



ATTITUDES OF MEMBERS OF THE UNIVERSITY SPORTS DEPARTMENT TOWARDS ORGANIZING STUDENT SPORTS ACTIVITIES AT AL-QADISIYAH UNIVERSITY

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Abstract.

The spirit of the members of the sports faculty in a university has a major role in intellectual development in all fields (and more especially on the sports field). For this reason, interest was kindled in an introspective attitude because it is a complex mental quality comprising cognition and also related to emotional and behavioural components toward a particular topic.

Keywords: Psychological orientation, University sports activities, Attitudinal measurement, Scale construction, Sports faculty attitudes

Research problem

What is the effect of psychological orientation of members of the university sports department in organizing university sports activities?

Research aim

To construct a scale for measuring the psychological orientation of members of the university sports department in organizing university sports activities.

The researcher assumed that there are definite differences in measuring the psychological orientation of members of the university sports department.

In organizing university sports activities, he used a descriptive approach to suit construction and codification of the scale and its application through a survey method. It comprised an explanation of a research population that included (110) members and teachers. A sample was drawn (100) members and teachers. With respect to the procedures for construction and codification of the scale, it was in terms of the initial identification of areas of psychological attitude related to members of university sports, and there were (3) areas that represent psychological attitude. Afterward, paragraphs were drafted for each of these areas, with their number being (75) paragraphs, distributed according to relative importance. The method of drafting the paragraphs was set according to the Likert method. Thereafter, a set of paragraphs was submitted for members to experts and specialists in attitudinal measurement for demonstration regarding their validity; (60) paragraphs were nominated. After applying the scale, statistical analyses were made relating to discriminatory ability terms and other internal consistencies placed upon the scientific foundations of measurement. This also included test items for codifying the scale. The paper discusses the extraction of scientific bases of the scale and scale criteria extracted at percentile ranks. The statistical methods are also introduced by the researcher.

The results were introduced, analyzed, and discussed in a scientific way to fulfill the research objectives and finalize scientific results. The researcher concluded that the scale has good discerning power to differentiate psychological attitudes and sex differences among university sports members. The researcher suggests that



psychological attitudes of university sports department should be considered very seriously because it plays a very vital role in all successes, especially running successful university sport events with an aim of fostering university sports activities since they play a major role in helping students relieve pressures which they get while attending universities.

1 -Introduction to the research and its importance:-

There is no doubt that we are living in a time that has changed by all definitions from times that have passed. This period in which we live is what is termed to be the Information Age. That means real power is for those who own information and can apply it rationally in the use of adequate requirements for this era. We now live in a different world, a world for speed for everything, hence from here we note this characteristic through the speed of change and development involving all fields, particularly the sports field where” development has become rapid, successive, and intense — this is not coincidental but rather as a result of using modern means that rely on development and scientific progress.” arising from rigorous scientific research in solving problems" ()

These problems may face the university student and retard him from all fields, especially in the sports field. Since the members of the university sports department had a major role in scientific development. It was necessary to direct his human behavior, and from here came the interest in psychological trends for the members of the university sports department at Al-Qadisiyah University non-specialized colleges because it represents a complex psychological trait that includes cognitive, emotional, and behavioral elements toward various sporting action. The reason for interest in psychological trends, especially the trends of members of Student Activities Department at the university is due to their great importance in directing on the student’s human behavior. College, it shapes the student's social conduct in a number of cases in college life, most markedly those sports activities at college. The student's sports activities are vital university sports and because they are very important at the university student level.

Hence, the importance of the present study is in its readiness to a tool for exposing psychological attitudes of the members of the university sports department at the university toward university sports activities. It can be used by both faculty members and student-teachers in the universities for ascertaining the attitudes of members at the university.

1-2 Research problem:

There is a difference in the psychological attitudes of the members of the University Sports Department at Al-Qadisiyah University. Some view student sports activities as important to alleviate the pressures that students may have within the university, while others believe that such activities are not necessary, especially under present conditions due to inadequacy of resources— such as sports stadiums or fields— to carry out these activities and also the lack of sports equipment for some students. The problem of the research is how to identify the psychological trends towards student sports activities for members of the University Sports Department at university, and a measure is lacking to determine those psychological trends of members at university toward activities. This called for preparing a measure of psychological attitudes.

