

## **Building a Scale of Motivation to Participate in Sports and Scouting Competitions for Physical Education Teachers in Babylon Governorate**

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### **Abstract**

The importance of the research lies in building a measure of motivation to participate in sports and scouting competitions for teachers of sports education in Babylon governorate and to identify the motivation to participate in sports and scouting competitions, as well as to identify the differences in the participation motivation by gender of physical education teachers in Babil governorate.

As for the research problem, the researcher sees through his work as a teacher specializing in physical education in a school in Babylon governorate the weakness of the motivation to participate in sports and scouting competitions among some teachers as a result of teachers' lack of interest in these competitions by those in charge of sports despite considering it the basic building block for improving the level of sports, through the researcher's review of previous studies, he did not find a study targeting or interested in the teachers' segment and the extent to which he shed light on the posts as a matter of honor and praise and praise for the great role and efforts made by teachers to do their best efforts to upgrade their teams and raise the name of their schools in scouting competitions and participations. Therefore, it is necessary to pay attention to motivation and highlight the light towards this important segment is an appreciation for their efforts exerted and for the presence of talents that must be shown through achieving the motivation to participate in sports and scouting competitions.

While the objectives of the research were: Building a measure of motivation to participate in sports and scouting competitions for teachers of sports education in Babylon governorate and to identify the motivation to participate in sports and scouting competitions, as well as to identify the differences in the participation motivation by gender for physical education teachers in Babylon governorate.

As for the research hypotheses, it is: There are differences in the motivation to participate in sports and scouting competitions for physical education teachers in Babylon governorate according to gender. While the researcher used the descriptive approach in the survey method, correlational relations and comparative studies as a research methodology, the research community and its sample consisted of physical education teachers in Babylon Governorate.

**Keywords:** Motivation to participate.

### **Introduction:**

In light of the interest in the sporting aspect in most parts of the world, participation motivation has become an essential element of sports societies, regardless of the degree of

development of this society to become our partner for sport in various events and activities in general.

The motivation to participate in sports and scouting competitions is one of the important features of the physical education teacher, because it moves the behavior towards providing all the capabilities that serve the school team to participate in the competitions and make efforts to achieve the goals, so how can we imagine a physical education teacher has no motivation towards participation and achievement. In all sports festivals, and to prove his abilities that distinguish him from others, and what is his position when compared to another teacher who has a high motivation to participate and achieve achievement, so the role of motivation and honoring the distinguished comes to be an engine to stimulate the motivation of others.

The school is the first place to practice sporting activity on a regular basis, besides the systematic lesson of sports education and indoor sports activity, there is another color of sports activities, which is the outdoor sports activity that concerns sports and scouting teams that represent the school in participating in competitions with other schools. The outdoor sporting activity forms part of the community's mirror image of the school. Therefore, it was necessary for this part to be given the best ideas and perceptions about school activity, as the different sports teams represented by the best players for each school and the preparation of scouting teams, the school facade is considered sports and the title of its progress, as it contains many educational benefits and values that in turn contribute to achieving the goals of the general school sports program, examples of which are leadership training and cooperation, development of emotional maturity, self-reliance, and other educational goals. Motivation to participate in school and scout competitions for physical education teachers in Babil Governorate.

### **Research problem:**

Despite the constant calls in scientific seminars and conferences that urge the activation of the role of school sports and sports and scouting competitions, and through perusal, the researcher sees through his work as a teacher specializing in physical education in a school in Babel Governorate the weakness of the motivation to participate in sports and scouting competitions among some teachers as a result of the lack of teachers' feeling of interest in these competitions by those in charge of sports despite considering it the basic building block for upgrading the sporting level and as an incentive to crown the persevering and distinguished people and to commend the efforts of participating teachers as a moral motive, as a serious attempt by the researcher to find out the role of motivation to participate and its reflection on the positive role in the work of the teacher and the promotion of school sports through motivation and its role in this field.

And to know the role that the motivation to participate in the motivation to participate in sports and scouting competitions in this field, and by examining the researcher on previous studies, he did not find a study targeting or interested in the teachers' segment and the extent of his highlighting the posts as a matter of honoring and rewarding and praising the great role and efforts made by teachers to do their best. Their efforts to promote their teams and raise the name of their schools in scouting competitions and participations, so it is necessary to pay attention to

motivation and shed light towards this important segment as an appreciation of their efforts exerted and the presence of talents that must appear through achieving the motivation to participate in sports and scouting competitions.

