



Construction and Psychometric Validation of the Psychomotor Adaptation and Satisfaction Scale for Junior Wrestlers Aged 12–14

Prof. Dr. Ali Fouad Faiq, College of Basic Education, Al-Mustansiriya University, Baghdad, Iraq.
alifoaad085@gmail.com

Asst. Prof. Dr. Mohammed Ali Jalal, College of Basic Education, Al-Mustansiriya University, Baghdad, Iraq.
moajalal@gmail.com
orcid.org/0000-0002-9879-7868

Abstract

Background: In elite youth wrestling, athletic evaluation must transcend purely physiological metrics to integrate psychological and motor dimensions. However, specialized, sport-specific psychometric instruments remain scarce.

Objective: This study aimed to construct and psychometrically validate a specialized Psychomotor Adaptation and Satisfaction Scale tailored for junior wrestlers (aged 12–14) in Baghdad clubs.

Methods: Utilizing a descriptive survey design, a sample of 200 junior wrestlers was recruited. Structural validity and dimensionality were evaluated using exploratory factor analysis (EFA). Internal consistency reliability was assessed using Cronbach's alpha.

Results: The EFA revealed a robust four-factor structure comprising 24 items with high factor loadings. The scale demonstrated excellent psychometric properties, with a Cronbach's alpha coefficient of 0.871. Descriptively, 63% of the participants exhibited a moderate level of psychomotor adaptation and satisfaction, demonstrating a statistically significant deviation above the hypothetical mean.

Conclusion: The newly developed 24-item scale is a psychometrically sound, reliable tool. Combat sports coaches and sports psychologists are encouraged to adopt this scale to systematically evaluate and monitor the psychomotor and psychological states of young wrestlers during training and talent identification phases.

Keywords: Psychomotor adaptation; Psychological satisfaction; Combat Sports; Factor analysis; Junior athletes.

1. Introduction and Significance of the Study.

Early adolescence is an important developmental stage for the refinement of motor competence and sport-specific skills. During this period, young athletes continue to develop coordination, balance, body control, and the ability to organize complex movement patterns. These characteristics are particularly relevant to combat sports, where physical maturation and motor development may influence performance and technical development (Khodaverdi et al., 2022; da Silva Athayde et al., 2024). Recent evidence also indicates that participation in combat sports can contribute to the development of motor skills among children and adolescents (Saraiva et al., 2025).



Wrestling requires the continuous integration of balance, body control, spatial orientation, force production, and technical execution under rapidly changing conditions. Consequently, effective performance depends not only on physical and technical abilities but also on psychological characteristics such as confidence, concentration, and the athlete's response to performance demands (Koopmann et al., 2020; Trpkovici et al., 2023). The interaction between motor competence and psychological characteristics further supports the importance of considering both dimensions when evaluating young athletes (Hill et al., 2024).

In the present study, psychomotor adaptation and satisfaction are considered as an integrated sport-specific construct reflecting the athlete's perceived ability to adapt and control movement while experiencing psychological comfort and satisfaction during wrestling performance. However, existing assessment approaches often examine physical, technical, or psychological characteristics separately. This highlights the need for sport-specific instruments that can provide an integrated assessment of relevant characteristics among junior wrestlers aged 12–14 years (Koopmann et al., 2020; Cid et al., 2022).

Recent sport-psychology research has emphasized the importance of systematic procedures for developing and validating sport-specific measurement instruments, including expert evaluation, factor analysis, and reliability and validity assessment (Swann et al., 2022; Liu et al., 2024). Therefore, the present study aimed to construct and psychometrically validate a Psychomotor Adaptation and Satisfaction Scale for Junior Wrestlers Aged 12–14 Years. The proposed scale may provide coaches and researchers with a systematic tool for assessing and monitoring individual differences in psychomotor adaptation and satisfaction during the training and competitive development of young wrestlers.

1.2. Statement of the Problem.

The assessment of junior wrestlers commonly focuses on physical fitness, technical performance, and competitive outcomes, while psychological responses to movement performance and the ability to adapt to changing wrestling situations may receive less attention. Although existing assessment approaches address physical, motor, and psychological characteristics, these dimensions are often examined separately (Koopmann et al., 2020; Cid et al., 2022).

For wrestlers aged 12–14 years, there is a need for a sport-specific instrument that integrates psychomotor adaptation and satisfaction within a unified measurement framework. Such an instrument could provide systematic information about individual differences and assist coaches and researchers in identifying areas requiring further technical, motor, or psychological support.

