997). *Sports sociology*. Cairo: Dar Al-Fikr Al-Arabi.
- Ryan, R. M., & Deci, E. L. (2000). *Intrinsic and extrinsic motivation*. New York: *Hellenic Journal of Psychology*.
- Sulaiman, A., & Sulaiman, H. (2016). *Guide to scientific research*. Cairo: Modern Book Center for Publishing.