**Research objectives:**

- Building a measure of motivation to participate in sports and scouting competitions for physical education teachers in Babil Governorate.
- Identify the motivation for participating in sports and scouting competitions for physical education teachers in Babil Governorate.
- Identifying the differences in the participation motivation of physical education teachers in the governorate by gender.

**Research hypothesis:**

- There are differences in the motivation to participate in sports and scouting competitions for physical education teachers in Babil Governorate according to gender.

**Research fields:**

**The human field:** Physical education teachers in Babylon governorate.

**Time domain:** from 16/2/2020 to 19/1/2021.

**Spatial field:** Middle, and high schools in Babylon governorate.

**Research Methodology:** The researchers used a descriptive approach using a survey method and correlations to match the nature of the research.

**Research community and sample:** The data and information of the research community were collected, represented by teachers and female physical education teachers, where the total number reached (679) teachers of physical education distributed to (506) teachers and they constitute (75%) and (173) teachers, making up (25%) ) Of the research community for teachers of physical education and sports sciences, distributed over five sectors in the province, and since the sample is (part of all or some of all) <sup>(1)</sup>.

**Exploratory experience sample:**

It includes physical education teachers in Babil governorate by (71) male and female teachers, and by (10%) of the research population of (679) teachers and physical education teachers, in order to identify the strengths and weaknesses of the scale.

**Building sample:**

The building sample consisted of (170) male and female physical education teachers, representing (25%) of the research population of (679), by which (127) teachers made up (75%) of the building sample, and by (43) schools constituting (25%) ) From the building sample, they were randomly selected by the stratified method.

**Main application sample:** The application sample included (149) teachers of physical education who make up (22%) of the research population of (679), and by (111) teachers make up (75%) of the application sample, and (38) teachers make up a percentage of ( 25%) of the

application sample were chosen randomly, and the application sample was distributed in the form of strata depending on the gender variable.

**Tools, means and devices used in the research:** The researcher used the following tools:

- Observation.
- personal interview.
- The questionnaire.
- Scales.

**Methods of collecting information:**

- Arab and foreign scientific sources and references.
- Associated studies and research.
- International Electronic Information Network (Internet).

**Methods of data analysis:**

- Statistical means.
- Information gathering form.
- Electronic calculator (kenko) type, count (1)

**Auxiliary means:**

- (1) computer type (HP).
- Stationery.

**Field research procedures:**

- **Building a measure of motivation to participate in sports and scouting competitions.**
- **Determine the goal of building a measure of motivation to participate**

For the purpose of reaching the objectives of the current research, the researcher built a measure of participation motivation, as the goal of building the scale is to develop a specific tool for measuring and determining the level of motivation to participate in sports and scouting competitions for sports education teachers in Babil governorate the motivation to participate in sports and scout competitions for physical education teachers in Babil governorate.

**Determine the fields of the measure of participation motivation:** After reviewing the literature, studies and measures related to the field of participation motivation, the researcher conducted many interviews with a number of experts in sports management, psychology, measurement and evaluation, where (7) areas were identified for the measure of participation motivation, and after that a procedural definition was developed for each area of After that, questionnaire forms were prepared to determine the validity of the areas of motivation for participation, with a procedural definition for each field, and a survey of opinions (15) experts and specialists, by marking ( ), provided that it is taken into account to make any remark that the specialist finds important and not mentioned in the form. After collecting and unpacking the data, the test ( $Ki^2$ ) was used to accept the scale fields. The fields that got a value of ( $Ki^2$ ) were accepted greater than the tabular value of (3.84).

Table (1) Results of the  $Ki^2$  test for expert opinions on the validity of the domains of the motivation participation Scale

N	Fields	Experts number	Agree	Disagree	$Ka^2$	Sig type
1	Ambition	15	15	0	15	Sig
2	Physical and health	15	7	8	0.06	Non sig

	education					
3	The need for achievement	15	13	2	8.06	Sig
4	sense of responsibility	15	14	1	11.26	Sig
5	perseverance	15	13	2	8.06	Sig
6	Self-assurance	15	12	3	5.4	Sig
7	Determination	15	9	6	0.60	Non sig

**Determine the relative importance of the areas of the Participation Motivation Scale:** After the objective of the scale was determined, the researcher approved the theoretical material to measure the motivation of physical education teachers in Babil Governorate, as well as the theory of (activation - arousal) as a theoretical framework in the formation of fields and the formulation of the paragraphs concerned with the scale of participation motivation for physical education teachers in Babil Governorate.

The researcher sought to present the participation motivation questionnaire to the experts to determine the importance of each field by extracting the value of relative importance by adding half of the maximum value of the experts' agreement with half the value of the range (importance) included in the questionnaire. Either the relative importance value is the division of the importance value by the maximum value. For agreement multiplied by a hundred.

