



E-ISSN: 2707-7020  
P-ISSN: 2707-7012  
JSSN 2022; 3(2): 123-133  
Received: 26-09-2022  
Accepted: 30-10-2022

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## **Building a scale of causal attribution sources for neglecting the physical education lesson for physical education teachers in Maysan Governorate for the year 2021-2022**

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### **Abstract**

The importance of the research was to build a scale of causal attribution sources for neglecting the physical education lesson for physical education teachers and teachers in Maysan Governorate. ) of the educational staff of teachers, male and female teachers and teachers of physical education in the province of Maysan, where the sample of the exploratory study amounted to (29) participants, and the basic study amounted to (205) participants. They were chosen randomly, and the causal attribution sources scale was built (prepared by the researcher) and the appropriate statistical treatments were used. (5) sources were identified, namely (confronting anxiety - emotional arousal - self-confidence - mental perception - emotional balance) representing the main sources of the causal attribution scale for physical education teachers and teachers in Maysan Governorate. It concluded that these sources can be adopted by identifying the arithmetic averages and the standard deviation of physical education teachers and teachers, and concluded that there are standard degrees for the causal attribution sources scale, and recommended the need to use these sources as an indicator to identify the sources of causal attribution for physical education teachers and teachers in Maysan Governorate.

**Keywords:** Causal attribution, neglecting

### **Introduction**

Educational and educational institutions face many variables and challenges that require scientific planning to advance their students and overcome all the difficulties they face during their school stages in order to create a conscious, balanced generation capable of facing challenges and at the same time developing their physical, health and mental capabilities. "A healthy mind resides in a healthy body," which calls for attention Infrastructure and school nutrition and equipping it with all scientific and health means, including physical education, preparing specialized educational cadres to achieve educational goals and preparing lessons according to what is planned according to the annual curriculum prepared by the ministry and the supervision directorates, many studies have dealt with the issue of causal attribution and showed that success experiences, according to the data, are attributed to internal factors, while failure experiences are attributed to external factors. Many psychologists have confirmed the existence of a relationship between these experiences and motives that contribute to achieving the desired goals, and these internal motives include challenge, excitement, ambition, self-confidence, and external motives such as rewards and material incentives.

Weiner (1994) <sup>[29]</sup> points out that there is a relationship between attribution and some of the explanations that the individual provides for his success and failure, and he attributes this success and failure to the presence of four basic factors (ability - effort - task difficulty - and luck). He exerted a great or limited effort, and he may attribute his success or failure to the ease or difficulty of the task, or attributing it to luck (30:172:163).

And Sank (Schunk 2008) <sup>[28]</sup> stresses that some may attribute success and failure in performing the lesson to other factors, including mood, illness, fatigue, personality, and help from others, and that the way an individual attributes his success and failure affects his beliefs, feelings, behavior, and future performance. (29:137)

Developed societies are societies whose members are characterized by physical and physical strength and at the same time are the most developed in the scientific and industrial fields as well as sports fields as a result of their interest in education, especially the lesson of physical

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education, which develops mental abilities through regular and physical exercises from different conditions and helps him develop confidence in himself and participate in games And school tournaments to develop physical and health fitness to be an athlete who supports his country to participate in representing his country's team in international forums.

Kamal Abdel Hamid (1994) <sup>[19]</sup> believes that the physical education share is reflected in the school curriculum, which is to provide many experiences that work to achieve the demands in society, with regard to this dimension, and it is necessary to evaluate physical adaptation and skills, and the development of information and understanding. (177:18:20). Mahmoud Awad Bassiouni and Faisal Yassin (1992) <sup>[25]</sup> mention that physical education is defined as the process of physical growth and stature of a person using physical exercises, healthy physical measures and some other methods that share with media in developing psychological, social and moral aspects. This means that the study of physical education and sports as one of the aspects of educational practices. It also achieves these goals, but at the school level, as it ensures the comprehensive and balanced growth of the students and achieves their physical needs according to their age stages and the gradation of their motor abilities and gives the opportunity for the talented to participate in the competitive activities inside and outside the school. In this way, the lesson of physical education and sports for students does not cover a space of time only, but it achieves the educational objectives set by the educational policy in the field of physical and health development of students in the form of levels. (94:26)

### Research problem

The physical education lesson is unique from the rest of the school lessons because the students feel happiness, fun and joy while they are in the school yard through performing physical exercises and sports movements and how to diversify the performance of these movements and practicing different sports while they are accompanied by a teacher or physical education teacher in order to be qualified to perform his lesson on Complete and complete the face represented by the way he stands, his voice, his invocations, his movement among the students, how he explains the physical exercises, and his careful observation of the students during the explanation process. In order to be able to use the time during the explanation process and how to apply this skill or physical exercise with the help of some students for the purpose of observing and correcting errors and then instructing the students to implement this exercise or skill. It contributes effectively to building personal strength, mental maturity and concentration among students, which is positively reflected on the level of success in the academic excellence of students, the school and the governorate. But in the current circumstance, we find an almost complete absence of the physical education lesson as a result of placing the physical education lesson at the end of the weekly schedule or not putting it permanently in the schedule through some instructions received from the ministry and replacing it with other scientific lessons that complement the rest of the curricula at the expense of the physical education lesson and we can summarize the causes of this problem with the following:

1. The lack of a physical education lesson space makes the teacher and the teacher not interested in the physical

education lesson

2. Complete and almost complete absence by the educational supervisors to visit and follow up the physical education teachers and teachers during their performance of the physical education lesson and follow up on the monthly and annual plans.
3. The sports equipment are few and almost non-existent because they represent the basis for doing a physical education lesson. Without it, the lesson loses its importance and there will be chaos within the lesson.
4. Assigning physical education teachers and teachers to fill vacancies or specify exam materials for other lessons
5. The increasing number of students, if the number in some schools reaches more than 50 students
6. The school administration intervenes in giving a physical education lesson to some teachers to complete the curriculum, especially in the ministerial school stages (sixth primary - third intermediate - sixth preparatory).