There are a difference in psychological attitudes of members of the University Sports Department at Al-Qadisiyah University. Some see the importance of student sports activities— an educational and recreational activity through which the pressures that students sometimes face at the university can be alleviated. Others see that there is no need for these activities, especially in. The current circumstances are: due to the weakness of the capabilities (such as sports stadiums and arenas) to practice these activities and the lack of sports equipment for some students. The problem also lies in its research: identifying those psychological trends towards student sports activities for members of the University Sports Department at their university and this



lacuna measure to determine those psychological trends of members at their university towards activities. This required potentiation determine a measure of psychological attitudes.

1-3 Research objectives:-

The research aims to:-

- 1- Building a scale to measure the attitudes of members of the Sports Department towards organizing university sports activities at Al-Qadisiyah University.
- 2- Identifying the trends among members of the Sports Department towards organizing university sports activities at Al-Qadisiyah University.

1-4 research hypotheses:-

The researcher assumes:

There are significant differences in measuring the attitudes of members of the Sports Department towards organizing university sports activities at Al-Qadisiyah University.

2- Research methodology and field procedures:-

2-1 Research methodology:-

The researcher utilized descriptive research in the manner of survey studies because it fits the problem's nature. "Descriptive research, by its very nature, is highly suitable for addressing problems on a mass scale and is often employed as a pre-investigative procedure so as to open up new areas of study." ⁽¹⁾.

2-2-Search tools:

"It is the means or method by which the researcher can solve his problem, whatever those tools are, data, samples, or devices" ⁽²⁾.

2-2-1-The research community and its sample:-

The research community was comprised of members of Al-Qadisiyah University, specifically the University Sports Department, for the academic year (2023-2024), totaling (110) members. The sample under study based on the scale was (100) members and (10) for the pilot study.

2-3- Main search procedures:-

2-3-1- Procedures for constructing the scale:-

In pursuing the first goal of the research, which is to construct a psychological attitudes scale, the researcher followed steps that are "several" and "specific steps that we follow in constructing the test and the scale and how to deal with the items of the scale to measure the overall aspects of the skill, trait, characteristic or ability." The researcher based his work on social learning theory because it is more realistic and comprehensive when clarifying about psychological tendencies of members from university sports department. Then he identified its areas, as well as some of them with steps that she takes for their construction process.

2-3-1-1- Purpose of constructing the scale:-

The step in building the scale is to clearly define the purpose of the scale and what is the intended use of this scale.

The aim of the research is to construct a scale for psychological attitudes toward university sports activities among members of the University Sports Department at Al-Qadisiyah University and apply it to detect the psychological attitudes of the members.

2-3-1-2- Determine the phenomenon to be measured:-

¹ Ibrahim Ahmed: Research Methods in Physical Education. Cairo. Dar Al-Maaref. 1980. p. 49.

² Wajih Mahjoub: Scientific research and its methods. Baghdad: Dar Al-Kutub Directorate for Printing and Publishing. 2002, p. 163.



The concept to be measured should be identified, and its boundaries well-defined. The phenomenon that the study seeks to measure is the psychological attitudes towards organizing sports activities among members at Al-Qadisiyah University.

2-3-1-3 Identifying areas of psychological trends:-

While inquiring into the areas of psychological trends, the researcher was put to notice of the studies and research that tackled the concept of psychological trends and numerous fountains in psychology and educational, sports, and general psychology from where (3) areas could be possibly gleaned, namely.

1-Cognitive field.

2-The emotional field.

- Behavioral field.

2-3-1-4- Determining the validity of the areas of psychological attitudes:-

In verifying the validity of the areas of psychological attitudes to measure attitude among members of the University Sports Department at Al-Qadisiyah University in non-specialized colleges, the researcher had to put these forward by presenting the areas on a questionnaire with the procedural definition for each field to experts in the field of sports psychology, management, and organization specialization to demonstrate its validity. The researcher took into observations that It was expressed by experts in validity all areas of psychological trends, and with same importance.

2-3-1-6 Preparing the initial version of the scale:-

Since the researcher adopted all fields with the same importance for the fields of psychological attitudes, the process of preparing the scale items will be equal for each field of psychological trends. The researcher will prepare paragraphs for each axis of psychological trends with a number greater than this prescribed number so as to anticipate this possibility of some statements falling when treated statistically so as to extract the scientific foundations of the scale. The researcher used several methods to prepare the statements, and these are:

First, please see the previous resources

After reviewing a number of research studies in the fields

A number of paragraphs were initiated by the researcher.