**Determine the style and principles of writing the paragraphs of the measure of participation motivation:** The developed Likert method was relied on in formulating alternatives to the scale paragraphs, which is considered one of the common methods in measurement and research, as it presents the respondent with a position and asks him to determine his answer by choosing an alternative from several alternatives having different weights <sup>(2)</sup>.

**Determine the method of formulating the paragraphs of motivation to participate and alternatives to the answer:** After reviewing the sources and scientific research related to the participation motivation scale, the paragraphs of the participation motivation scale were formulated, as the number of its paragraphs reached (51) paragraphs divided into (5) fields. distributed in the following figure, the first area (ambition) consists of (11) paragraphs, the second area (need for achievement) consists of (10) paragraphs, and the third area (sense of responsibility) consists of (10) paragraphs, and the fourth area (perseverance) consists of (10) a paragraph and the fifth domain (self-confidence) consists of (10) paragraphs.

**Determine the validity of the measures of the motivation to participate:** To clarify the validity of the paragraphs, they were presented to the experts and specialists, sports administration, educational and psychological sciences, sports psychology, testing and measurement, as well as if it needs to delete, amend or merge some of the similar paragraphs, and table (2) shows that.

Table (2) The opinions of experts and specialists on the measures of participation motivation and the calculated and tabular ( $Ki^2$ ) values.

N	Fields	Paragraph numbers	Total paragraphs	Experts Number		Ki 2		Sig type
				Agree	Disagree	Calculated	Tabular	
1	Ambition	1-2-3-4-5-6-7-8-9-	11	13	2	8.06	3.84	Sig

		10-11					
2	The need for achievement	1-2-3-4-5-6-7-8-9-10	10	15	0	15	Sig
3	sense of responsibility	1-2-3-4-5-6-7-8-9-10	10	14	1	11.26	Sig
4	perseverance	1-2-3-4-5-6-7-8-9-10	9	14	1	11.26	Sig
5	Self-assurance	1-2-3-4-5-6-7-8-9-10	10	14	1	11.26	Sig

### **The validity of the paragraphs from the linguistic point of view to the measure of motivation to participate:**

After the researcher finished drafting the paragraphs for the Participation Motivation Scale, they were presented to a specialist in the Arabic language to be sound and free from linguistic errors and the notes were taken into account.

### **The exploratory experience of the participation motivation scale:**

Its purpose is to identify the extent of clarity of the instructions for the questionnaire on the motivation to participate in its initial form, as this was done on a sample of (71) and (10%) of the research community and by (52) teachers and (19) teachers, in order to find out the strengths and weaknesses of the scale thus, the scale, with its appropriate instructions and paragraphs, is ready for application to members of the construction sample.

**The main experience:** The basic experiment was carried out by applying the participation motivation measure on the total building sample of (149) with (127) teachers and (43) female teachers in order to conduct a preliminary statistical analysis for the scale paragraphs from 1/9/2020 until 20/12/2020.

**Objectivity of responding to the motivation participation scale:** The method of repeating a group of paragraphs was followed for being more acceptable, and it is one of the methods used to reveal the objectivity of the response to the paragraphs of the scale, where the researcher selected (3) paragraphs from the participation motivation scale and different paragraphs were formulated with meaning and content, but different in the text, noting that the degree of the paragraph is not Calculated within the total score of the form.

**Correcting the motivation to participate scale:** It is intended to set a score for the respondent's response to each paragraph of the scale, and then combine these scores to find the total score for each field and then the total score for each question using the correction key, the highest overall score that can be obtained is (5) and the lowest score is (1). Then the grades are collected and the total score is extracted for each form from the building sample forms, and from which the participation motivation degrees were determined for each teacher or teacher from the building sample, the scores of the participation motivation scale for male and female teachers were calculated through their answers to the paragraphs. Their scores ranged between (134-231) with a mean (180,535) and a standard deviation (27,007). The alternatives to the answer were as follows (it applies to me to a very large extent, applies to a large extent, applies to me in a

moderate degree, applies to me to a small degree, applies to a very small degree), as for the weights of alternatives for the paragraphs, they were as follows, the positive ones (5-4-3-2-1) and the negative (1-2-3-4-5).

### **Analysis of the paragraphs of the participation motivation scale:**

Conducting an analysis means examining and testing the responses of individuals for each paragraph of the scale, and that the analysis of the paragraphs is used to find out the ability of the paragraph to distinguish between the upper and lower categories of the characteristic to be measured. The high discriminatory strength is one of the characteristics of a good paragraph and the discriminatory strength of the paragraph means the extent of its ability to distinguish between the answers individuals for whom the trait to be measured is high and among those whose trait itself is low.