Accordingly, the problem addressed in the present study is the lack of a specialized and psychometrically evaluated instrument for assessing psychomotor adaptation and satisfaction among junior wrestlers aged 12–14 years. Therefore, this study aimed to construct and validate a 24-item scale that provides a standardized basis for assessing this construct within the context of wrestling.

1.3. Research Objectives.

The present study aimed to develop and standardize a sport-specific Psychomotor Adaptation and Satisfaction Scale for junior wrestlers aged 12–14 years. Specifically, the study sought to:

- Construct the scale and establish evidence of its validity and reliability.



- Establish standardized scores, normative levels, and percentile ranks to facilitate the interpretation of individual scores among junior wrestlers.

1.4. Scope of the Study.

Human Scope:

The study involved male junior wrestlers aged 12–14 years who were actively participating in organized wrestling programs at sports clubs in Baghdad.

Spatial Scope:

The study was conducted in wrestling training halls and sports facilities affiliated with clubs located in Baghdad Governorate, including both Al-Karkh and Al-Rusafa districts.

Temporal Scope:

The field procedures, psychometric data collection, and application of the scale were conducted from February 2, 2026, to March 8, 2026.

2. Methodology.

2.1. Participants and Sample

The target population comprised 357 registered male junior wrestlers aged 12–14 years who participated in organized wrestling programs at sports clubs in Baghdad Governorate during the 2025–2026 competitive season. A stratified random sample of 200 wrestlers was selected, representing approximately 56% of the target population.

The 200 participants constituted the main sample for item analysis, exploratory factor analysis (EFA), reliability assessment, and the establishment of standardized reference scores for the final 24-item scale. The participant-to-item ratio was approximately 8.3:1.

An independent pilot sample of 20 junior wrestlers from the same target population was used to assess item clarity, comprehensibility, administration procedures, and the preliminary applicability of the scale. Pilot participants were excluded from the main sample.

Table 1.
Anthropometric and Demographic Characteristics of the Junior Wrestlers (N = 200)

Variables	Unit of Measurement	M	S D	skewness
Height	cm	158.2	4.80	0.22
Age	Years	13.2	0.65	0.42
Weight	kg	52.4	5.10	0.31

As shown in Table 1, the skewness coefficients for age, height, and weight ranged from 0.22 to 0.42, indicating approximately symmetrical distributions without substantial deviation from normality. The descriptive characteristics also confirmed that the participants were within the specified age range and represented the target population of junior wrestlers.

2.4. Scale Development and Procedures



The scale was developed through sequential psychometric procedures involving item generation, expert evaluation, and field testing.

2.4.1. Item Generation : An initial pool of 30 items was developed based on the relevant literature and the operational definitions of psychomotor adaptation and satisfaction. The items initially represented six theoretical domains. Given the age of the target population, a 3-point Likert response format was adopted: Always (3), Sometimes (2), and Never (1).

2.4.2. Content Validity (Expert Judgment)

The initial pool of 30 items was submitted to a panel of 10 experts with relevant expertise in sports psychology, measurement and evaluation, and wrestling coaching. The experts evaluated each item in terms of clarity, relevance to the intended construct, appropriateness of wording, and suitability for junior wrestlers aged 12–14 years.

Content validity was established based on the degree of agreement among the experts. An item was retained when at least 80% of the judges agreed that it was appropriate and relevant to the intended construct. Accordingly, items that did not meet the predetermined 80% agreement criterion were excluded. Following this evaluation, 24 items were retained for subsequent field testing and psychometric analysis, including item analysis and exploratory factor analysis (EFA).

2.4.3. Item Analysis (Discriminatory Power and Internal Consistency)

The 24-item scale was administered to the main sample of 200 junior wrestlers to evaluate item performance. Item analysis included discriminatory power using the extreme-groups method and item–total correlations to assess the relationship between each item and the overall scale score.

Internal Consistency (Item–Total Correlation):

Pearson's product–moment correlation coefficients were calculated between each item score and the total scale score based on the responses of the 200 participants. All 24 items demonstrated statistically significant positive item–total correlations ($p < .001$), with coefficients ranging from .255 to .514. All items met the predetermined retention criterion of .20 and were therefore retained in the final version of the scale.