Secondly-multiple psychometric measures

To benefit from former studies and investigations that have tried to explain psychological trends in drafting items related to measuring psychological trends

2-3-1-6- Validity of the scale items:-

This procedure requires obtaining consensus from a group of experts on the validity of the items of this scale. Therefore, the researcher prepared the psychological attitudes scale form in its initial form and identified the items for each type related to psychological attitudes towards university sports activities and gave a definition of each of the psychological attitudes areas of the scale, as it included The form contains (45) paragraphs. To confirm the correctness of the linguistic formulation of the paragraphs, he presented them to professors and specialists in the Arabic language for evaluation. ⁽³⁾

After the linguistic modifications, he presented it to a group of experts and specialists (in sports psychology, and in management and organization). And after collecting the questionnaire forms for the psychological attitudes scale, he worked data collection and transcript through the test (K2) to determine which items were

³ Prof. Dr. Khawla Saleh: Al-Qadisiyah University - College of Physical Education



valid from others, whereby results showed validity (45). Each field is divided into (15) paragraphs to represent the fields to which it belongs, as in Table (1).

Table (1)

Shows the results of the experts' (K2) test on the validity of the items

Cognitive field						
Significance	Calculated chi2 value	Agreement rate	Validity		Paragraph	ت
			Not suitable	Suitable		
moral	10	%100	0	10	Members of the University Sports Department believe that sports activities are essential subjects	1
moral	10	%100	0	10	The University Sports Department believes that sports activities do not develop the ability to think scientifically correctly	2
moral	10	%100	0	10	Members of the University Sports Department believe that sports activities are for high achievers only	3
moral	10	%100	0	10	Members of the University Sports Department believe that sports activities are a period of irregular free play	4
moral	10	%100	0	10	Members of the University Sports Department find that sports activities help to acquire skills	5
moral	10	%100	0	10	Members of the University Sports Department find that sports activities teach to raise questions, opinions and ideas	6
moral	10	%100	0	10	Members of the University Sports	7

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



					Department believe that sports activities are not suitable for high achievers	
moral	10	%100	0	10	Members of the University Sports Department believe that sports activities are suitable for those with low grades	8
moral	10	%100	0	10	Members of the University Sports Department find that sports activities gain scientific ability	9
moral	10	%100	0	10	Members of the University Sports Department believe that sports activities are complex	10
moral	10	%100	0	10	Members of the University Sports Department believe that developing mental strength is when teaching sports	11
moral	10	%100	0	10	Members of the University Sports Department find that there is a positive interaction in sports activities	12
moral	10	%100	0	10	Members of the University Sports Department believe that sports activities are characterized by clarity	13
moral	10	%100	0	10	Members of the University Sports Department believe that sports activities are interested Body for the Student	14

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



moral	10	%100	0	10	University sports members understand that sports activities are breaks between classes for students.	15
Emotional domain						
Significance	Calculated chi2 value	Agreement rate	Validity			ت
			Not suitable	Suitable		
moral	10	%100	0	10	University sports department members emphasize university sports activities in general	1
moral	10	%100	0	10	University sports department members like sports activities more than other classes for students	2
moral	10	%100	0	10	University sports department members prefer sports activities that involve student movements	3
moral	10	%100	0	10	University sports department members feel that sports activities free students from psychological conflicts	4
moral	10	%100	0	10	University sports department members like sports activities for students	5
moral	10	%100	0	10	University sports department members like sports activities because they develop the power of observation	6
moral	10	%100	0	10	University sports department members hate sports activities because they reduce personality	7

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



moral	10	%100	0	10	University sports department members feel dissatisfied when they do not practice student activities	8
moral	10	%100	0	10	University sports department members like sports activities because they are psychological specialties	9
moral	10	%100	0	10	University sports department members avoid sports lessons when they look down on them	10
moral	10	%100	0	10	University sports department members get annoyed when sports activities are in the morning	11
moral	10	%100	0	10	University sports department members prefer to receive all respect for sports activities	12
moral	10	%100	0	10	University sports department members like to practice any activity at the university	13
moral	10	%100	0	10	University sports department members feel that working in the sports profession inspires the soul Happiness	14
moral	10	%100	0	10	The University Sports Department feels comfortable with student activities.	15
Behavioral domain						
Significance	Calculated chi2 value	Agreement rate	Validity			ت
			Not suitable	Suitable		