**First: Preliminary analysis of the motivation scale paragraphs:** The preliminary statistical analysis of the paragraphs is an important step with the aim of preserving the valid paragraphs, and excluding the invalid from the scale, and it is more important than the logical analysis of them carried out by experts, "because the preliminary statistical analysis of the paragraphs reveals the accuracy of the paragraphs in measuring what they were prepared for" <sup>(4)</sup>.

**The two end groups:** Detecting the discriminatory ability of the paragraphs of the Participation Motivation Scale, as this method is one of the appropriate methods for distinguishing the paragraphs, from the statistical analysis of the sample of (170) male and female teachers, and to calculate the discriminatory ability of the paragraphs, the following steps were followed:

- The workers' scores are ranked on the scale from highest to lowest.
- Assigning 27% of the forms obtaining higher grades and 27% of the forms obtaining lower grades, "as the research of Mehers Wilham (1973) and Kelly (1993) confirmed that the adoption of 27% gives size and differentiation" () as the number of each group is 46 individuals, so the total is 92, so the degree of freedom is 90.
- Calculating the distinction coefficient for each of the paragraphs of the participation motivation Scale Paragraphs Scale of (51) items using the T-test for two independent samples by the Statistical Bag for Social Sciences (spss). The significance of (0.05) and the degree of freedom (90), which is (2.000), and the results of the statistical analysis of the paragraphs showed that the paragraphs of the measure of participation motivation were all distinguished because their values are greater than the tabular value, which amounted to (2.000) at the level of significance (0.05) and the degree of freedom (90) and table (3) shows that.

Table (3) shows the arithmetic mean and standard deviation of the upper and lower groups, the T-value, the calculated T-value, and its significance in calculating the discriminatory strength of the items of the measure of participation motivation

N	Lowest group 27%		Highest group 27%		T-value	Sig level	Sig type
	Mean	Std. deviation	Mean	Std. deviation			
1	3.456	1.277	3.826	0.949	1.575	0.119	Non sig
2	4.195	0.957	4.565	0.501	2.320	0.019	Sig



3	3.782	0.840	4.282	1.128	2.409	0.018	Sig
4	3.456	0.959	4.739	0.574	7.778	0.000	Sig
5	3.543	1.328	4.695	0.627	5.318	0.000	Sig
6	3.065	1.436	4.347	1.058	4.876	0.000	Sig
7	2.456	1.277	4.673	0.700	10.322	0.000	Sig
8	2.108	1.303	4.543	0.982	10.118	0.000	Sig
9	2.326	1.076	4.826	0.383	14.844	0.000	Sig
10	3.456	1.311	2.304	1.072	4.613	0.000	Sig
11	2.673	1.174	4.217	0.940	6.955	0.000	Sig
12	3.826	1.101	4.739	0.534	5.057	0.000	Sig
13	3.456	1.109	4.956	0.206	9.014	0.000	Sig
14	3.673	1.535	4.608	0.714	3.744	0.000	Sig
15	3.587	1.484	4.869	0.340	5.712	0.000	Sig
16	3.652	1.139	4.565	0.688	4.652	0.000	Sig
17	2.021	0.977	4.195	1.258	9.255	0.000	Sig
18	2.260	1.063	2.652	1.215	1.644	0.104	Non sig
19	2.978	1.406	2.760	1.551	0.704	0.483	Non sig
20	2.434	1.025	4.565	0.958	10.297	0.000	Sig
21	2.173	0.973	4.587	0.617	14.202	0.000	Sig
22	3.434	1.108	4.847	0.419	8.084	0.000	Sig
23	3.521	1.206	4.673	0.761	5.478	0.000	Sig
24	3.304	1.364	4.521	0.781	5.252	0.000	Sig
25	3.173	0.973	4.956	0.206	12.155	0.000	Sig
26	3.804	0.806	4.760	0.565	6.590	0.000	Sig
27	2.630	1.199	4.239	1.015	6.944	0.000	Sig
28	3.173	1.480	4.934	0.249	7.955	0.000	Sig
29	2.608	1.084	4.847	0.363	13.275	0.000	Sig
30	3.347	1.177	4.282	1.241	3.705	0.000	Sig
31	3.217	0.727	4.913	0.284	14.717	0.000	Sig
32	3.108	1.196	4.478	0.862	6.297	0.000	Sig
33	2.956	1.246	4.847	0.469	9.630	0.000	Sig
34	3.021	1.452	4.869	0.340	8.399	0.000	Sig
35	2.760	1.302	4.695	0.627	9.074	0.000	Sig
36	3.065	1.103	4.826	0.383	10.223	0.000	Sig
37	2.543	1.205	3.369	1.339	3.109	0.000	Sig
38	2.434	1.025	3.478	0.982	4.983	0.000	Sig
39	3.391	1.324	4.478	1.027	4.398	0.000	Sig
40	2.891	1.353	4.869	0.400	9.505	0.000	Sig
41	3.087	1.313	4.782	0.467	8.248	0.000	Sig
42	3.934	0.827	4.869	0.340	7.086	0.000	Sig
43	3.652	1.015	4.826	0.383	7.333	0.000	Sig
44	3.152	1.299	4.739	0.443	7.840	0.000	Sig
45	3.087	1.170	4.260	0.612	6.027	0.000	Sig
46	3.260	1.323	1.456	0.935	7.548	0.000	Sig
47	2.500	1.090	4.847	0.363	13.856	0.000	Sig