These points are considered one of the most important factors that constitute an obstacle for the teacher and the teacher not to practice the physical education lesson, so he finds justifications for refraining from doing his lesson in addition to ignoring the role of educational supervision and administration and some teachers make the teacher or teacher confused and embarrassed at times until he becomes uninterested and indifferent In order to perform his lesson, he becomes completely convinced that he does not participate in the demand for the physical education lesson as a result of the inactivity and laziness that afflicted him. For physical education teachers and teachers in Maysan Governorate for the year 2021-2022

### Research objectives

- Building a scale of causal attribution sources for neglecting the physical education lesson for physical education teachers and teachers in Maysan Governorate
- Identifying the sources of the causal attribution scale for neglecting the physical education lesson for physical education teachers and teachers in Maysan Governorate

### Research hypothesis

- The sources of causal attribution can be measured for neglecting the physical education lesson for physical education teachers and teachers in Maysan Governorate
- There is a statistically significant correlation between the sources of the causal attribution sources scale for neglecting the physical education lesson and the special expressions for each axis

### Search terms

#### Causal attribution

Muhammad Hassan Allawi (2013) <sup>[22]</sup> knows the repetition of the player's explanation for the reasons for his success in the sports competition to the internal control factors or the fixed factors, and the repetition of the reasons for his failure to external or unstable factors or those that he cannot control, as if the player attributes the credit to himself in the event of success and on the contrary The failure is beyond his control and is attributed to external factors that he cannot control (2011:23).

**Search procedures**

**Research Methodology**

The researcher used the descriptive approach in the sampling style due to its relevance and suitability with the nature of the research and the achievement of its objectives.

**Research community and sample**

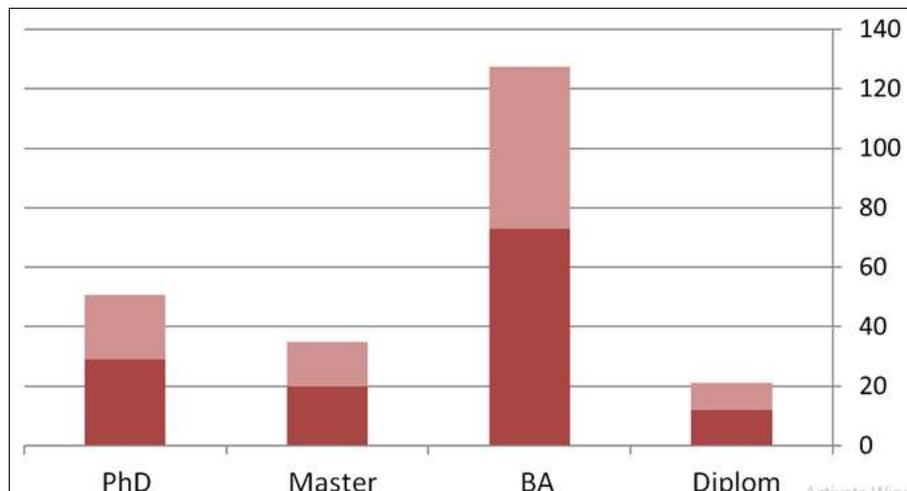
The research community includes (105) employees (teacher - teacher - masters - doctorate).

**Table 1:** Numerical characterization of the research sample according to the scientific qualifications on the exploratory study and the basic study 134 = n.

Sample according to academic qualification	Sample		Survey study		Basic study	
	N	%	N	%	N	%
Diploma	12	8.95	5	17.24	7	6.7
BA	73	54.48	11	37.93	62	59.0
Master's	20	14.93	6	20.69	14	13.3
PhD	29	21.64	7	24.14	22	21.0
Total	134	100	29	100	105	100

It is clear from Table (1) regarding the numerical description of the research sample that the total sample of the research amounted to (134) male and female teachers, male and female teachers and teachers of physical education in Maysan governorate, divided into (4) academic qualifications (diploma - bachelor - master - doctorate). Where the exploratory study was conducted on (29) participants between a teacher and a teacher of both sexes, at a rate of (21.64), and the highest percentage of participants with a bachelor's degree was about (11) with a percentage of (37.93). Followed by holders of a doctorate degree, numbering (7), with a percentage of (24.14),

followed by a master's degree holders, numbering (6), with a percentage of (20.69). And the highest number of participants was holders of a bachelor's degree with (62) participants at a rate of (59.0%), followed by a doctorate degree holders with (22) participants and a rate of (21.0), followed by a master's degree holders with (14) subscribers at a rate of (13.3) and the least number of participants The participants who hold a diploma certificate with a number of (7) subscribers and a percentage of (6.7) Figure No. (1) Shows the method of numerical characterization of the research sample n = (134)



**Fig 1:** Shows the numerical description of the research sample according to the scientific qualification.

It is noted from Figure (1) that the highest category of participants was holders of a bachelor's degree with a number of (73) and a percentage of (54.48), followed by a doctorate degree holders with a number of (29) with a percentage of (21.64) and a number of The participants who held a master's degree reached (20) with a percentage of (14.93), and the lowest category was from the diploma

holders with a number of (8.95) with a percentage of (8.95).