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



moral	10	%100	0	10	University sports department members practice sports activities to teach honesty	1
moral	10	%100	0	10	University sports department members prefer that sports activities do not develop the ability to think	2
moral	10	%90	0	10	University sports department members see sports activities because they help to establish relationships	3
moral	10	%100	0	10	University sports department members who practice sports activities are described as feeling responsible	4
moral	10	%100	0	10	University sports department members who practice sports activities are described as feeling responsible	5
moral	10	%100	0	10	University sports department prefers sports activities as a necessity	6
moral	10	%100	0	10	University sports department members prefer sports activities twice a week	7
moral	10	%100	0	10	University sports department members find that sports activities gain academic ability	8
moral	10	%100	0	10	University sports department members express that sports activities are more important than other studies	9



moral	10	%100	0	10	University sports department members prefer to practice sports activities when they are with others	10
moral	10	%100	0	10	University sports department members avoid sports lessons when they are looked down upon	11
moral	10	%100	0	10	University sports department members avoid sports lessons when they are looked down upon	12
moral	10	%100	0	10	University sports department members like sports activities because they control difficult situations	13
moral	10	%100	0	10	University sports department members practice University sports activities because it provides an opportunity to make friends	14
moral	10	%100	0	10	Avoiding university sports members from sports activities when it does not help control emotions	15

Tabular value of $(K2) = 3.84$ at degree of freedom $(n-1) = (2-1) = 1$ and significance level (0.01)

2-3-1-7 Keys to correcting members' psychological attitudes scale:-

The next step is to compute the score obtained by the teacher. This is an important step because the scoring depends on how many options there are for the answer according to the Likert model and on a five-point scale (strongly agree, agree, neutral, disagree, strongly disagree). The author assigned as +ve items (1, 2, 3, 4, 5) and vice versa (5, 4, 3, 2,1) for negative items.

2-3-1-8 Exploratory application of the psychological attitudes scale:-

Procedures for pilot study on random sample of (10) faculty members from Department of Physical Education at Mansoura University

- 1- Level of clarity of scale paragraphs and directions.
- 2- Ample time to respond



- 3- Obstacles facing the researcher in the final process after applying the tool.
- 4- The answer alternatives' effectiveness.
- 5- Efficiency of work team.

The response time was found to range between (10-15) minutes.

After sorting the answer forms for the construction sample, it was found that all questionnaires were valid for answering. Therefore, all questionnaires were retained by the researcher, comprising (100) forms, which were used in the statistical analysis of items of Psychological Attitudes Scale for extracting discriminatory power, validity, and reliability.

After the exercise of sorting the answer forms for the construction sample, it was realized that all questionnaires were valid for answering. Therefore, all questionnaires were retained by the researcher. These came to (100) forms, which were relied on in the statistical analysis of items of the Psychological Attitudes Scale for extracting discriminatory power, validity, and reliability

2-3-1-10 Statistical analysis of the items of the Psychological Attitudes Scale:-

The researcher followed the following statistical analysis procedures:

2-3-1-10-1-Indicators of discrimination:-

This indicates that the scale has items that can discriminate between respondents in psychological attitudes toward college sports events, as in Table (2).

From this, it can be seen that the scale comprises items that can differentiate in psychological attitudes toward university sports among the member states. as in Table (2)

T-Test was used for two independent samples to determine the significance of the difference between the means of upper and lower group items for scale variables. The obtained t-value was taken as an indicator of item validity and compared with tabulated (1.98 at 52 d.f and 0.05 level of significance), from the analysis results, that all items in the scale are distinct.

From this, we can be able to tell that the scale contains items which are discriminative between members in psychological attitudes towards university sports activities as in Table (2)

Table No. (2)

It shows the values of the T-test for the coefficient of discrimination using the two extreme sample method for the psychological attitude scale

Paragraph evaluation	T-value	lower group		upper group		no	Subscale
		Standard deviation	Arithmetic mean	Standard deviation	Arithmetic mean		
Featured	3.545	1.286	3.017	1.265	3.875	1	cognitive Domain
Featured	2.817	1.210	2.586	1.213	3.482	4	
Featured	3.522	1.206	3.206	1.025	4.241	7	
Featured	2.817	1.261	3.344	1.428	3.551	10	
Featured	3.236	1.355	2.862	1.238	3.965	13	
Featured	2.917	1.371	3.103	1.328	4.137	16	
Featured	4.205	1.267	3.034	0.959	4.275	19	
Featured	3.645	1.117	3.034	1.187	4.137	22	
Featured	2.142	1.412	2.931	1.527	3.758	25	