48	2.521	1.048	4.782	0.417	13.588	0.000	Sig
49	2.978	1.201	4.695	0.627	8.591	0.000	Sig
50	2.217	0.757	4.043	1.298	8.237	0.000	Sig
51	3.152	1.299	4.739	0.443	7.840	0.000	Sig

(V) tabular value = 2.000 degree of freedom = 90 level of significance = 0.05

**Coefficient of internal consistency:** The value of this indicator was extracted using the Pearson correlation coefficient between the score of each paragraph and the total score of the scale, the score of each paragraph and the total score of the field to which it belongs, and the field score for the degree of the total scale for all the sample members who are (170) male and female teachers in Babil Governorate by means of the statistical bag ( spss).

Table (4) shows the correlation coefficient between the paragraph score, the overall score of the scale and the statistical significance of the paragraphs for the measures of the motivation to participate scale and correlation coefficient between paragraph score, total field score.

N	R	Sig level	Sig type	N	R	Sig level	Sig type
1				27	0.481	0.000	Sig
2	0.236	0.002	Sig	28	0.584	0.000	Sig
3	0.151	0.040	Sig	29	0.731	0.000	Sig
4	0.532	0.000	Sig	30	0.292	0.000	Sig
5	0.413	0.000	Sig	31	0.698	0.000	Sig
6	0.357	0.000	Sig	32	0.530	0.000	Sig
7	0.644	0.000	Sig	33	0.609	0.000	Sig
8	0.624	0.000	Sig	34	0.636	0.000	Sig
9	0.692	0.000	Sig	35	0.672	0.000	Sig
10	0.413	0.000	Sig	36	0.529	0.000	Sig
11	0.487	0.000	Sig	37	0.312	0.000	Sig
12	0.375	0.000	Sig	38	0.390	0.000	Sig
13	0.619	0.000	Sig	39	0.376	0.000	Sig
14	0.310	0.000	Sig	40	0.616	0.000	Sig
15	0.431	0.000	Sig	41	0.591	0.000	Sig
16	0.316	0.000	Sig	42	0.477	0.000	Sig
17	0.657	0.000	Sig	43	0.582	0.000	Sig
18				44	0.653	0.000	Sig
19				45	0.472	0.000	Sig
20	0.643	0.000	Sig	46	0.484	0.000	Sig
21	0.774	0.000	Sig	47	0.686	0.000	Sig
22	0.632	0.000	Sig	48	0.664	0.000	Sig
23	0.438	0.000	Sig	49	0.568	0.000	Sig
24	0.363	0.000	Sig	50	0.546	0.000	Sig
25	0.652	0.000	Sig	51	0.653	0.000	Sig