**Sample selection conditions**

- 1- He shall be part of the permanent ownership of the Directorate of Education in Maysan Governorate
- 2- His chronological age shall not be less than (25) years
- 3- He shall be specialized in physical education

**Table 2:** Shows the numerical description of the exploratory study and the basic study of the research sample according to the level of age and gender, n = 134.

Ages	Survey study						Basic study					
	Repetition		Females		Male		Repetition		Females		Male	
		%		%		%		%		%		%
25-35	7	24.1	2	22.2	5	25	24	22.9	11	27.5	13	20
36-45	14	48.3	4	44.4	10	50	48	45.7	20	50	28	43.08
46-60	8	27.6	3	33.4	5	25	33	31.4	9	22.5	24	36.92
Total	29	100.0	9	100.0	20	100.0	105	100.0	40	100.0	65	100.0

We note from Table (2) above the description of the research sample according to the level of age and gender of the exploratory study that the highest group was within the age level (36-45) with (14) participants, at a rate of (48.3), where the number of males reached (10) and by (50) The number of females was (4) with a percentage of (44.4), and the lowest percentage of the participants was within the age level (25-35), with a number of (7) with a percentage of (24.1), where the number of male participants reached (5) with a percentage of (25), as noted from the above table in the study Basically, the highest category of male participants was within the age level ((36-45) with (48) participants of both sexes, where the number of males reached (28) with a percentage of 43.08)) and the number of females amounted to (20) with (50) and the lowest category of participants It was within the age level (25-35), where the number of males was (24) with a percentage of (36.92)

**Research fields**

**Time field**

The basic study procedures were carried out from 12/6/2022 to 10/8/2022.

**Spatial field**

The Directorate of Education, a number of schools and the school activity hall for the education of Maysan Governorate from 15/6/2022 to 20/6/2022.

**Data collection tools**

The researcher designed a scale using scientific methods to build a scale of causal attribution sources for neglecting the physical education lesson for physical education teachers and teachers in Maysan Governorate.

**Steps to build the scale**

1. Examining some scientific references and previous studies related to the topic of research in the field of sports psychology, Muhammad Hassan Allawi (2002) (22) Osama Kamel Ratib (2000) (4) Abdul Malik Rabhi and others (2019) (15). Raja Mahmoud Abu Allam and others (2014) (11).
2. A researcher formulated a number of axes related to

causal attribution and presented them to the experts, their number was (13) and amounted to (5) axes and they were answered, and for each axis (8) statements, the number of statements reached (40).

**Table 3:** The percentage of arbitrators' agreement on the axes of the reason attribution scale for teachers and teachers of physical education n = 13 arbitrators.

Source	Agreement %	
	Repetition	%
Face anxiety	10	76.92
Emotional arousal	11	84.61
Self-Confidence	12	92.30
Mental visualization	10	81.82
Emotional balance	11	84.61

It is clear from Table (3) that the approval rate of the arbitrators reached between (92.30-76.92), where the researcher agreed with an approval percentage of (75) and above. Thus, the axes in their initial form consisted of (5) sources for each source (8) statements as shown in the table (3).

3. The expressions of the sources of the causal attribution scale were distributed in its final form and applied to the sample randomly and regularly so that the respondent would not be affected by the pattern of the statements of each of the sources. 31, 36 The second source of emotional arousal consists of the numbers of the phrases (2, 7, 12, 17, 22, 27. 32, 37 and the third source of self-confidence consists of the numbers of the phrases (3, 8, 13, 18, 23, 28, 33, 38 ) and the fourth source consists of phrase numbers) (4, 9, 14, 19, 24, 29, 34, 39) and the fifth source consists of phrase numbers) (5, 10, 15, 20, 25, 30, 35, 40) As shown in the lower table (4).

The validity of the external and internal (apparent) consistency of the sources scale attributing the reason for neglecting the physical education lesson: The researcher presented the scale to the 13 experts who specialize in sports psychology to determine the appropriateness of the phrases as in Table (4).

**Table 4:** Shows the validity of the external consistency and the relative importance of the arbitrators for the causal attribution scale in its final form, the correlation coefficient for each statement and the dimension to which it belongs. Arbitrators n=13 - Sample n=105.

N	Phrases	Suitable		Somewhat suitable		Inappropriate		Relative importance	Correlation coefficient	Degree of confidence
		Repetition	%	Repetition	%	Repetition	%			
1	I get the approval of my colleagues when doing the lesson	10	76.92	0	0.00	3	23.08	84.61	.294	.002
2	I feel embarrassed that students do not practice physical education lesson	10	76.92	1	7.69	2	15.38	87.17	.543	.000
3	I have the ability to impose my personality despite all the challenges	11	84.62	1	7.69	1	7.69	92.30	.572**	.000
4	I have ideas about the diversity of the physical education lesson	12	92.31	1	7.69	0	0.00	97.43	.610**	.000
5	I control my emotions when others annoy me	11	84.62	1	7.69	1	7.69	92.30	.317**	.001
6	I doubt when he neglects the physical education lesson in the class schedule	10	76.92	1	7.69	2	15.38	87.17	.571**	.000
7	The lack of sports equipment makes me annoyed	10	76.92	0	0.00	3	23.08	84.61	.365**	.000
8	I am doing a physical education lesson, even if it is not included in the class schedule	11	84.62	2	15.38	0	0.00	94.87	.570**	.000
9	I strive to develop the mental abilities of students	12	92.31	1	7.69	0	0.00	97.43	.617**	.000
10	I forgive those who have wronged me	10	76.92	1	7.69	2	15.38	87.17	.339**	.000
11	Annoyed by the growing number of students	10	76.92	0	0.00	3	23.08	84.61	.362**	.000
12	My spare time gets me into trouble with my classmates	9	69.23	2	15.38	2	15.38	84.61	.368**	.000
13	I care about school tournaments	11	84.62	1	7.69	1	7.69	92.30	.640**	.000
14	Encourage the students to compete with each other	10	76.92	1	7.69	2	15.38	87.17	.570**	.000
15	I feel ashamed when I wear a gym uniform	10	76.92	2	15.38	1	7.69	89.74	.260**	.007
16	I have the ability to face difficult situations	11	84.62	1	7.69	1	7.69	92.30	.313**	.000
17	My emotions are balanced with my colleagues	9	69.23	1	7.69	3	23.08	82.05	.167	.088

