

Preparatory School Students' Attitude Towards Physical Education Lessons and its Relationship to Sport Achievement Motivation in Al Fayoum Governorate

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Abstract: The achievement motivation is an essential component when the individual is perusing self-realization, as the person feels that he achieves self-realization through what he accomplishes and the objectives he achieves and also what he is perusing of better life style and levels. The motivation of achievement during school's years is one of the most important motives which guide the individual's behavior towards achieving acceptance or avoiding rejections in the cases that requires success. So, it is not strange that the motivation of achievement can be a dominant power in the student's life, as the teachers' acceptance for the students depends on the students' high level of achievements which means that tendency to study is connected to the motivation of achievement. The research aims at recognizing: 1) the relation between the motivation of sports achievements and the attitude toward physical education lessons among preparatory students. 2) The differences between males and females students in both the motivation of sports achievements and the attitude toward physical education lessons. The researcher used the descriptive method in the survey way because it is suitable for the study nature. Research sample consisted of 426 students (204males and 222 females) form the preparatory schools in Al Fayoum. Two tools were used in the research, the motivation of achievement measure and the attitude toward physical education lessons measure. It was concluded that there is a positive correlation between the motivation of achievement and the tendency towards studying physical education for (males). The motivation of sports achievement is better in males' students than females' students. The tendency to study physical education is better in males' students than females' students.

Key words: Preparatory School % Sport achievement motivation % Al Fayoum

INTRODUCTION

Motivation is one of the most important subjects in psychology and also interesting for all people, for the basic rules that the motive plays in the educational field, as it is important for the father who wants to know why his child tends to be introvert and does not play with his friends, as well as, it is important for the athlete teacher to recognize the individuals' motivations from practicing sports to encourage them to develop their performances in a better way as performance is not well unless it satisfies the individual's motivation. In addition, this subject has a basic necessity in the developments of the sports psychology like the psychological systems and applications, this is due to: every behavior results from a motivation, a specific motivation power lies behind the behavior [1].

The achievement motivation is an essential component when the individual is perusing self-realization, as the person feels that he achieves self-realization through what he accomplishes and the objectives he achieves and also what he is perusing of better life style and levels. The motivation of achievement during school's years is one of the most important motives which guide the individual's behavior towards achieving acceptance or avoiding rejections in the cases that requires success. So, it is not strange that the motivation of achievement can be a dominant power in the student's life, as the teachers' acceptance for the students depends on the students' high level of achievements which means that tendency to study is connected to the motivation of achievement.

In the sports field, social and psychological professors have been interested in the subject of

psychological tendency for a long time, as the psychological tendency of the individual towards any motivation is considered as one of the important factors which affect the individual choice of this motivation and how to deal with it or avoiding it. The student's desire to study a certain subject leads to his interact with this subject and achieving benefit from it. This desire is a normal result of the positive psychological tendency towards this subject [2]. In this regard, Alawy [3] indicates that tendencies play an important role in the physical education field as it helps the athlete teacher to anticipate the kind of the student's behavior toward the sports activity, therefore, encourages his positive tendencies and modify or change the undesirable tendencies.

The importance of the research lies in recognizing the nature between the motivations of sports achievement in general and the tendency to study physical education among preparatory schools students and recognizing the differences between (males and females) students in the preparatory stage concerning motivations of sports achievement and the tendency to study physical education which is useful in educational guidance and shows the correlation between motivations of sports achievement among student by their tendencies to study physical education.

The research problem is determined by the answer of the following two questions:

- C Is there a relation between the motivation of achievement and the tendency to study physical education among student in the preparatory school?
- C Is there deference between the motivation of achievement and the tendency to study physical education among males and females?

Research Objects: The research aims at recognizing:

- C The relation between the motivation of sports achievements and the attitude towards physical education lessons among preparatory students.
- C The differences between males and females students in both the motivation of sports achievements and the attitude toward physical education lessons.