26	0.512	0.000	Sig					
Second: - The relationship of the paragraph degree to the degree of field								
field	N	R	Sig level	Sig type	N	R	Sig level	Sig type
Ambition	1				7	0.733	0.000	Sig
	2	0.318	0.000	Sig	8	0.722	0.000	Sig
	3	0.230	0.000	Sig	9	0.771	0.000	Sig
	4	0.642	0.000	Sig	10	0.434	0.000	Sig
	5	0.467	0.000	Sig	11	0.581	0.000	Sig
	6	0.280	0.000	Sig				
The need for achievement	12	0.625	0.000	Sig	17	0.652	0.000	Sig
	13	0.691	0.000	Sig	18			
	14	0.579	0.000	Sig	19			
	15	0.618	0.000	Sig	20	0.666	0.000	Sig
	16	0.416	0.000	Sig	21	0.659	0.000	Sig
sense of responsibility	22	0.728	0.000	Sig	27	0.423	0.000	Sig
	23	0.558	0.000	Sig	28	0.583	0.000	Sig
	24	0.471	0.000	Sig	29	0.679	0.000	Sig
	25	0.711	0.000	Sig	30	0.414	0.000	Sig
	26	0.586	0.000	Sig	31	0.719	0.000	Sig
perseverance	32	0.644	0.000	Sig	37	0.303	0.000	Sig
	33	0.707	0.000	Sig	38	0.503	0.000	Sig
	34	0.704	0.000	Sig	39	0.520	0.000	Sig
	35	0.646	0.000	Sig	40	0.662	0.000	Sig
	36	0.588	0.000	Sig	41	0.598	0.000	Sig
Self-assurance	42	0.564	0.000	Sig	47	0.694	0.000	Sig
	43	0.681	0.000	Sig	48	0.659	0.000	Sig
	44	0.724	0.000	Sig	49	0.643	0.000	Sig
	45	0.582	0.000	Sig	50	0.592	0.000	Sig
	46	0.274	0.000	Sig	51	0.724	0.000	Sig
Third: - The correlation relationship between the scores of the fields and the overall score of the scale.								
N	fields		R	Sig level	Sig type			
1	Ambition		0.872	0.000	Sig			
2	The need for achievement		0.863	0.000	Sig			
3	sense of responsibility		0.923	0.000	Sig			
4	perseverance		0.895	0.000	Sig			
5	Self-assurance		0.861	0.000	Sig			

### **Psychometric properties of digital mathematical communication scale:**

**Validity:** Truthfulness means "that the test measures what it was set for, that is, the honest test measures the job that it claims to measure and does not measure anything else in place of it or in addition to it" <sup>(6)</sup>.

**Validate the content:** The truthfulness of the content means "the degree with which the test measures what it is designed to measure in the community" <sup>(7)</sup>, and that the process of judging the validity of the content is a logical truth, in contrast to the individual judgment, which is a self-effort. This truth is done by taking the opinions of experts and specialists and this is what done by the researcher.

**Constructive validity (validity of hypothetical formation):** That the validity of the construct is the most characteristic type of truthfulness of the concept of honesty, which is sometimes called the sincerity of the concept or the validity of the hypothetical formation, "because it indicates the extent to which the scale is measured to form a hypothesis or a certain psychological concept." The test is considered true "to the extent that the subject's score expresses the characteristic or concept in which our knowledge adds something new" <sup>(8)</sup>. This validity in the scale was verified through statistical analysis using skew, discriminatory ability and internal consistency.

**Reliability:** Reliability is one of the basic characteristics of psychological measures with regard to the advancement of validity, because an honest measure is considered constant, while a fixed scale is not valid. The static test is "a test that has a high degree of accuracy, proficiency, consistency and objectivity of what was put to measure" (). It also means that the test is not affected by the change of external factors or circumstances, which indicates the reliability of the individual's response, regardless of changing circumstances. Reliability was calculated by the following.

**Split-Half:** This method relies on splitting the scale paragraphs into two parts, the odd and even paragraphs, and to verify the homogeneity of the two halves, the F-ratio was extracted and when compared with the tabular value at a significance level (0.05), it was found that there is no significant function and thus achieving the condition of homogeneity between the scores of the two halves and the scale, then the correlation coefficient was extracted Pearson between the scores of the odd and even paragraphs of the digital mathematical communication scale. The researcher also used the Spearman Brown equation to extract the reliability coefficient for the scale as a whole.

**Alpha Cronbach Coefficient:** This type of consistency is called internal homogeneity and it is one of the most common vocabulary and the most appropriate for the measures, and it refers to "the strength of the links between the paragraphs in the test." Since it is the intervertebral correlation vocabulary rate that determines the Cronbach's alpha coefficient. The Fakronbach equation was applied to the members of the basic sample of (170) male and female teachers using the statistical bag (spss). The reliability coefficient was extracted for the digital mathematical communication scale, where the correlation coefficient reached (0.893), while the Spearman Brown coefficient reached (0.943), as for the Alpha Cronbach coefficient. It was (0.916).

**Applying the scale to the application sample:** After the construction of the scale involved in the research was completed, it was applied to the final application sample, which numbered (149), with (111) teachers and (38) female teachers.

