

A study of motivation for achievement and sportsmanship for male and female students of the College of Physical Education and Sports Science at Baghdad University and the relationship between them

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Abstract

The research sample consisted of 195 male and female students from the College of Physical Education and Sports Science at the University of Baghdad, they were randomly chosen, and the researchers used the Mathematical Spirit scale and the motivation scale for achievement. The research aimed to know the levels of students in these two scales as well as the relationship between them.

There were high levels of motivation for achievement and in the mathematical spirit of the research sample with a slight superiority of female students in mathematical circles over students, and no correlation between the two measures appeared.

Key words: sportsmanship, motivation to learn, students of the Faculty of Physical Education and Sports Science.

1- Introduction

Psychological factors are considered to be one of the most important influences that make people differ from others, and the motivation for achievement is known to many researchers, "as a personal trait that is displayed in varying degrees by individuals ... and it is also assumed to be a relatively stable trait: a pattern of feeling, personal orientation and behaviors" (Maehr and Zusho, 2009) •

• Bigge and Hunt (1980) define the drive of achievement as the drive to work hard and lively, to constantly guide goals, to gain dominance in challenging and challenging tasks and create a sense of accomplishment as a result (Bigge and Hunt 1980) •

Colman identified the drive of achievement as a social form of motivation with a competitive desire to meet the standards of excellence (Colman, A.M. 2001) •

The achievement motivation is one of the many important factors that determine the academic competence of students. The motivation to achieve this results in the continuous pursuit of academic goals. "(Hassan & Khaled, 2012) •

Brendt and Keefe (1992, 1995) found that there is a correlation between the student's educational aspirations and those of their peers • (Berndt, T.J. & Keefe, 1995, 1992)

Fair play, which is used worldwide, means sportsmanship (Pehlivan, 2004) •

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Sportsmanship embodies characteristics such as sincerity, courage, patience, self-control, self-confidence, and lack Contempt and respect for others' ideas and facts, courtesy, kindness, nobility, honor, partnership and generosity (Turkmen, M., & Varol, S. 2015).

It has emerged as a respect for human honor, and has established itself within the ethical principles of playing honestly and fairly in every step of sport • (Vidoni, C., & Ward, P, 2009)

Sportsmanship emerged as attitudes and ethical behaviors in sport (Cremades 2014) •

According to the Olympic proverb, the essence of sport is not winning, but participation, (Toohey & Veal 2000)•

The International Sportsmanship Association was founded in 1926 to spread the principles of sportsmanship in all aspects

Life from simple games to international competitions, eight points have been proposed for its development: (Keating, J.W. 2007)) •

1. Follow the rules
2. Stay in touch with your team mates
3. Keep fit
4. Manage your anger
5. Avoid violence in your game
6. Don't be proud when you win
7. Do not collapse upon defeat
8. For a healthy body you must be enthusiastic and open.

Fair play is an idea consistent with the principle of equality without deviating from fair play, even in difficult situations in competition, with mentioning the truth even if it is beneficial, and the adoption and appreciation of opponents by approaching them in a friendly way and thinking that they have the same level of rights • (Yıldırım I , 2004)

The research problem was the emergence of behaviors that reflected an unwillingness to learn, accomplish and sometimes hostile due to the circumstances in which Iraq and wars go through, problems related to the lack of security and services, and the many psychological pressures that ensue.

The research aimed to know the levels of motivation of achievement and sportsmanship among male and female students, and also aimed to know the relationship between them.

The researchers have assumed that there are low levels of motivation to achieve and that there are high levels of sportsmanship among the individuals in the research sample, and that there are differences between the levels between male and female students, and that there is a correlation between the two measures.

2- Materials and methods

The sample of the research consisted of 195 male and female students from the College of Physical Education and Sports Science at the University of Baghdad, they were randomly selected, and Table No. (1) Shows their distribution. Table (1)

Total	N		Academic levels
47	24	Males students	First stage
	23	Female students	
49	25	Males students	The second stage
	24	Female students	
50	25	Males students	The third stage
	25	Female students	
49	24	Males students	Fourth stage
	25	Female students	
195	195	Total	

The researchers distributed a measure of the motivation for achievement and the mathematical spirit of (25) students and (25) students from each academic stage, and some members of the sample were excluded when an error occurred when answering the scale.

The research was conducted in the period from 4/4/2018 to 15/4/2018.