Research Hypothesis:

- C There is a positive correlation between the degrees of the motivation of sports achievement and the

degrees of the attitude toward physical education lessons among preparatory students.

- C There are no significance differences between the males and females preparatory students in both the motivation of sports achievement and the attitude toward physical education lessons.

Terms used in the Research:

- C The achievement Motivation: the desire to do a good performance and to achieve success and it is a personal objective directs the behavior and it is considered one of the most important components to success in school [4].
- C Attitude towards Physical Education lessons: a conception of the total response from the individual towards the motivation of studying physical education, it contributes in determining the individual independent freedom towards studying physical education in terms of refusal or acceptance [5].

Theoretical Frame

Motivation Concept: The willingness of the athlete to do an effort for achieving a certain goal. In order to understand this definition, the following 3 factors shall be indicated:

- C Motive: a nervous case affects the individual's behavior in certain situation.
- C Incentive: an external act activate the motivation according to the type of goals which the athlete trying to achieve.
- C Expectation: the possibility to achieve the goal [1]

Motivation Theories:

Achieving Motivation Theory: This theory indicates to the motivation power of performing the well work referring to the measurement of quality and perfection, if the student achieves a certain mission and support this achievement his motivation will be increased.

The Ability Motivation Theory: This theory, as it is the motivation of the individual's ability, is connected to adaptation in order to grow in the environment he lives in. it is the motive that the individual seeks to increase his ability to be able to survive.

The Attribution Motivation Theory: This theory is the most connected theory with motivation; "Winner" the owner of this theory, sees that people is trying to know the reasons which things to happen. Student attributes his performance to factors like ability, hard questions, preparation, luck and he might attribute his success or failure to personal reasons or reasons beyond his well.

Self-realization Theory: Human tends to realize his self, people who have a healthy psychological life is able to ascend the pyramid stairs starting from the psychological need to the Self-Realization need.

Social Education Theory: This theory indicates that the previous education is one of the essential sources for motivation, the success or failure of a certain response leads to recognizing the aspects that might lead to positive or negative results, therefore, the desire and motive to repeat the successful behavior, also, learning the success or failure of the others might be enough to produce the motivation cases [6].

The Motivations Factors Affect the Sports Achievement: The motivation of achievement is defined as the competition for achieving the best level of performance, need of achievement directions might be used to express the motivation of achievement. In general, the motivation of achievement falls under a bigger and comprehensive need which is the need to success, there are general characteristics distinguish the people with a high degree of achievement in the different activities in life like sports activity, it is preferable to refer to them as follows [1]:

- C People show a lot of perseverance in their performance.
- C People show a distinguish type of achievement.
- C People achieve performance with a high rate.
- C People know their duties more than depending on others directions.
- C People characterized with realism in the situations required rescue or adventure.
- C People looking forward the situation required challenging.
- C People take responsibility of their work.
- C People like to know the results of their performances to evaluate their abilities and develop it in a better way.

Attitudes: Professors see that the education which leads to form positive psychological directions among learners is more useful than the education which leads to gain just recognition, as the effects of psychology tendencies always remain while recognition experiences submit to forgetting factors [7].

In general, psychological tendencies are an important part of culture and civilization inheritance for any society; therefore, specialists in the psychological and educational sciences are interested in studying the tendencies and attempting to measure them [8].

The more the tendencies are matching the more affecting the personality is, the more we understand the tendencies of the individual the more we understand the fact of his personality.

The tendencies Components [9]

Cognitive Component: The total of experiences, cognitions and information connected to the tendency matter which is connected to the individual through transportation, indoctrination or direct practicing.

Emotional Component: The characteristic feature that distinguishes each tendency from other concepts, opinion, trend, doctrine as it determines the strength of the tendency degree deeply and the intensity of emotion.

3- Behavioral component: The total of expressions and clear responses which the individual act in a certain situation towards a certain incentive, logically, the individual can react toward something because of recognizing and sympathize with it.