**Statistical methods:** The researchers used the statistical portfolio for social sciences (spss) to process the data contained in his research, and the statistical methods that were adopted are: -

- Alpha Cronbach equation
- Standard error
- Simple correlation coefficient
- Mean
- Std. Deviation
- Correlation coefficients
- Chi-squar
- Standard error
- T test

### **Presentation, analysis and discussion of the results:**

#### **Presenting and discussing the reality of the motivation for participating in sports and scouting competitions for physical education teachers in Babil Governorate:**

In order to know the reality of the motivation of participating in sports and scouting competitions for the sample, it was found after analyzing the data that the arithmetic average of the teachers' joint motivation scale is (182.4068) and with a standard deviation of (21.98520), while it reached (175.0756) with a standard deviation (23.92575), and the level of significance (0.612), this means that the difference is statistically insignificant in the motivation to participate in sports and scouting competitions between (male and female physical education teachers) and the medium favorable to both sexes is higher than the hypothetical mean (144), which indicates the high rates of male and female teachers from the motivation to participate in sports and scouting competitions, and this result was consistent with what is happening in reality, which is one of the usual positive indicators that have a major role in sports and scouting competitions, which makes them think of achievement and effective participation as they make the utmost efforts to prove oneself in order to gain approval and attention from the media, as they make an effort that should be praised in a way that serves school sports and sports in general and the selection of talents that represent the country in the future.

The researcher attributes these results to the motivation of participating in sports and scouting competitions in achieving the best level of motivation, and that these differences are a natural indicator of the level of challenge and the ability to perform and respond to the directions of others and perseverance to reach the final outcome of performance by working on continuous training and adherence to the values and principles of sports training and good behavior in the stages of competition according to planning, this study is consistent with the study of (Abdel-Khaleq and Al-Nial, 1992)<sup>(5)</sup> that the motivation to achieve success is a motivation generated by the coach and urges him to compete in situations that include levels of excellence and excellence, in their theory, which assumes that individuals differ among themselves in terms of their pursuit of achievement, some of them are directed towards the drive for success, and these develop a

drive for achievement more than others, so we see them make the utmost effort in order to reach the goals, those directed towards avoiding failure, as these people have decreased motivation to achieve and leave negative effects on them, so they are subject to failure (Kattami:1994) <sup>(6)</sup>. The study agrees with the viewpoint of (Allawi:1998) that motivation, achievement "is the willingness of the individual to compete in a certain position of achievement in light of a certain standard or level of standards or levels of excellence" (Allawi:1998) <sup>(7)</sup>. Thus, the researcher sees that the scale that was used to measure the motivation to participate in sports and scout competitions appeared among the physical education teacher and female teachers.

### **Presenting the differences in motivation to participate in sports and scouting competitions among teachers of physical education in Babil Governorate according to the variable (gender) and discussing them:**

It was found through statistical analysis of the sample of physical education teachers according to the variable (gender) that the arithmetic mean of physical education teachers is (182.4068) with a standard deviation (21.98520), while the arithmetic mean of the sample of physical education teachers reached (175.0756) with a standard deviation of (23.9257). To calculate the differences between them, the researcher used the (T-test) for two independent samples, where the calculated (T) value of (1.976) was greater than the tabular value of (1.96), which is a statistically significant, which gives an indication that there are differences between (male and female teachers) physical education and in favor of physical education teachers (teachers) because they have the preference in the lack of pressure and an indication of the weakness of their trait through the arithmetic mean less than the arithmetic mean of physical education teachers (female teachers) knowing that the hypothetical mean of (Motivation to participate) (144).

This can be explained by the fact that there is a very slight difference in the motivation of participation between male and female teachers in physical education during these activities and sporting events in the presence of the shyness factor, especially in extra-curricular activities and outside participation, and this is confirmed by some studies that the shyness factor of female teachers is more influential at work.

### **Conclusions and recommendations:**

#### **Conclusions:**

- The motivation measure for participating in sports and scouting competitions, which was built, is valid to measure the motivation to participate in sports and scout competitions for physical education teachers in Babylon Governorate.
- The existence of a positive correlation between the digital sports communication between the two genders for physical education teachers in Babylon Governorate.
- The majority of physical education teachers are more motivated to participate in sports and scouting competitions in Babylon Governorate.
- The motivation to participate in sports and scouting competitions has a role in assisting physical education teachers to practice their work and it plays a role in motivating them despite the obstacles facing physical education teachers.

- The research sample (physical education teachers) has a good degree in achievement motivation, which makes the competitions more exciting and self-affirming.