18	Constantly organize my work to achieve success	12	92.31	0	0.00	1	7.69	94.87	.474**	.000
19	Lack of physical education lesson develops aggressive behavior	10	76.92	3	23.08	0	0.00	92.30	.512**	0.00
20	I feel embarrassed when I'm ignored	10	76.92	2	15.38	1	7.69	89.74	.533**	0.02
21	Pay attention to teaching basic skills to students, even if they go beyond the lesson plan	10	0	1	7.69	2	15.38	87.17	.479**	0.02
22	Relax when I get into an emotional situation	11	84.62	2	15.38	0	0.00	94.87	.418**	0.01
23	I wear my gym outfit every day	10	0	0.00	0.00	3	23.08	84.61	.637**	0.00
24	Success in performing the lesson paves the way for me to assume administrative positions	10	76.92	1	7.69	2	15.38	87.17	.582**	0.00
25	Being late during class makes me upset	11	84.62	0.00	0.00	2	15.38	89.74	.543**	0.00
26	Make every effort to make the physical education lesson in the first lessons	11	84.62	2	15.38	0	0.00	94.87	.454**	0.00
27	The students' lack of focus while doing the lesson makes me nervous	10	76.92	2	15.38	1	7.69	89.74	.594**	0.00
28	I deal very hard with some rowdy students	10	76.92	0	0.00	3	23.08	84.61	.311**	0.00
29	The scientific level is weakened by neglecting the physical education lesson	11	84.62	1	7.69	1	7.69	92.30	.516**	0.00
30	Do my best to make them optimistic	10	76.92	1	7.69	2	15.38	87.17	.296**	0.02
31	I feel frustrated that the supervision did not pay attention to the physical education lesson	11	84.62	1	7.69	1	7.69	89.74	.627**	0.00
32	I get upset when the school administration interferes with my work	11	84.62	2	15.38	0	0.00	94.87	.564**	0.00
33	Strive to correct mistakes while performing the physical education lesson	10	76.92	2	15.38	1	7.69	89.74	.525**	0.00
34	Physical education lesson that develops physical shape	11	84.62	0	0.00	2	15.38	89.74	.579**	0.00
35	Some negative situations make me lose control	10	76.92	0	0.00	3	23.08	84.61	.461**	0.00
36	I get lazy because I don't have a physical education lesson	10	76.92	1	7.69	2	15.38	87.17	.627**	0.00
37	I feel happy when I do physical education lesson	11	84.62	1	7.69	1	7.69	92.30	.627**	0.00
38	I have an excellent relationship with the students	12	92.31	0	0.00	1	7.69	94.87	.425**	0.00
39	The lesson of physical education is recreational and develops creativity	10	76.92	2	15.38	1	7.69	89.74	.580**	0.00
40	I can face criticism from others	11	84.62	1	7.69	1	7.69	92.30	.328**	.001

It is clear from Table (4) regarding the expert opinion poll on the extent of the appropriateness of phrases to the scale of causal attribution sources for physical education teachers and teachers in Maysan Governorate that the importance of the experts' approval of the phrases ranged between (80% to 97.43), and the researcher agreed with an approval rate of 80% or more to accept The phrase, so the researcher made sure that the phrases agree with the dimensions by more than 80%, and thus the scale in its final form contains (40) phrases divided into (5) sources and for each source (8) phrases as shown in Table (4). It is also noted that the coefficient of Correlation recorded the highest consistency in question no. (13) With a ratio of (.640\*\*) and the dimension to which it belongs, and the lowest moral consistency was recorded in Question No. (17), which amounted to (167)

**Scale stability**

The researcher ensured the stability of my scale by using the Alpha Kronbach coefficient as shown in Table (5), where the scale has validity, stability and objectivity.

**Table 5:** Scale stability, validity and objectivity

Phrases	Alpha Cronabach
48	.842

Table (5) shows that the value of the Cronbach's alpha coefficient is (.842), which indicates that the expressions are characterized by high validity and reliability for the causal attribution sources scale for physical education teachers and teachers in Maysan Governorate, where the causal attribution sources scale reached (48) phrases in addition to the total sources of each Source with variables of age, educational qualification and gender.

**The exploratory study and the basic study**

The survey was conducted from 12/4/2022 to 17/4/2022 with the aim of identifying Frequently asked questions for male and female teachers, male and female teachers, and how to answer clear statements that carry more than one concept The basic study: the basic study was conducted on the research sample to apply the causal attribution sources scale for physical education teachers and teachers from the period 3/5/2022 to 7/26/2022.

**Statistical manipulations**

- Measures of central tendency (arithmetic mean, median, standard deviation - comparison of means).
- Pearson correlation coefficient and inter-correlation - Frequency and percentages - Alpha Kronback coefficient.