Attitude Towards Physical Education Lessons: Teachers see that developing positive tendencies towards school and different activities is an important goal which education seeks. Schools are not neutral case to affect the students and their tendencies, because the schools' accidents affect the student's feelings of secure, efficient and self-esteem. These sides are connected to the process of forming the tendencies towards school [10] the degrees which the students get due to their results in a certain task in the physical subject, forms one of the important evidences that make the student knows what the teacher thinks about him and also affects his future performance. The student during his study period can determine the level of his special abilities through performing educational certain tasks which affects his future tendencies [11].

Previous Studies: Musa [12] found out that the average degrees of the male students in Faculty of Physical Education in the motivation of achievement is higher than the average of the female students in general and there is a statistical significant difference between males and females students in the tendency to study physical education. El -Shourbagy [13] found out that there are statistical significant differences between the degrees of males and females students from the Faculty of Physical Education in the motivation of achievement for the male students. El -Aubedy *et al.* [14] on males and females students of El -Mousel University, found out that the healthy aspect is one of the most important axes of the females' tendencies towards studying physical education and the educational aspect is one of the most important axes of the males' tendencies. There were significant differences in the tendencies between males and female student for males in all aspects except the health aspect was for females. Through the process of analyzing the difference, the research sample shows that the most important tendency towards studying physical education is the scientific aspect. Shafik [15] found out that there were positive tendencies among males and females students of Technical Institution towards practicing sports activities, as well as, there were no significant differences in the tendencies among males and females students of Technical Institution towards practicing sports activities. Abo Gameea [16] showed statistical significant differences in the categories of aims and importance among the first, second and third secondary school students' grades for the first secondary grade. Moreover, there were statistical significant differences in the categories of concept and importance according to the variable of gender for female students and there were no statistically significant differences in both genders in the categories of aims. The study also showed more progress in the categories of aims than the other two categories in which the students' percentage of support was 92%, while the students percentage of support to the categories of importance was 83%, but the concept categories got the lowest support percentage (76%).

MATERIALS AND METHODS

The researcher used the descriptive method in the survey way because it is suitable for the study nature. Research sample consisted of 426 students (204 males and 222 females) from the preparatory schools in Al Fayoum Governorate, Egypt.

Research Tools

- C The motivation of achievement measure.
- C The attitude toward physical education lessons measure.

The Motivation of Achievement Measure: This test was prepared by Hermans [17] to measure the motive of an individual (exceeding 18 years) towards achievement, measuring items were prepared by using the following 10 characteristics which distinguish those with high level in studying from those with lower level (The level of high ambitious, the behavior which lack the adventure spirit, the ability to move forward, perseverance of performance, the desire to re-think about the obstacles, realizing the speed of time, direction towards the future, experience the competition situations in contrast with sympathy situations, searching for evaluation and the wish to do better (Attachement 1)

Attachment 1: A questionnaire of the experts in a model of measuring the motivation of sports achievement.

Dear males and females students, you have some items each item includes 4 phrases, you have to put (x) in front of the phrase that complete the item.

The Level of High Ambitious:

- C How the others see you more higher.
- C Feel how important you are.
- C Others evaluate you in a better way.
- C Others treat you more respectfully.

Behavior Lack Rescue:

- C Being in a late rank
- C Others evaluate the performance
- C Self criticism
- C Fail and not be able to win

The Ability to Move Forward:

- C Achieving success in the important competitions
- C Participate as a basic in the important competitions
- C Fulfill personal sports goals
- C Putting bigger goals to be fulfilled.