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



Featured	3.650	1.378	2.551	1.206	3.793	28	Affective Domain
Featured	2.634	1.212	3.551	0.967	4.310	31	
Featured	3.186	1.234	3.103	1.066	4.069	34	
Featured	4.287	1.168	2.689	1.279	4.069	37	
Featured	4.130	0.976	2.896	1.117	4.034	40	
Featured	8,646	1,438	2,925	0,743	4,481	43	
Featured	3.432	1.255	2.172	1.192	3.275	2	
Featured	2.140	1.278	2.724	1.298	3.448	5	
Featured	5.437	1.370	3.344	1.098	3.724	8	
Featured	2.235	1.322	2.965	1.137	3.689	11	
Featured	5.437	1.205	2.896	0.712	4.310	14	
Featured	3.715	1.179	2.965	0.925	4.000	17	
Featured	2.888	0.710	4.172	0.552	4.655	20	
Featured	3.412	1.146	3.620	0.829	4.517	23	
Featured	2.553	0.798	4.069	0.631	4.551	26	
Featured	2.445	1.198	3.689	1.058	4.413	29	
Featured	3.091	1.012	3.103	1.267	4.034	32	
Featured	2.314	0.849	3.689	1.168	4.310	35	
Featured	3.650	1.379	2.551	1.206	3.793	38	
Featured	3.715	1.179	2.965	0.925	4.000	41	
Featured	2.888	0.710	4.172	0.552	4.655	44	
Featured	10,643	1,494	2,938	0,647	4,864	3	Behavioral Domain
Featured	10,029	1,151	2,456	0,971	4,135	6	
Featured	7,749	1,263	2,679	0,991	4,061	9	
Featured	4.445	1.144	3.103	0.840	4.275	12	
Featured	4.692	1.476	2.413	0.923	3.931	15	
Featured	3.607	0.786	4.241	0.384	4.827	18	
Featured	2.686	1.209	3.965	0.669	4.655	21	
Featured	3.192	1.101	4.000	0.527	4.724	24	
Featured	4.692	0.789	4.137	0.732	4.413	27	
Featured	3.742	0.915	4.137	0.384	4.827	30	
Featured	3.710	1.179	2.965	0.925	4.000	33	
Featured	3.849	1.167	3.827	0.454	4.724	36	
Featured	3.136	1.281	3.000	1.051	3.965	39	
Featured	5.224	1.227	2.642	1.373	3.928	42	
Featured	2.039	0.986	3.482	1.193	4.069	45	

2- Internal consistency method

A- The correlation coefficient of the item with the total score of the subscale to which it belongs:

This method is considered one of the ways to obtain a discrimination coefficient by using an internal criterion for the total score, that is, obtaining the correlation between the person's score on the item and his score on the test, as this method is considered one of the most accurate methods known to calculate the internal



consistency of the items in, and it turns out that the items follow the same path. Which the scale goes as a whole (⁴). Table (3) shows this.

Table (3)

The correlation coefficient of each item with the total score of the subscale is shown using the internal consistency method

Type of significance	Correlation coefficient	t	Subscale	Type of significance	Correlation coefficient	t	Subscale
moral	0,477	1	Cognitive Domain	moral	0.317	4	Cognitive Domain
moral	0,560	7		moral	0.302	10	
moral	0,636	13		moral	0.351	16	
moral	0,526	19		moral	0.305	22	
moral	0,577	25		moral	0.242	28	
moral	0,357	31		moral	0.312	34	
moral	0,598	37		moral	0.337	43	
moral	0.317	5		Emotional Domain	moral	0.218	
moral	0.302	11	moral		0.387	8	
moral	0.351	17	moral		0.269	14	
moral	0.305	23	moral		0.418	20	
moral	0.242	29	moral		0.387	26	
moral	0.312	35	moral		0.337	32	
moral	0.412	41	moral		0.226	38	
moral	0,521	6	Behavioral Domain		moral	0.273	3
moral	0,407	12		moral	0.329	9	
moral	0,701	18		moral	0.210	15	
moral	0,586	24		moral	0.486	21	
moral	0,592	30		moral	0.303	27	
moral	0,629	36		moral	0,701	33	
moral	0,451	42		moral	0,451	39	
				moral	0,458	45	

B- The correlation coefficient of the subscales with the total score of the scale:-

Table (4)

It shows the correlation coefficients of the subscales with the total score of the psychological attitude scale

Total Score	Behavioral Domain	Affective Domain	Cognitive Domain	Domain Type
			1	Cognitive Domain
		1	0.292	Affective Domain
	1	0.213	0.198	Behavioral Domain
1	0481	0.389	0.462	Total Score

The above table indicates that, at the degree of freedom (100) - 2 = 98, all correlation coefficients of the subscales with the total score are statistically significant at (0.05).