**Presentation and discussion of results**

**Table 6:** Acceptance of averages according to the Lickerth quintile scale.

Period	Sample direction
1.79-1	Strongly Disagree
2.59-1.80	Disagree
3.39-2.60	Neutral
3.19-3.40	Agree
5-4.20	Strongly Agree

It is noted from the table ( ) showing the levels of acceptance of the averages according to the Five-Year Liktrh Scale for the basic study where the averages ranged towards strongly agree, the highest percentage (5-4.20), towards agree (3.19-34), towards neutral (3.39-2.60), towards disagree (2.59-1.80) and towards strongly disagree (1.79-1).

**Table 7:** Shows the average answers of the research sample members on the expressions of the causal attribution sources scale for the source of facing anxiety n = 105.

Source	Direction	%	Std. deviation	Mean	Sample size	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Phrase
First source face anxiety	Agree	84.4	0.9	4.22	105	2	3	13	39	48	I get the approval of my colleagues when doing the lesson
	Agree	85.4	0.97	4.27	105	3	3	12	32	55	I feel embarrassed that students do not practice physical education lesson
	Neutral	73.4	1.22	3.67	105	5	19	15	33	33	I have the ability to impose my personality despite all the challenges
	Agree	84.8	0.84	4.24	104	1	1	18	36	48	I have ideas about the diversity of the physical education lesson
	Neutral	81.6	0.95	4.08	105	3	3	17	42	40	I control my emotions when others annoy me
	Agree	80.6	1.04	4.03	105	3	5	22	31	44	I doubt when he neglects the physical education lesson in the class schedule
	Agree	79	1.12	3.95	105	4	8	21	28	44	The lack of sports equipment makes me annoyed
	Agree	69.2	1.2	3.46	105	8	14	30	28	25	I am doing a physical education lesson, even if it is not included in the class schedule
Mean	Agree	79.8	1.08	3.99	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Source	Direction	%	Std. deviation	Mean	Sample size	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Phrase
Second source is emotional arousal	Agree	69.8	1.35	3.49	105	13	13	19	30	30	I strive to develop the mental abilities of students
	Agree	82	1.03	4.1	105	1	9	18	27	50	I forgive those who have wronged me
	Disagree	50.6	1.16	2.53	105	21	36	26	15	7	Annoyed by the growing number of students
	Agree	78.8	0.92	3.94	105	2	5	21	46	31	My spare time gets me into trouble with my classmates
	Agree	71.6	0.94	3.58	105	1	12	36	37	19	I care about school tournaments
	Agree	71.4	1.04	3.57	105	4	9	38	31	23	Encourage the students to compete with each other
	Agree	79.6	1.1	3.98	105	6	3	19	36	41	I feel ashamed when I wear a gym uniform
	Strongly Agree	93.4	0.61	4.67	105	1	0	2	27	75	I have the ability to face difficult situations
Mean	Agree	74.6	1.19	3.73	105	103	0.00	0.00	0.00	0.00	0.00
Source	Direction	%	Std. deviation	Mean	Sample size	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Phrase
Third source is self-confidence	Strongly Agree	87.4	0.81	4.37	105	1	1	13	33	57	My emotions are balanced with my colleagues
	Agree	85.6	0.75	4.28	105	1	0	13	46	45	Constantly organize my work to achieve success
	Strongly Agree	89.8	0.74	4.49	105	1	1	7	33	63	Lack of physical education lesson develops aggressive behavior
	Strongly Agree	72.8	1.02	3.64	105	2	9	42	24	28	I feel embarrassed when I'm ignored
	Agree	66.6	1.22	3.33	105	11	14	29	31	20	Pay attention to teaching basic skills to students, even if they go beyond the lesson plan
	Agree	74.8	1.08	3.74	105	4	6	36	26	33	Relax when I get into an emotional situation
		Strongly Agree	88.6	0.75	4.43	105	0	1	14	29	61
	Strongly Agree	94.2	0.49	4.71	105	0	0	2	26	77	Success in performing the lesson paves the way for me to assume administrative positions
Mean	Agree	82.4	1	4.12	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Source	Direction	%	Std. deviation	Mean	Sample size	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Phrase
fourth source is mental perception	Strongly Agree	87.4	0.81	4.37	105	1	1	13	33	57	Being late during class makes me upset
	Strongly Agree	85.6	0.75	4.28	105	1	0	13	46	45	Make every effort to make the physical education lesson in the first lessons
	Strongly Agree	89.8	0.74	4.49	105	1	1	7	33	63	The students' lack of focus while doing the lesson makes me nervous
	Agree	72.8	1.02	3.64	105	2	9	42	24	28	I deal very hard with some rowdy students
	Neutral	66.6	1.22	3.33	105	11	14	29	31	20	The scientific level is weakened by neglecting the physical education lesson
	Agree	74.8	1.08	3.74	105	4	6	36	26	33	Do my best to make them optimistic
		Strongly Agree	88.6	0.75	4.43	105	0	1	14	29	61
	Strongly Agree	94.2	0.49	4.71	105	0	0	2	26	77	I get upset when the school administration interferes with my work
Mean	Agree	82.4	1	4.12	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Source	Direction	%	Std. deviation	Mean	Sample size	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Phrase
The fifth source is emotional equilibrium	Agree	76.8	0.96	3.84	105	1	8	28	38	30	Strive to correct mistakes while performing the physical education lesson
	Agree	75.8	1.03	3.79	105	2	10	27	35	31	Physical education lesson that develops physical shape
	Strongly Disagree	30	0.95	1.5	105	74	19	4	6	2	Some negative situations make me lose control
	Agree	74	1.27	3.7	105	7	16	15	31	36	I get lazy because I don't have a physical education lesson
	Agree	77.4	1.1	3.87	105	4	11	15	40	35	I feel happy when I do physical education lesson
	Strongly Agree	89.6	0.69	4.48	105	1	0	6	39	59	I have an excellent relationship with the students
	Neutral	58.6	1.11	2.93	105	14	18	42	23	8	The lesson of physical education is recreational and develops creativity
	Strongly Agree	86	0.76	4.3	105	0	1	16	38	50	I can face criticism from others
Mean	Agree	71	1.33	3.55	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Table (7) shows the average answers of the research sample members on the expressions of the causal attribution sources scale for the source of facing anxiety  $n = 105$ .