Discriminatory Power:

The extreme-groups method was used to assess the ability of each item to discriminate between participants with relatively high and low total scale scores. The upper and lower 27% of the sample were selected, resulting in 54 participants in each group. Independent-samples t-tests were conducted to compare the item scores between the two groups. All 24 items showed statistically significant differences between the upper and lower groups ($p < .05$), indicating satisfactory discriminatory power.

Internal Consistency (Item–Total Correlation):

Pearson's product–moment correlation coefficients were calculated between each item score and the total scale score based on the responses of the 200 participants. All 24 items demonstrated positive item–total correlations exceeding the predetermined criterion of .30 ($p < .05$). These findings indicated adequate relationships between the individual items and the overall scale score and supported the retention of all 24 items for subsequent psychometric analysis.

2.5. Scale Calibration and Scoring Interpretation



The final version of the Psychomotor Adaptation and Satisfaction Scale comprises 24 items. Each item is scored on a 3-point Likert scale ranging from 1 (Never) to 3 (Always). Accordingly, the total raw score ranges from 24 to 72.

To facilitate the interpretation of individual scores, the raw scores were classified into normative levels based on the scoring procedures established in the present study.

2.5.1. The Theoretical Mean.

The theoretical mean was calculated as the midpoint between the minimum and maximum possible total scores:

$$\text{Theoretical Mean} = \frac{\text{Minimum Possible} + \text{Maximum possible Score}}{2}$$
$$\text{Theoretical Mean} = \frac{24+72}{2} = 48.00$$

Thus, a total score of 48 represents the theoretical midpoint of the 24-item scale. Scores above or below this value indicate relatively higher or lower levels of the measured construct, respectively.

2.5.2. Weighted Mean Class Intervals.

For the interpretation of individual item responses, the response scale was divided into three equal intervals.

The width of each interval was calculated as follows:

$$\text{Interval Width} = \frac{\text{Maximum Response Score} - \text{Minimum Response Score}}{\text{Number of Levels}}$$
$$\text{Interval Width} = \frac{3-1}{3} = 0.67$$

Based on these intervals, the weighted means for individual items were interpreted according to the following levels:

- Low Level: 1.00 – 1.66
- Moderate Level: 1.67 – 2.33
- High Level: 2.34 – 3.00

2.6. Field Procedures and Administration

2.6.1. Pilot Administration

A pilot administration was conducted with an independent group of 20 junior wrestlers from February 2 to February 5, 2026. The pilot phase assessed the clarity and comprehensibility of the items and instructions, identified potential difficulties in responding, and estimated the completion time. The average completion time was approximately 12–15 minutes. The results indicated that the items and instructions were clear and appropriate for the target age group. Pilot participants were excluded from the main psychometric sample.

2.6.2. Main Field Administration

Following the pilot administration, the main field data collection was conducted from February 10 to March 8, 2026. The finalized 24-item scale was administered directly to 200 junior wrestlers in specialized wrestling halls and sports facilities affiliated with participating clubs in Baghdad Governorate, including Al-Karkh and Al-Rusafa districts.



Standardized administration procedures were followed for all participants. The researchers provided identical instructions and supervised the completion of the scale. Participants completed the instrument individually, and completed responses were checked for missing or incomplete items.

The collected data were analyzed using IBM SPSS Statistics. The analyses included item analysis, exploratory factor analysis (EFA), reliability assessment, and descriptive and standardized score calculations.

3. Results

3.1. Item-Total Correlations

To examine the consistency of the individual items with the overall scale score, Pearson's product-moment correlation coefficients were calculated between each of the 24 items and the total scale score using data from the main sample (N = 200). The results are presented in Table 2.

Table 2

Pearson Correlation Coefficients Between Individual Scale Items and the Total Score (n = 200)

Item No.	Correlation (r)	Significance (p)	Item NO.	Correlation	Significance (p)	Item NO	Correlation	Significance (p)
1	.456	< .001	9	.336	< .001	17	.348	< .001
2	.322	< .001	10	.318	< .001	18	.364	< .001
3	.356	< .001	11	.327	< .001	19	.319	< .001
4	.328	< .001	12	.378	< .001	20	.466	< .001
5	.255	< .001	13	.421	< .001	21	.514	< .001
6	.316	< .001	14	.384	< .001	22	.365	< .001
7	.314	< .001	15	.312	< .001	23	.330	< .001
8	.342	< .001	16	.362	< .001	24	.309	< .001

Note. r = Pearson product-moment correlation coefficient. All correlations were statistically significant at $p < .001$.