Perseverance on the Performance:

- C Compete against the time
- C Compete with the team colleague

- C Winning over other opponents
- C The pleasure of competition spirit

The Desire to Re-Think in the Obstacles:

- C Your conscious focus on your life style
- C More self-confidence
- C Feel yourself as an active person
- C More feeling of self motivation

Realizing the Speed of Time:

- C Feeling quiet and comfort
- C Let your soul free
- C Feeling the recovery
- C Get rid of your nervous

Looking Towards the Future:

- C The tendency towards a certain sports activity
- C Practicing sports since childhood
- C The lack of better hobbies for practicing
- C Parents choice

Testing the Competitions Situations Against the Sympathy Situations:

- C Competing against enthusiastic fans
- C Spectators focus on you in competitions
- C Believe you are the best of the participants
- C Believe that the fans encourage you

Looking for Evaluation:

- C Feel the self activation, efficient and confidence
- C Feel the control over personal emotions
- C Feel the control over your body movements

The Desire to Do the Best:

- C The feeling that he is the best on performing the skill
- C Believe that the referee be on his side because he is the best
- C More confidence when performing skills

The measurement consists of 30 various selective items which means for each feature 3 questions each item consists of incomplete sentence followed by 4 phrases fronted by (a, b, c, d) when the student answers to any item, he has to choose the phrase that complete the item by putting the sign ((x between brackets in front of this

phrase, the student shall be given a degree for his response extend from 1 to 4. The degree shall be determined for the certain response by the student according to the response degree of the item and phrase, in the positive items degrees shall be given (1, 2, 3, 4) for the responses (a, b, c, d) respectively and vice versa in the negative items. The test shall not have a certain time to apply; however, it was found out that the normal students can answer in 35-40 min after explaining the instructions and solving examples and as clarified in Attachment 1.

Validity of Measurement: The questionnaire of the motivation of achievement measure was presented to the specialists in the field of education psychology and study methods in order to check the validity of the phrases developed for the questionnaire, the arbitrators' evaluations indicate that all the measurement items belong to the motivation of achievement, the average of agreement among the arbitrators was 87.5% which was enough to be confirmed, Attachment 1 is a model for the measurement.

The Measurement Stability: The measurement was applied on a sample other than the research sample, from second class students (males and females) from the preparatory school of Al- Fayoum, consisted of 40 students (20 males) and (20 females), after a week from the first test it was repeated again on the same sample, the correlation coefficient was calculated between the first and second tests. The stability coefficient for students was 0.758 for males and 0.647 for females and the total sample recorded 0.627.

The Measure of Iken for the Attitude Toward Physical Education Lessons (Attachment2): This measurement was designed originally by Luis Iken and was translated into Arabic and was codified on the Iraqi environment. This measure consists of 20 phrases developed by Lekert way to measure the tendency towards the subject. The measure was translated and presented to some specialists in psychology to check the accuracy of translation and language and how it matches the Iraqi environment. Then, the suitable instructions were prepared also the question paper including answers, the students tendencies shall be measured by the agreement degree meaning that the students respond to all the phrases in the measurement, by choosing one of the following degree (strongly agree, agree, not sure, disagree and strongly disagree) and every phrase in the tendency measurement shall become into the

measurement. The student shall mark the answer which fully expresses his opinion and the degrees shall be given (1, 2, 3, 4, 5) respectively if it was negative that the possible extend of the degrees in this measure shall be from 20 to100 and the phrases with numbers (1, 2, 6, 7, 8,

10, 12, 13, 16, 17) negative, While, the phrases with the numbers (3, 4,5,9,11,14,15,18,19,20) positive [5]. The test shall not have a certain time to apply; however, it was found out that the normal students can answer in 20-25 min.

Attachment 2: Iken Measurement towards studying physical education in its final shape

Dear Males and Females Students: This measurement measures your personal tendency towards studying physical education in general, consists of 20 items, you shall give your opinion in each phrase after reading it, you will find in front of every phrase choices for answers () in front of the choice you will find it suitable.