It is noted from Table (7) the average answers of the research sample members on the source phrases (facing anxiety) that they constitute a relatively high acceptance, as the averages ranged between (3.46 - 4.24.) and the total arithmetic mean of the source was (3.99) with a standard deviation of (1.08) and the direction of the sample answers The direction of the source facing the flock towards OK. It is also noted from the above table no. (7) with regard to the second source, the emotional arousal from the average answers of the members of the research sample, that it constitutes a relatively high acceptance, as the averages ranged between (2.53-4.67), where the total arithmetic mean of the source was (3.73) and with a standard deviation of (1, 19) The direction of the axis is towards Agree. Looking at Table No. (7), it is noted that the average answers of the third source (self-confidence) constitute a high acceptance, as the averages ranged between (3.5-4.64). We also note that the trend of the general average of the source as a whole is towards OK, as the total arithmetic mean of the source reached (4.12) with a deviation My benchmark is (1.04). Returning to Table No. (7), it is noted that the average responses of the individuals of the research sample to the source phrases (mental perception) constitute a relatively high acceptance towards OK, as the averages ranged (3.33-4.71). Also, we note that the trend of the general average of the source as a whole is towards agree, reaching (4.12) and with a standard deviation of (1). Regarding. The fifth source notes from Table (7) that the average source answers (emotional balance) constitute a relatively high acceptance, as the averages ranged between (1.5-4.48) and we also note that the trend of the general average of the axis as a whole is towards OK, where the total arithmetic mean of the source reached (3.55) with a standard deviation It reached (1.33).

### Discuss the results

The researcher discusses his findings through statistical treatments and data as follows.

We note from Tables No. (4) That there is a strong consistency relationship between the questions asked and the dimension to which the expression develops for the causal attribution sources scale, where the highest consistency was recorded in the third source (self-confidence) question No. (13) Where it reached (.640\*\*) and the least consistency between the questions asked and the dimension to which the phrase develops in the second source (emotional arousal), question No. (17), where it reached (167).

Looking at Table No. (7), it is noted that the average answers of the research sample members on the phrases of the first source (facing anxiety) constitute a relatively high acceptance, as the averages ranged between (3.45 - 4.26.) and the total arithmetic mean of the source was (3.99) with a standard deviation of (1.08). And the direction of the sample's answers towards the source of facing the fragments towards OK. As can be seen from the above table.

Muhammad Hass Allawi (2013) [22] shows that the concept of anxiety represents a compound emotion of internal tension, a feeling of fear and anticipation of danger, an unpleasant emotional experience that the individual perceives as something emanating from within him. Anxiety

arises when the teacher, player, or practitioner of sports feels weak or insecure when faced with tasks and levels that he feels are beyond his abilities, or if he is disturbed by some negative knowledge that is related to the expectation of his level of performance that is required of him to accomplish (167:23).

Fawzi Muhammad Jabal (2000) mentions that instability is caused by lack of hope, excessive psychological comfort, excitability, intense fear "phobia", but he does not know its source, depression, delusion in the chest, inability to focus and pay attention, and a constant feeling of defeat, helplessness, distrust, tranquility, and the desire to escape from facing situations, agitation and doubt Suspicion, hesitation in decision-making, pessimism, preoccupation with past mistakes, and of course about these psychological symptoms lead to a deterioration in the individual's ability to complete work and affect social, professional and family harmony and his inability to face anxiety. (602:19)

Al-Mu'tasim Billah Al-Bataineh (2004) explains that the focus of attention on vocational education teachers is in the field of raising the level of their competencies. Since educational institutions and schools are among the most important educational facilities due to the great role in investing human energies, and the physical education teacher is the most important pillar in this institution, and the various reasons arise that prevent the teacher from performing his full role, which contributes to his feeling of inability to perform his duty at the level expected by others. If this happens, the relationship between the teacher and his student takes a negative dimension that has devastating effects on the entire educational process. This feeling of helplessness with exhaustion of effort leads to a state of anxiety, exhaustion and psychological burnout. (41:5)

The researcher believes that the physical education lesson needs great attention from institutions and ministries, especially the Ministry of Higher Education, the Ministry of Sports and Youth and the Ministry of Education, by emphasizing that it is given enough space in school education because it contributes to building the personality of the teacher and student and develops physical ability and ability to focus and think. . The physical education lesson almost completely disappears due to the school administration's tendency not to take an actual interest as a result of increasing the students' absorptive capacity and urging the completion of the rest of the curricula at the expense of this lesson and the failure of the specialized educational supervision to clearly take its role by following it up and visiting it, which is almost non-existent, exacerbating these obstacles. In spite of this, I find that there is a great desire for the teacher and teacher to practice the physical education lesson and achieve the goals for which he seeks. Rather, he seeks to impose his personality by exploiting his free time and facing all the challenges related to increasing the number of students and his enjoyment of activity and vitality in the face of the anxiety that arises from some fears Or internal and external embarrassments as a result of accountability for the lack of resurrection to practice the physical education lesson with a solid will, as well as seeking to emphasize attention to the physical and skill aspects of students through the application of the lesson plan.