Motivation measure of achievement

The researchers used the questionnaire (the questionnaire) for the two measures related to the achievement motivation designed by (Muhammad Hassan Allawi), as in Appendix (1). The questionnaire was graded in a pentagonal manner according to the five-year system, where the grades were distributed among the paragraphs as follows:

- It applies to me completely (5) degrees.
- It usually applies to (4) degrees.
- It applies to me sometimes (3) degrees.
- Rarely applies to (2) degrees.
- Never apply (1) score.

The researchers took the opinions of experts in the field of mathematical psychology for the purpose of verifying the accuracy of the scale, and the researchers distributed the scale to a sample of (24) male and female students (6) from each stage and then retested after 8 days. It appeared that the scale was fixed with a degree of correlation of 0.87 ** at the use of Alpha Kronbach, as for objectivity, it is the test that gives the same results, regardless of the difference of the correctors. This is achieved in the questionnaire used.

The scale contains (30) phrases and the lowest degree that can be obtained is (30), the highest degree (150), and the hypothetical mean (90). Below is a table (2) that shows the standard levels of the scale

Table (2)

standard level	Crude grade
too high	127and above
high	125-102
medium	101-78
low	77-54
too low	53-30

On the Mathematical Spirit scale, the researchers used the Robert J.1997 scale after they translated to Arabic language.

The scale includes (25) paragraphs, a paragraph measuring sportsmanship, and it is divided into (5) areas in each field has (5) paragraphs. This is illustrated in Table (3).

Table (3)

Scale areas	Numbers of paragraphs	Numbers of the fields
Respect for social traditions	5	25,17,13,7,1
Respect for regulations and laws	5	20,18,14,8,2
Full commitment to sports participation	5	21,15,12,9,3
The area of care to respect the competitor	5	22,19,16,10,4
The scope of a passive approach to sport	5	24,23,11,6,5
Total	25	25

The Lykert method was used (5) answers or five responses: (very applicable, applicable, law applicable, very law in applicable, the highest responses received (5) scores, and the lowest responses received one score.

The scale contained five negative paragraphs: (23,18,12,11,6,5).

The researchers took the opinions of experts in the field of sports psychology for the purpose of ascertaining the correctness of the scale, as the researchers distributed the scale to a sample of (24) students (6) of each stage and then retested after 8 days and it appeared that the scale fixed with a correlation score of 0.882** when using Alpha Kronbach

Objectivity is the test that gives the same results no matter how different the correctors are, and this is achieved in the questionnaire used.

Thus, the lowest score on the scale was (25), the highest score (125) and the hypothetical medium was (75)

Table (4) shows the standard levels in the sportsmanship scale

Grade	Standard level
105 and up	Too high.

104-85	High
84-65	Medium
64-45	Low
44-25	Very low.

Results:

Table (5)

Statistical treatments of the motivation altogether for students from the four stages of the college

Statistics		1 st stg males	1 st stage females	2 nd stage males	2 nd stage females	3 rd stage males	3 rd stage females	4 th stage males	4 th stage females
N	Valid	24	23	25	24	25	25	24	25
	Missing	2	3	1	2	1	1	2	1
Mean		80.2500	100.0000	92.8800	106.6250	85.2000	99.6800	102.2917	109.0000
Std. Deviation		13.44958	13.76755	13.15713	10.89800	13.32917	12.08208	13.50195	11.50724
Range		46.00	58.00	52.00	42.00	49.00	53.00	51.00	46.00
Minimum		62.00	68.00	69.00	87.00	60.00	68.00	78.00	80.00
Maximum		108.00	126.00	121.00	129.00	109.00	121.00	129.00	126.00

We note from table 5 that the grades of students in motivation for achievement are high and for all stages, as well as the superiority of female students in their grades at all levels of study over students through the mathematical circles mentioned in this table.

Table (6)

Statistical treatments of the measure of sportsmanship for students from the four stages of the college

Statistics		1 st stg males	1 st stage females	2 nd stage males	2 nd stage females	3 rd stage males	3 rd stage females	4 th stage males	4 th stage females
N	Valid	24	23	25	24	25	25	24	25
	Missing	2	3	1	2	1	1	2	1
Mean		94.5417	97.1739	98.3200	100.0000	94.9600	100.4400	90.7917	96.3600
Std. Deviation		8.21970	10.43444	3.97618	6.60698	6.70497	7.90612	9.57796	7.35912
Range		31.00	41.00	18.00	22.00	29.00	33.00	34.00	29.00
Minimum		76.00	68.00	89.00	87.00	78.00	78.00	75.00	80.00
Maximum		107.00	109.00	107.00	109.00	107.00	111.00	109.00	109.00

From table 6, we note that all members of the sample of students have received high scores in the sportsmanship scale, and the female students received higher grades than the students in this measure.