T	Phrases	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
1	I always get very nervous in the sports class					
2	I hate sports subject and am bother that I have to attend it					
3	Sports are fun for me					
4	Sports is fun but hard					
5	Sports is exciting and make me feel secure					
6	I cannot think during practicing sports					
7	I do not feel secure during practicing sports					
8	Practicing sports make me feel unsatisfied and annoyed					
9	I feel good about sports					
10	Practicing sports make me feel that am living inside whirlpool and cannot get out of it					
11	I have a lot of fun when am practicing sports					
12	I feel awful when I hear the word sport					
13	Am nervous when I attend the sports class because am afraid of not practicing it.					
14	I enjoy so much practicing sports					
15	Really I love sport class Sports activity always being practicing in school					
16	Just the thought of practicing sports make me feel nervous					
17	I do not like sports and it is the most annoying subject to me					
18	I feel very happy in sports class more than any other classes					
19	Sports are very easy and I love it so much					
20	I feel positive when I practice sports and I feel it is fun					

The Validity of Inner Consistency: This measurement was applied on a sample other than the research sample and it consisted of 40 students (20 males and 20 females), the experimental torsion coefficients curve of the students (males and females) degrees was calculated together. As mentioned in Attachment 3, all the torsion coefficients are between 73.95 and 14.374, meaning that the torsion is normal. The validity of vocabulary was calculated by calculating the correlation coefficient between the degrees of each phrase and the total degrees for all the (males and females) students and the whole sample, as mentioned in Attachments 4- 6, all the coefficients were statically significant at 0.01.

Attachment 3: Arithmetical means, average, standard deviation and torsion coefficient for males and females students and the total sample

Measurement	Males	Females	Total sample
Arithmetical means	73.95	65.68	70.120
Average	74	66	72
Standard deviation	374.14	19.573	17.889
Torsion coefficient	0.010	0.049-	0.315-

Attachment 4: The correlation coefficient between the degrees of each phrase and the total degree of the measurement towards studying physical education and its statistical significant for males sample (20students)

Phrase no	Correlation coefficient	Statistical significant
1	0.632	0.01
2	0.597	0.01

Attachment 4: Continue

Phrase no	Correlation coefficient	Statistical significant
3	0.549	0.01
4	0.582	0.01
5	0.496	0.01
6	0.648	0.01
7	0.585	0.01
8	0.648	0.01
9	0.690	0.01
10	0.505	0.01
11	0.588	0.01
12	0.684	0.01
13	0.667	0.01
14	0.709	0.01
15	0.676	0.01
16	0.584	0.01
17	0.682	0.01
18	0.615	0.01
19	0.769	0.01
20	0.644	0.01

Attachment 5: The correlation coefficients between the degree of each phrase and the total degree for the measurement of the tendency towards studying physical education and its statistical significant for females sample (20 students)

Phrase no	Correlation coefficient	Statistical significant
1	0.673	0.01
2	0.766	0.01
3	0.803	0.01
4	0.742	0.01
5	0.710	0.01
6	0.616	0.01
7	0.572	0.01
8	0.735	0.01
9	0.799	0.01
10	0.527	0.01
11	0.777	0.01
12	0.768	0.01
13	0.716	0.01
14	0.788	0.01
15	0.614	0.01
16	0.618	0.01
17	0.685	0.01
18	0.708	0.01
19	0.799	0.01
20	0.745	0.01

Attachment 6: Correlation coefficients between the degree of each phrase and the total degree of the measurement of the tendency to study physical education and its statistical significant for the whole sample (40 students)

Phrase no	Correlation coefficient	Statistical significant
1	0.675	0.01
2	0.731	0.01
3	0.725	0.01
4	0.704	0.01
5	0.620	0.01
6	0.637	0.01
7	0.584	0.01
8	0.717	0.01
9	0.766	0.01
10	0.535	0.01
11	0.716	0.01
12	0.753	0.01
13	0.711	0.01
14	0.767	0.01
15	0.644	0.01
16	0.608	0.01
17	0.697	0.01
18	0.689	0.01
19	0.803	0.01
20	0.716	0.01

Measurement Stability: It was calculated by the coefficient of Cronbach by applying the measurement on a sample other than the research sample, the stability coefficient of males and females was calculated separately (Table 1)