This study agrees with the study of Ali Mahmoud Shuaib (1990) entitled Teaching anxiety and its relationship to some personality variables, specialization, and attitude

towards the teaching profession among students of the Educational Qualification Institute in the Sultanate of Oman, which found that facing anxiety is one of the most important variables in building the personality of the teacher and succeeding in his field of specialization<sup>[17]</sup>.

This study agrees with the study of Amal Ali Salumi (2005), whose title is Building and Codifying the Psychological Energy Scale for Premier League Basketball Players in Iraq. An unpublished doctoral thesis, College of Physical Education for Girls, University of Baghdad, which concluded that the axis of confronting anxiety is one of the main axes in building a psychological energy scale. In Maysan Governorate<sup>[7]</sup>.

It is also noted from the above table (7) with regard to the second source, the emotional arousal from the average answers of the members of the research sample, that it constitutes a relatively high acceptance, as the averages ranged between (2.53-4.67), where the total arithmetic mean of the source was (3.73) and with a standard deviation of (.442) And the direction of the axis towards agree.

Zaki Akram Khattabih (1997) shows that the physical education teacher is considered one of the most influential teachers in the school on the students. And sports, which aim to develop and form values and high morals among students, taking into account the students' tendencies, desires, available capabilities, and the capabilities of the teacher himself in choosing and presenting these activities, and this helps students acquire physical and psychological abilities, motor skills and various social relations. (173:12)

Muhammad Abd al-Aziz Salama (2013)<sup>[23]</sup> mentions that the practitioner of sports activity during performance or competition is exposed to many psychological situations and situations accompanied by emotion and excitement.

The researcher believes that sports activity is accompanied by many situations that the practitioner faces except when he was at school or when participating in school tournaments or as a result of neglecting this role that must be played by refraining from practicing the physical education lesson due to the lack of an appropriate school yard or the lack of sports equipment or lack of Putting the physical education lesson in the class schedule and the school administration's intervention in his work may expose the physical education teacher to many situations that cause emotional excitement accompanied by a kind of anger or negative emotion as a result of these variables. The occurrence of some quarrels that do not rise to this job and the sanctity of this educational profession. On the other hand, the teacher is exposed to this arousal while practicing the physical education lesson as a result of students losing focus while explaining physical exercises or while explaining the sports skill that requires him to make more effort to master these movements and physical exercises, which requires him to be on a great level of psychological preparation, preparation and readiness He does not expose himself to high excitement, but is characterized by calmness and adaptation with students and all educational staff. He is relaxed and undisturbed and feels a kind of happiness while performing a lesson.

This study agrees with the study of Rowena Abdel Jalil (2015), entitled Emotional arousal and its relationship to achievement motivation for football players, which found a relationship between emotional arousal and achievement motivation, and the higher the degree of arousal, the lower the degree of achievement<sup>[10]</sup>.

This study agrees with the study of Laila Najm Thajeel (2019), entitled Self-censorship and emotional arousal and their relationship to values among kindergarten teachers. This study concluded, however, that female teachers enjoy emotional arousal and self-censorship, and a positive correlation exists. Through what was presented, it is clear that physical education teachers have emotional arousal. In the phrases and the source to which these phrases belong<sup>[21]</sup>.

It is noted from Table No. (7) that the average answers of the third source (self-confidence) constitute a high acceptance, as the averages ranged between (3.5-4.65) and also we note that the trend of the general average of the source as a whole is towards OK, where the total arithmetic mean of the source reached (4.12) with a standard deviation reached (1.04).

Amin Anwar Al-Khouli (1996) asserts that physical and sports education is that process that aims to improve human performance and enrich the physical, mental and social aspects of an individual's personality by using physical activity as a tool to achieve its goals. It also helps the mind to behave and think well, as well as teaching methods and the available capabilities of the devices and tools that are the mainstay of the teacher in the learning of students. Give the student a fresh breath and a high spirit to receive the other lessons and this can only be achieved by the presence of a competent educator who can form a generation capable of taking responsibility, playing a prominent leadership role in the educational process and bearing a great burden in order to provide his students with knowledge, knowledge and skills, and provide them with experiences inside and outside the classroom, because he is the ideal and a good example for his students. (109:8)

Bakhom Raafat Attia (2004) shows that self-confidence appears in the teacher and educator's sense of physical, personal and professional confidence, in his ability, skills and good experience, acceptance and trust by others. A self-confident person has the ability to adapt to future conditions, can accomplish the work he plans for, and has the necessary personal competence to deal with others. This confidence is evident in the teacher, through the positive role he plays in the lesson, represented in performance and participation in it. Dealing with others without feeling bored or tired (219:9).

The researcher believes that the physical education teacher is that person who is qualified and holds an academic certificate in his field of specialization and has the ability to perform the lesson in front of the students and seeks to achieve the desired goals according to the study plan and has the self-confidence to face the obstacles and obstacles that occur before and during the performance of the lesson and is characterized by focus in observing some The negative matters that occur during the performance of the lesson by the students and deals with them in an educational and civilized manner and the speed of response in solving them without wasting the lesson's time as a result of some errors due to not applying the exercises correctly it is true or ducks in absorbing the notes during the explanation of a particular skill, all of this calls for calm and striving to master that skill or exercise, and to have experience in and possess one of the ingredients of people success in dealing with his colleagues because he is the most flexible personality and at the same time makes him a leader in imposing his personality as a result of paying attention to

his lesson He wears the sports uniform and organizes his work, and that the good relationship between him and the students prevails by listening to them and striving to solve some of the problems they face inside and outside the school.