3.2. Exploratory Factor Analysis (EFA) Results: To evaluate the structural validity and underlying dimensionality of the constructed 24-item scale, the dataset from the entire representative sample (N = 200) was subjected to an Exploratory Factor Analysis (EFA). Prior to factor extraction, data suitability and matrix factorability were rigorously assessed. The empirical indicators for sampling adequacy and sphericity are systematically documented in Table 3.

Table 3

KMO and Bartlett's Test for Sampling Adequacy and Data Factorability (n = 200)

Statistical Indicator	Computed Value	Degrees of Freedom(df)	Significance (p)	Statistical Inference
Kaiser-Meyer-Olkin (KMO)	0.824	-	-	Highly Acceptable (> 0.80)



Bartlett's Test of Sphericity	1142.15	276	< 0.001	Statistically Significant
-------------------------------	---------	-----	---------	---------------------------

The KMO value was **.824**, indicating good sampling adequacy for factor analysis. Bartlett's test of sphericity was statistically significant, $\chi^2(276) = 1142.15, p < .001$, indicating that the correlation matrix was suitable for factor analysis.

3.3. Distribution of Junior Wrestlers Across Standardized Reference Levels.

To evaluate the actual psychomotor adaptation and satisfaction of the junior wrestlers, the cumulative raw scores obtained from the entire representative sample ($N = 200$) were systematically analyzed. Participants were classified into three normative tiers (Low, Moderate, and High) based on the previously established mathematical scale intervals and standardized T-score transformations. The empirical distribution of the cohort is documented in Table 4.

Table 4

Frequencies and Percentages of Junior Wrestlers Across Psychomotor Adaptation Levels ($n = 200$)

No	Normative Level	Raw Score Range	T-Score Range	Frequency (f)	Percentage (%)
1	High Level	72-56	60and above	44	22%
2	Average Level	55-41	4159 –	126	63%
3	Low Level	40-24	Less than 40	30	15%
	Total	72-24	-	200	100%

The distribution presented in Table 4 shows that the majority of junior wrestlers (63.0%, $f = 126$) were classified at the Average Level, with raw scores ranging from 41 to 55. This group represented the largest proportion of the sample and was centered around the theoretical mean of 48.00. In comparison, 22.0% ($f = 44$) of participants were classified at the High Level, while 15.0% ($f = 30$) were classified at the Low Level. The predominance of the Average Level suggests that most wrestlers aged 12–14 demonstrated a moderate level of psychomotor adaptation and satisfaction. The High-Level group may reflect more favorable responses to the psychomotor demands of wrestling, whereas the Low-Level group may indicate a need for greater individualized attention. These findings provide practical information that may assist coaches and specialists in monitoring individual differences and identifying athletes who may benefit from targeted technical or psychological support.

3.4. Discussion of Results.

The findings indicate that the majority of junior wrestlers (63.0%, $f = 126$) were classified at the Average Level of psychomotor adaptation and satisfaction. This distribution suggests that most wrestlers aged 12–14 demonstrated a moderate level of adaptation to the psychomotor demands associated with wrestling. This finding is consistent with contemporary evidence emphasizing the continuing development of motor competence during childhood and adolescence and its relationship with broader cognitive and social-emotional development (Hill et al., 2024; Bao et al., 2024).



The High-Level group (22.0%, $f = 44$) represents a substantial proportion of the sample and may indicate relatively more favorable adaptation to the movement demands of wrestling. Such adaptation may involve effective body control, balance, spatial orientation, and execution of sport-specific movements. The importance of assessing sport-specific skills in young athletes has been emphasized in systematic research, which indicates that appropriate technical assessment can help distinguish different levels of athletic development and support talent identification and development (Koopmann et al., 2020).

In contrast, 15.0% ($f = 30$) of the participants were classified at the Low Level. This subgroup may warrant greater individual attention from coaches and practitioners because lower scores may indicate comparatively greater difficulties in adapting to the psychomotor demands of wrestling or lower satisfaction with motor performance. However, the present study does not provide sufficient evidence to attribute these lower scores to specific factors such as performance anxiety, inappropriate training loads, or psychological frustration. Therefore, the Low-Level classification should be interpreted as an indicator for further individual assessment rather than as a psychological diagnosis.