Research Implementing: After completing all the procedures of the motivation of achievement measurement and Iken measurement for the tendency towards studying physical education and apply the validity, stability coefficient, the two measurements become ready to be distributed on the (males and females) students, applications of the motivation of achievement were distributed on the research sample within two consecutive days, in the first day the application were distributed on the males students and on the second day on the females students and the implementation of the test were explained with examples and after completing the answers, the applications were collected and in the third and fourth days, Iken measurement of the tendency was applied to study physical education were distributed. The same steps of the first test were followed and then the application were collected in order for the answers to be corrected, the results were recorded on independent lists

for males and females students and for them both to get the statistical treatment to be able to reach the research goal.

RESULTS AND DISCUSSION

Results in Table 1 indicate that the value of the correlation coefficient between the degrees of the students in the motivation of sports achievement and their degrees in the tendency towards studying physical education (0.412 for males and 0.382 for females and 0.484 for the total sample) are a positive values and have a statistical significant, thus, it achieves the first hypothesis. This result can be explained as students in this stage shows more willingness to achieve the tasks assigned to them to prove themselves and fulfill their desires to be able to go through their life with what is suitable for their abilities, trends and tendencies towards studying physical education. Also, they are looking forward to the future wishing to guarantee a position in the national and international event [18].

Table 2 indicates that there are statistical significant differences between the degrees average of males and females students in the motivation of achievement for (males), this result shows that students are planning for their future in sports life and how to achieve a certain level of physical fitness and gain dynamic skills, they are also looking forward to raise their level as fast as can be and do their best effort to fulfill their wishes and desires. Also, the motivation of achievement is connected with the skills and physical aspects which require advanced mental processes; the student is required to do a certain task, the student have an inner motive to fulfill it, as when he fulfill his motive develop his physical and skilful abilities. This is considered as a very important educational purpose and deserves to be taking care of as an educational personal variable and be updated to help in developing education successful methods. This matches results of previous studies [12, 13].

Table 3 indicates that there are statistically significant differences between the degrees average of males and females students in the tendency towards studying physical education for (males), This result can be explained as students in this stage shows more willingness to achieve the tasks assigned to them to prove themselves and fulfill their desires, as sports is the only way to leave class rooms, get fresh air, move their muscles and show off their talents [19].

Table 1: The stability coefficients for males and females by applying Alfa equation

Sample	Stability coefficient
Males	0.918
Females	0.912

Table 2: Correlation coefficient between the degrees of the motivation of sports achievement and the degrees of the tendency towards studying physical education for males and females students separately, then the total sample

Sample	Correlation coefficient	Scheduling
Males (N=204)	*0.412	0.181
Females (N=222)	*0.382	0.181
Total sample (N=426)	*0.484	0.128

Significance at the level 0.01

Table 3: The significant differences between the two average of the males/females total degrees in the motivation of sports achievement

Sample	Number	Degrees average	Differences	(T) significant
Males	204	103.42	85.69	0.666
Females	222	102.86	83.92	0.05

Significance at the level 0.05

Table 4: The significant differences between the two average of the males/females total degrees in the tendency towards studying physical education

Sample	Number	Degrees average	Differences	(T) significant
Males	204	73.95	206.16	6.615
Females	222	65.68	383.10	0.01

Significance at the level 0.01

CONCLUSION

- C There is a positive correlation between the motivation of achievement and the tendency towards studying physical education for males.
- C The motivation of sports achievement is better in male students than female students.
- C The tendency to study physical education is better in male students than female students.

Recommendations:

- C Psychological program for females student are necessary, as it includes preparing them to raise their motivation and develop their tendencies towards studying physical education.
- C Taking care of studying physical education regarding facilities and equipments which make it more exciting and increases the stimulations in female students during practicing different sports activity.
- C Conducting a similar study on the other educational stages.

- C Conducting a similar study on sports motivations in other technical directions.

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