Table (7) shows the arithmetic medium and the standard deviation in the two scales

<u>Descriptive Statistics</u>			
	Mean	Std. Deviation	N
Motivation for achievement	96.9692	15.70931	195
Sportsmanship	96.5897	8.19516	195

In general, it appears in Table 7 that all members of the research sample have received high scores on both scales.

Correlations

	Motivation for achievement	for Sportsmanship
Motivation for achievement	<u>Pearson Correlation</u>	<u>.105</u>
	<u>Sig. (1-tailed)</u>	<u>.072</u>
Motivation for achievement	<u>N</u>	<u>195</u>
Sportsmanship	<u>Pearson Correlation</u>	<u>.105</u>
	<u>Sig. (1-tailed)</u>	<u>.072</u>
	<u>N</u>	<u>195</u>

We note that there is no correlation between the grades of the two scales in table no. 8

Discussion

It is good to know that the students of the Faculty of Physical Education and Sports Sciences have high degrees in motivation for achievement and that may be caused by several things which we prefer to cause supposing family and friends for the purpose of graduation, as well as the circumstances suffered by Iraq from the limited opportunities to get a government job, which leads students to try to excel for the purpose of obtaining a chance to be appointed in the future, as well as that the country suffers from the interruption of industry and agriculture, which makes obtaining the certificate and education an opportunity to get a job.

Individuals are also motivated by a variety of different causes, and with different stress. For example, a student may have a high learning motivation to face the final semester exam with the aim of obtaining a higher score (external motivation), or a motivation to learn to face the exam of a particular subject because it is interested in the subject (internal motivation). High motivation is characterized by high self-esteem, so there is a sense of ability to do so. When someone thinks they are capable of doing something, it will increase the effort to do something. Self-confidence is built from within individuals as well as from the beliefs that it is by comparison with other people as classmates. Students will have a greater chance of success when they set a high goal, but this goal must be achievable. (Wade 2007)

Individuals with a high motivation will have a sense of responsibility and high self-esteem, be flexible and active, and have a desire to perform their duties well. Therefore, this trust and motivation is urgently needed for the purpose of developing all possibilities (Farradonna, 2012).

We also note the rise in the degrees of sportsmanship enjoyed by students, which is a good indicator of the high morality enjoyed by these students and their ability to be patient, help and sacrifice, and these morals are part of the Islamic education that everyone believes in and works with in their daily lives, which may be reflected in the sportsmanship that has emerged to them.

In fact, sportsmanship becomes more important when tension increases and it is important to win. In short, sportsmanship involves the choice of ethical behaviors in success strategies • Shields, D.L., & Bredemeier, B.J. 1995) In the context of sports training, core values such as competition, equal opportunity, cooperation and tolerance .Located within the natural structure of lessons (Yılmaz et al., 2017). •

The fact that the sport that was previously played had an amateur spirit, but nowadays it has become something to be done as a profession or a job, and we believe that athletes and sports clubs now have a greater desire to win, but this has done a great harm to the sportsmanship. In a sport played with a desire to win at any cost, unethical behaviors may manifest itself (Vallerand & Losier,1994)

It is noted that in schools there are no lessons that include this subject adequately and there are no lessons of this kind, as well as that sports coaches care about the result rather than sports culture and values (Güven, 2009). In the Mehmet study, the differences were statistically significant and found in the variables of "sex", "section", "class", and "sport type". It can be said that these results reveal that in general, the mathematical orientations of the participants were at an average level. Although different from the current study, it took into account the gender differences as in the study.

Sientop suggests that the student become a qualified, educated and enthusiastic athlete. This means that the student distinguishes between good and evil sports practices. Students will therefore participate and act in a way that speaks about, protecting and promoting sports cultures. (Sientop,2002)•

There was no correlation between the grades of the students in the two measures, which did not achieve the imposition of the research, but it is evidence that there is no moral relationship between the two measures and we cannot link the motivation for achievement to the spirit of sportsmanship in the future.

Conclusions

We concluded through this research that the motivation for achievement is high among students, and that female students outperform students in the motivation for achievement scores, although these grades are high for both sexes.

As for sportsmanship, student grades have been high and there is a little superiority in the mathematical circles in favor of female students.

We have concluded that there is no relationship between the motivation for achievement and sportsmanship.

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