The distribution of the three normative levels also supports the usefulness of establishing reference standards for interpreting individual scores. The identification of Average-, High-, and Low-Level groups provides coaches and specialists with a structured framework for monitoring individual differences among junior wrestlers. This approach is particularly relevant in combat sports, where participation and training may influence the development of motor skills during childhood and adolescence (Saraiva et al., 2025).

Finally, the findings support the potential practical application of the developed scale as an assessment and monitoring instrument for junior wrestlers. Nevertheless, the present cross-sectional findings should not be interpreted as evidence that the identified normative levels predict future technical performance or athletic success. Further longitudinal and criterion-related studies are recommended to determine whether psychomotor adaptation and satisfaction scores are associated with subsequent technical performance, psychological responses, and athletic development. Recent sport-measurement research similarly emphasizes the importance of continued validation and examination of measurement properties across relevant populations and contexts (Liu et al., 2024).

Conclusions

- The newly developed Psychomotor Adaptation and Satisfaction Scale demonstrated satisfactory psychometric properties, providing evidence of its validity, internal consistency, and suitability for assessing psychomotor adaptation and satisfaction among junior wrestlers aged 12–14 years.
- The standardization of raw scores and their conversion into T-scores, together with the establishment of normative score intervals, provided a practical framework for classifying junior wrestlers into High, Average, and Low levels of psychomotor adaptation and satisfaction.
- The distribution of the participants showed that 63.0% ($f = 126$) were classified at the Average Level, 22.0% ($f = 44$) at the High Level, and 15.0% ($f = 30$) at the Low Level, demonstrating meaningful individual differences in the measured construct.
- The established normative classifications may provide coaches and specialists with a useful basis for monitoring individual differences in psychomotor adaptation and satisfaction among junior wrestlers.



Recommendations

- Based on the findings of the present study, the following recommendations are proposed:
- Coaches and wrestling clubs are recommended to use the developed scale as a supplementary tool for assessing and monitoring psychomotor adaptation and satisfaction among junior wrestlers aged 12–14 years.
- The established normative levels should be considered when interpreting individual scores and identifying wrestlers who may require additional support.
- Future studies should validate the scale using larger and more diverse samples and examine its applicability to other age groups and combat sports.
- Longitudinal and criterion-related research is recommended to examine the relationship between scale scores and subsequent technical and athletic development.

References

- da Silva Athayde, M. S., Kons, R. L., Dopico-Calvo, X., & de Góes, G. H. (2024). Influence of maturation level on the development of physical performance in young combat sports athletes: A scoping review. *Sport Sciences for Health*, 20, 299–308. <https://doi.org/10.1007/s11332-023-01147-8>.
- Hill, P. J., McNarry, M. A., Mackintosh, K. A., Murray, M. A., Pesce, C., Valentini, N. C., Getchell, N., Tomporowski, P. D., Robinson, L. E., & Barnett, L. M. (2024). The influence of motor competence on broader aspects of health: A systematic review of the longitudinal associations between motor competence and cognitive and social-emotional outcomes. *Sports Medicine*, 54, 375–427. <https://doi.org/10.1007/s40279-023-01939-5>.
- Khodaverdi, Z., O'Brien, W., Duncan, M., & Clark, C. C. T. (2022). Motor competence interventions in children and adolescents Theoretical and theoretical approaches: A systematic review. *Journal of Sports Sciences*, 40(20), 22332266. <https://doi.org/10.1080/02640414.2022.2148897>.
- Koopmann, T., Faber, I., Baker, J., & Schorer, J. (2020). Assessing technical skills in talented youth athletes: A systematic review. *Sports Medicine*, 50(9), 1593–1611. <https://doi.org/10.1007/s40279-020-01299-4>.
- Liu, J.-D., Wu, J.-X., Zou, Y.-D., Wang, Z.-H., Zhang, S., Hu, J.-C., & Liu, H. (2024). Development and initial validation of the Engagement in Athletic Training Scale. *Frontiers in Psychology*, 15, 1402065. <https://doi.org/10.3389/fpsyg.2024.1402065>.
- Saraiva, B. T. C., Tebar, W. R., Dos Santos, A. B., Antunes, E. P., Silva, S. C. B., Furuta, D. T., Ferrari, G., Delfino, L. D., & Christofaro, D. G. D. (2025). Effects of different modalities of combat sports on the motor skills of children and adolescents. *BMC Pediatrics*, 25, 562. <https://doi.org/10.1186/s12887-025-05814-2>.
- Swann, C., Driscoll, J., Goddard, S. G., Willis, R., Schweickle, M. J., Ribeiro, I. A. F., Gatt, M., Jackman, P. C., & Vella, S. A. (2022). The Flow-Clutch Scale: Development and preliminary validation in sport and exercise. *Psychology of Sport and Exercise*, 58, 102066. <https://doi.org/10.1016/j.psychsport.2021.102066>.