⁴ Abd al-Rahman Muhammad Issawi: Experimental Measurement in Psychology and Education, Cairo, University Knowledge House, 1985, p. 51.



C- The correlation coefficients of each item with the total score of the scale using the internal consistency method:

See Table (5) for

correlation coefficient of each item with the total score of the scale

ype of significance	Correlation coefficient	t	Subscale	Type of significance	Correlation coefficient	t	Subscale
moral	0.273	1	Cognitive Domain	moral	0.318	4	Cognitive Domain
moral	0.329	7		moral	0.379	10	
moral	0.210	13		moral	0.304	16	
moral	0.486	19		moral	0.277	22	
moral	0.303	25		moral	0.198	28	
moral	0,514	31		moral	0.210	34	
moral	0,562	37		moral	0.486	40	
moral	0.318	5	Affective Domain	moral	0.341	2	Affective Domain
moral	0.379	11		moral	0.423	8	
moral	0.304	17		moral	0.460	14	
moral	0.277	23		moral	0.288	20	
moral	0.198	29		moral	0.290	26	
moral	0.305	35		moral	0.289	32	
moral	0,597	41		moral	0,352	38	
moral	0,494	6	Affective Domain	moral	0,205	3	Affective Domain
moral	0,471	12		moral	0,461	9	
moral	0,424	18		moral	0,422	15	
moral	0,460	24		moral	0,505	21	
moral	0,450	30		moral	0,574	27	
moral	0,600	36		moral	0,617	33	
moral	0,529	42		moral	0,514	39	
				moral	0,562	45	

-3-1-10-2 Scientific indicators for the scale: -

2-3-1-1310-2-1 Validity of the scale: -

“Validity is one of the important criteria for test quality, as it indicates the extent of accuracy with which the measurement tool measures the characteristic or phenomenon it was designed to measure.”⁽⁵⁾

He extracted several meanings for truthfulness, which are:

First: Construct validity:

It is considered one of the most representative types of the concept of validity, which is sometimes called the validity of the concept, or the validity of the hypothesis formation, “which means the extent to which the psychological measure measures the formation of a particular hypothesis or psychological concept”⁽⁶⁾.

2-3-1-10-2-2 Indicators of scale stability:-

⁵ Muhammad Nasr al-Din Radwan: a previously mentioned source, 2006 AD, p. 177

⁶ Mohamed Shehata Rabie: Personality Measurement, Cairo, Dar Al-Ma'rifa, 1994, p. 98.



Reliability is one of the basic components of a test and is one of the most important characteristics of a good test. The stability of the test means “it gives the same results if it is re-applied to the same sample in two different periods and under similar conditions” (7).

To obtain stability, the following methods were used:

First: Half-partition:

The questionnaires of the main experiment for the construction sample, which numbered (100), were relied upon, and the homogeneity of the two halves was confirmed using the (F) test. Table (6) shows this.

Table (6) shows the reliability coefficients of the split-half test with the correction factor

Stability after correction	Stability before correction	Domain Type	no
0.804	0.631	Cognitive Domain	1
0.789	0.753	Affective Domain	2
0.894	0.672	Behavioral Domain	3

2-3-2- Statistical methods:-

The search results were extracted using the Statistical Software Package for the Social Sciences (SPSS).

3- Presentation, analysis and discussion of the results:

3-1 Presenting the results of the tests of the psychological attitudes scale for members of the University Sports Department at Al-Qadisiyah University towards university sports activities in colleges other than specialization.

Table (7)

It shows the arithmetic mean, the standard deviation, and the calculated and tabulated (T) value of the psychological attitude of members of the University Sports Department at Al-Qadisiyah University towards university sports activities.

Significance	T-value		Degree of freedom	Standard deviation	Arithmetic mean	Sample
	Tabular	Calculated				
moral	2,01	3,74	98	2,69	179,93	University Sports Department Members

This does positively allow males to practice sports at a high level, and we see these practices when we watch university competitions for students.