### **Recommendations:**

- Benefit from the measure of motivation to participate in sports and scouting competitions for physical education teachers, which the researcher built as an objective tool for researchers and the possibility of using it in their research and studies.
- Conducting other studies to reveal the relationship of motivation to participate in sports and scouting competitions with some psychological variables.
- The necessity of following up with those in charge of school sports and scouting activities, the motivation of participating in sports and scouting competitions. Physical education teachers that have a role in communicating information and developments in laws, training and obstacles to those responsible for school sports activities.
- The need to pay attention to sports and scouting competitions because of their influencing role in selecting talents and raising motivation to participate.

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## Appendix(1)

## Participation motivation scale.

N	Paragraph	It applies to me very very much	It applies to me very much	Apply to me in a medium degree	It applies to me to a small degree	It applies to me in a very small degree
1	I can set myself goals or a high standard that I am trying to reach					
2	I feel able to develop my ability to lead my team while					



	participating in sports and scouting competitions					
3	I do not care what effort I put into preparing my team if that achieves my ambitions					
4	I hope to be one of the distinguished teachers praising everyone					
5	I feel optimistic when my team's performance is greater than expected while participating in sports and scouting competitions					
6	I feel annoyed when I am not the best among the teachers while participating in sports and scouting competitions					
7	I have an ambition to excel in the future in all posts					
8	I have an interest in developing my capabilities to lead my students while I participate in sports and scouting competitions					
9	I feel happy and excited while participating in sports and scouting competitions					
10	I have the desire to make costly efforts to achieve what I aspire to be					
11	I feel compelled to participate in sports and scouting competitions					
12	I want to be the best teacher when my team is participating in sports and scouting competitions					
13	I have the desire to succeed in my work as a successful teacher and to excel in all sports and scouting competitions					
14	The participation of my team in sports competitions and scouting is one of the exciting things in my professional life					
15	I can do my best and be ready to take part seriously					
16	Wasting time and not being prepared for sports and scouting competitions without investing it makes me feel sorry					
17	I feel mentally distracted as I prepare for and participate in sports and scouting competitions					
18	I feel my abilities match the level of competition					
19	Make it ready for competition and take part in sports and scouting competitions for fun and entertainment					
20	I do not want to participate in sports and scout competitions for fear of failure					
21	Increasing the challenge makes me older to reach achievement					
22	I can collaborate with everyone to look appropriately while participating					
23	I am pleased to be responsible by the school administration and fellow teachers for the team, or to be responsible for the achievement of					
24	When I am notified of the competition date, I am ready to participate and appear in the best way					

25	I like to be more committed while participating in sports and scouting competitions					
26	It is my duty to keep participating students and take responsibility for their mobility while participating					
27	My conscience curses me when I fail to do my meals while preparing and participating in sports and scouting competitions					
28	I rely on my colleague and do not rely on myself while preparing and participating in sports and scouting competitions					
29	I always be sincere in my work while training teams participating in sports and scouting competitions					
30	It is not my responsibility to prepare teams, prepare for participation, and maintain sports supplies					
31	I try to tolerate the result of my mistakes and not blame others					
32	I am ready to redouble my efforts and be ready for the competition					
33	I feel great fun watching developmental programs as I prepare to participate					
34	I feel that I am more committed to sports and scouting activity directives related to participating in sports and scouting competitions					
35	I would like to be more committed to attending before the date of participation in sports and scouting competitions					
36	I have the ability to work actively while preparing to participate in sports and scouting competitions					
37	I develop my abilities and skills diligently, even if it causes me fatigue					
38	During my participation in the competitions, I tend to compete with my fellow teachers so that I can be distinguished from other schools					
39	I have circumstances that may stand in the way of my success in excellence and success in preparing the teams participating in sports and scouting competitions					
40	I feel bored when participating in sports and scouting competitions prolonged					
41	I feel bored while participating in competitions					
42	Be active while preparing teams and make more effort to participate					
43	I have the ability to perform tasks during sports and scouting competitions					
44	I have great willpower and determination while participating in sports and scouting competitions and achieving goals					

45	I have the ability to correct my team's performance while participating in sports and scouting competitions					
46	I can act rationally in unexpected situations while my team is participating in sports and scouting competitions					
47	I try to regain my self-confidence when I fail in sports and scouting competitions					
48	I think that my skills and abilities in leading my team are weak compared to my fellow teachers					
49	I feel the teachers want to make fun of me					
50	I have a belief that others regard me as not being competent					
51	I employ all means, tools and experiences while participating in sports and scouting competitions					
52	I have no ambition to excel in the future in all posts					
53	I don't feel that my abilities match the level of competition					
54	I do not try to regain my self-confidence when I fail in sports and scouting competitions					