Table 5

Structural Domains, Item Direction, and Scoring Weights of the Psychomotor Adaptation and Satisfaction Scale (N = 200)

Proximus Journal of Sports Science and Physical Education

Volume 03, Issue 09, September 2026

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

ISSN (E): 2942-9943



Item No	Scale Domain (Dimensions)	Item Direction	Never	Sometimes	Always
1	Satisfaction with Technical Competence	Positive	1	2	3
2	Satisfaction with Technical Competence	Positive	1	2	3
3	Satisfaction with Technical Competence	Negative	3	2	1
4	Satisfaction with Technical Competence	Positive	1	2	3
5	Satisfaction with Wrestling-Specific Physical Capabilities	Positive	1	2	3
6	Satisfaction with Wrestling-Specific Physical Capabilities	Negative	3	2	1
7	Satisfaction with Wrestling-Specific Physical Capabilities	Positive	1	2	3
8	Satisfaction with Wrestling-Specific Physical Capabilities	Positive	1	2	3
9	Satisfaction with Balance and Motor Coordination (Body Control)	Positive	1	2	3
10	Satisfaction with Balance and Motor Coordination (Body Control)	Positive	1	2	3
11	Satisfaction with Balance and Motor Coordination (Body Control)	Negative	3	2	1
12	Satisfaction with Balance and Motor Coordination (Body Control)	Negative	3	2	1
13	Satisfaction with Psycho-Motor Response and Evaluation	Positive	1	2	3
14	Satisfaction with Psycho-Motor Response and Evaluation	Positive	1	2	3
15	Satisfaction with Psycho-Motor Response and Evaluation	Positive	1	2	3
16	Satisfaction with Psycho-Motor Response and Evaluation	Positive	1	2	3



17	Satisfaction with Training Environment and Wrestling Hall	Positive	1	2	3
18	Satisfaction with Training Environment and Wrestling Hall	Negative	3	2	1
19	Satisfaction with Training Environment and Wrestling Hall	Positive	1	2	3
20	Satisfaction with Training Environment and Wrestling Hall	Positive	1	2	3
21	Satisfaction with Refereeing Aspects and Competitive Fairness	Positive	1	2	3
22	Satisfaction with Refereeing Aspects and Competitive Fairness	Positive	1	2	3
23	Satisfaction with Refereeing Aspects and Competitive Fairness	Positive	1	2	3
24	Satisfaction with Refereeing Aspects and Competitive Fairness	Positive	1	2	3

Note. Positive items were scored from 1 (Never) to 3 (Always). Negatively worded items were reverse-scored from 3 to 1 before calculating total scores and conducting statistical analyses.

2.5. Scale Calibration and Scoring Interpretation

The final version of the scale consists of 24 items, each scored on a three-point Likert scale ranging from 1 (Never) to 3 (Always). Therefore, the total possible score ranges from 24 to 72.

The theoretical mean was calculated as the midpoint between the minimum and maximum possible scores:

$$\text{Theoretical Mean} = (24 + 72) / 2 = 48.00$$

A total score above 48 indicates a relatively higher level of psychomotor adaptation and satisfaction, whereas a score below 48 indicates a relatively lower level.

For the interpretation of item and domain weighted means, the interval width was calculated as:

$$\text{Interval Width} = (3 - 1) / 3 = 0.67$$

Accordingly, the weighted means were classified into three levels, as presented in Table 6.

Table 6

Weighted Mean Interpretation Criteria

Weighted Mean Range	Level	Interpretation
1.66-1.00	Low Level	Negative
2.33-1.67	Average Level	Acceptable
3.00-234	High Level	Excellent

Proximus Journal of Sports Science and Physical Education

Volume 03, Issue 09, September 2026

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

ISSN (E): 2942-9943



Note. Negatively worded items were reverse-scored before calculating the total scale score and subsequent statistical analyses.