The test results revealed a mean (179.93) and standard deviation (2.69); the calculated T-value was (3.74) at 98 degrees of freedom which is greater than the tabulated value at (2.01) at a significance level of (0.05). This would mean that there is a significant difference.

This finding can be rationalized on the assertion of positive psychological attitudes of members in the university sports department towards sports activities being high

It is because they were pleased with practicing sporting activities at the university that led them to respond positively towards sporting activities.

The researcher associates this result to the development of university sports in all academic levels that students go through at the university and which has had a positive impact on university sports. There could be other

⁷ Muhammad Sobhi Hassanein: Measurement and Evaluation in Physical Education and Sports, vol. 1, 3rd edition, Cairo, Dar Al-Fikr Al-Arabi, 1995, p. 353.



reasons that may be related to this result and to some of the requirements for sports activities, special halls for these university activities.

This does positively allow males to practice sports at a high level and we see these practices when we watch university competitions for students.

3-2 Results of the Test of Psychological Attitude Scale for Members in the University Sports Department at Al-Qadisiyah University Toward University Sports Activities (Males and Females)

3-2 Presentation of test results of the psychological attitudes scale for members of the University Sports Department at Al-Qadisiyah University towards university sports activities, Males and Females.

Table (8)

It shows the arithmetic means, standard deviations, and the calculated and tabulated (T) value between males and females

Significance	T-Value		Degrees of Freedom	Standard Deviation	Mean	Gender
	Tabular	Calculated				
moral	1,98	12,28	98	13,54	133,93	Females
				10,08	167,87	Males

Table 8 displays the means, standard deviations, and t-values and df-values calculated between male and female psychological orientation of the members of the university sports department.

Males' test results showed a mean (167.87) and a standard deviation (10.08), while females' test results showed a mean (133.93) and a standard deviation (13.54). The p-value resulting from this was less than 0.05. This would imply that there was a significant difference at all levels of significance in the average scores of females and males in psychological attitudes towards sports activities. When testing for the significance of the differences between the mean scores of females and males, the calculated T-value was (12.28) using the t-test for two independent samples. This is with regard to whether or not such values could have arisen simply by chance Variation within an observation having been taken from one population.

3-3 Results of the Test of Psychological Attitudes Scale for Members of the University Sports Department by Designation Variable (PhD - Master's)

3-3 Present the results of the test of the scale of psychological attitudes for members of the university sports department according to the variable degree (PhD-Master)

This indeed enables males to practice sports activities related to students in a higher trend always. We see these practices through our watching of university competitions related to students and physical education lessons. They are more practiced by male members of student activities, unlike females. Hence, females were marked by a low trend in this study due to the lack of practice from them. In physical education lessons and sports activities at the university, the researcher had seen that the lesson was practiced only by a minority of females, and, as a contrast to that, all male students practiced university sports activities at the university.

3-3 Results of Psychological Attitudes Scale for University Sports Department According to Degree Variable (PhD — Master's)

Table (9)

It shows the arithmetic means, standard deviations, and the calculated and tabulated (T) value between doctoral and master's degrees for the psychological attitudes scale. males towards sports activities at the university, unlike female members.

Significance	T Calculated	MA		PhD		Variable	ت
		a	s	a	s		
0.032	2.16	40.42	208.76	34.40	224.96	Psychological Attitudes Scale	1



This finding may be attributed to the strong influence among the high-level doctorate holding teachers on their involvement in many conferences and training inside and outside universities to develop university sports.

Test results for Ph.D. had a mean of 224.961 with a standard deviation of 34.406, while those for master's had a mean of 208.76 with a standard deviation of 40.421. In testing the significance of the differences between doctoral and master's means, using a t-test for two independent samples on the degrees of membership, it was established that the calculated t-value equaled 2.1649; when compared to the tabular value (1.98) at a significance level of .05 and degree of freedom (98), it was higher, indicating significant difference at this level between average degrees for both Master's in Psychological Trends and Ph.D

The reason for this is because the top doctoral degree efficiency teachers have much to take an active part in many conferences and training within and outside the university to develop sports of the university.

This can be explained on the grounds that there is high efficiency among a high-level doctorate degree teacher through their involvement in many conferences and training outside and inside the universities in developing university sports.

5-Conclusions:-

5-1-Conclusions:-

The researcher found:

- 1- The scale was built for the psychological attitudes of members of the university sports department towards university sports activities.
- 2- Members of the university sports department have high psychological attitudes towards university sports activities.
- 3- Male members have higher and greater psychological tendencies than female members.

5-2-Recommendations:-

Based on the research results, the researcher recommends:

- 1- Paying attention to the psychological attitudes of the members of the sports department at the university because it has a major role in the success of all fields that concern the university student, especially in the field of university sports.
- 2- Paying attention to university sports activities because of their great importance in alleviating the stress experienced by students at the university.
- 3- Providing stadiums, arenas, sports halls, and special supplies for the success of these university sports activities.

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Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

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Appendix (1)

Ministry of Higher Education and Scientific Research

Al-Qadisiyah University

College of Physical Education

Dear Professor....

The scale in your hands expresses your psychological orientation towards university sports activities, and it consists of (45) items. You are required to express your opinion after reading the paragraphs carefully by placing a mark () in the appropriate box according to the alternatives, knowing that the answers given will be used for the purposes of... Scientific research only. As an indication of this, you are not asked to write your name, but rather general information that helps in classifying and analyzing the data.

Does not apply to it at all	Applies to it a little	Applies to it sometimes	Applies to it a lot	Applies to it completely	Paragraph	ت
					Members of the University Sports Department believe that sports activities are necessary subjects	1
					The University Sports Department believes that sports activities do not develop the ability to think scientifically correctly	2
					Members of the University Sports Department believe that sports activities are for high achievers only	3
					Members of the University Sports Department believe that sports activities are a period of irregular free play	4
					Members of the University Sports Department find that sports activities help to acquire skills	5
					Members of the University Sports Department find that sports activities teach to raise questions, opinions and ideas	6
					Members of the University Sports Department believe that sports activities are not suitable for high achievers	7

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



					Members of the University Sports Department believe that sports activities are suitable for those with low grades	8
					Members of the University Sports Department find that sports activities gain scientific ability	9
					Members of the University Sports Department believe that sports activities are complex	10
					Members of the University Sports Department believe that developing mental strength is when teaching sports	11
					Members of the University Sports Department find that there is a positive interaction in sports activities	12
					Members of the University Sports Department believe that sports activities are characterized by clarity	13
					Members of the University Sports Department believe that sports activities care for the body For the student	14
					University sports members understand that sports activities are breaks between lessons for students	15
					University sports department members emphasize university sports activities in general	16
					University sports department members like sports activities more than other lessons for students	17
					University sports department members prefer sports activities that involve student movements	18
					University sports department members feel that sports activities free the student from psychological conflicts	19
					University sports department members like student sports activities	20
					University sports members like sports activities because they develop the power of observation	21
					University sports members hate sports activities because they reduce personality	22
					University sports department members feel dissatisfied when student activities are not practiced	23
					University sports department members like sports activities because they are psychological specialties	24

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



					University sports department members avoid sports lessons when they look down on them	25
					University sports members get upset when sports activities are in the morning	26
					University sports members prefer that sports activities be given full respect	27
					University sports members like to practice any activity in University	28
					Members of the University Sports Department feel that working in the sports profession brings happiness	29
					The University Sports Department feels comfortable with student activities	30
					Members of the University Sports Department practice sports activities to teach honesty	31
					Members of the University Sports Department prefer that sports activities do not develop the ability to think	32
					Members of the University Sports Department see sports activities because they help to establish relationships	33
					Members of the University Sports Department who practice sports activities are described as feeling responsible	34
					Members of the University Sports Department who practice sports activities are described as feeling responsible	35
					The University Sports Department prefers sports activities as a necessity	36
					Members of the University Sports Department prefer sports activities two times a week	37
					Members of the University Sports Department find that sports activities gain academic ability	38
					Members of the University Sports Department express that sports activities are more important than other studies	39
					Members of the University Sports Department prefer to practice sports activities when with others	40
					Members of the University Sports Department avoid studying sports when they look down on them	41

Proximus Journal of Sports Science and Physical Education

Volume 1, Issue 8, August, 2024

<https://proximusjournal.com/index.php/PJSSPE>

ISSN (E): 2942-9943



				Members of the University Sports Department avoid studying sports when They look down on him	42
				College athletes like sports because it helps them control difficult situations	43
				College athletes play sports because it provides an opportunity to make friends	44
				College athletes avoid sports when it does not help them control their emotions	45