This study agrees with the study of Youssef Ismail (2018) entitled *Self-confidence of physical education and sports teachers and its relationship to achieving the dominant goals in the study program for the physical education and sports class*, which found a high level of self-confidence among teachers of physical education and sports in secondary levels [29].

This study agrees with Ebtisam Rady Hadi (2019) and its title is *confirmation bias and its relationship to self-confidence among teachers of the College of Basic Education and concluded that teachers enjoy self-confidence and there are no differences in self-confidence between males and females from what has been presented, it is clear that the physical education teacher enjoys self-confidence, and the source of self-confidence is considered one of the main sources for building the causal attribution scale (1).*

Returning to Table No. (7), it is noted that the average responses of the individuals of the research sample to the source phrases (mental perception) constitute a relatively high acceptance towards OK, as the averages ranged between (3.33-4.71). 4.12 With a standard deviation of (1).

Muhammad al-Arabi Shamoun (1996) shows that mental perception is one of the most important variables that has the ability to influence performance, as it is used for the purpose of materializing performance by mentally reviewing the skill, and this includes getting rid of errors by visualizing the correct method of artistic performance, and that most of those who have a clear idea of the main aspects of the implementation The skill can, by means of mental visualization, compare their responses to optimal performance and correct incorrect responses (45:25).

Amal Sadiq and Fuad Abu Hatab (1996) state that the importance of mental visualization is evident in that it is one of the storage strategies that take place in the form of mental images, where they are direct analogues of things and actions, and depend on the perceptual and perceptual characteristics of these things, and this strategy is useful in increasing information through linking Between it and the teacher's sensory experiences (6:113)

The researcher believes that the success of the physical education teacher in performing his lesson depends on what he possesses of information and cumulative experience related to his specialization and the goals that are commensurate with the age stages of the students according to the tools available to him as well as the environment in which he lives through an extensive reading of the environmental reality in which he lives so that he is able to Study and understand all of these tools available to him. A teacher who studies in districts and sub-districts can supply clubs and teams with many athletes. Athletes, especially some games that depend on the factor of height and palm capacity for volleyball, as well as the arena and the field to fit the physical structure of these games with the students through some physical characteristics and this is the result of his mental perception of the future of these students through stimulating them and using some models that are implanted in their minds. In addition to his ability to diversify his ideas and plans while performing a physical education lesson and encourage competition among them to

build a good relationship with students and urge cooperation among them and renounce some bad habits by planting intimacy and love as a result of practicing physical exercises and motor skills cooperatively and moving away from Aggressive behavior during leisure time.

Ahmed Ezzat Rageh (1970) asserts that mental visualization is more than just seeing in the eyes of the mind, although the sense of sight constitutes an essential aspect in the visualization process, but it can include one or a group of other senses such as touch or hearing, and it is preferable to use all senses. Whenever possible. The pole vaulter uses the sight to see the crossbar at the specified height, the sense of touch to catch the pole of the pole, the sense of hearing in the sound of the pole hitting the box, and the kinetic sense of the positions of the body in the air.

This study agrees with the study of Salman Akab Sarhan Al-Janabi and others (2018), entitled *mental perception and its relationship to the accuracy of the scoring skill among elite football players*, which concluded that mental visualization develops the skill of scoring and the existence of a relationship between the cognitive and mental dimension and the accuracy of scoring. Mental perception is one of the main sources in constructing a causal attribution scale for physical education teachers and teachers in Maysan Governorate [13].

It is noted from Table (7) that the average source responses (emotional equilibrium) constitute a relatively high acceptance, as the averages ranged between (1.5-4.48). We note that the trend of the general average of the axis as a whole is towards OK, as the total arithmetic mean of the source was (3.55) and with a standard deviation of (1.33). .

Adib Muhammad Al-Khalidi (2009) asserts that modern education looks at the teacher, who should be a guide, a guide, a facilitator and a social engineer. It is an influential factor in building the learner's personality, and a contributor to developing his knowledge, providing him with ideas, refining his talents, highlighting his abilities, developing his abilities, aesthetic values and moral qualities, and training him to solve his problems alone, understanding himself and raising him in order to be psychologically and socially balanced. This requires him to have emotional characteristics and social skills that qualify him. To carry out his role to the fullest. The teacher's behaviors, health status and psychological state have a great impact on the learners, and may lead to negative repercussions on their self-esteem (61:3)

Abdul Majeed Nashwani (2003) indicates that the physical education teacher is an essential element in the educational process, and its educational, cognitive and emotional characteristics play an important role in the effectiveness of this process, because these characteristics constitute one of the important educational inputs that affect, in one way or another, the achievement output on the psychomotor, emotional, and cognitive levels, and the teacher who is able to perform his role effectively, and who dedicates his efforts to finding the best educational opportunities for his students, can affect their achievement levels and psychological security (229:13)

This study and the study of Ghayyad Hussain Rashid (2016), entitled *Building the Emotional Equilibrium Scale for Physical Education Teachers in Al-Qadisiyah Governorate*, found that physical education teachers enjoy emotional balance as well as identifying individual differences between them [18].

This study agrees with the study of Miskin Abdullah and Makki Muhammad (2014) entitled Neurotic differences (emotional imbalance) among primary school teachers in the light of some demographic variables and found that there are individual differences in favor of females and no differences in neuroticism (emotional imbalance) for the educational qualification variable and the presence of Differences for the variable of experience and age <sup>[27]</sup>.

The researcher sees what the physical education teacher faces in this profession and in this difficult circumstance, many obstacles that constitute a source of concern with regard to the environmental level as a result of the distance of these schools from his home, and most of them are very old buildings, many of which have been in place for more than tens of years and without any restoration befitting what these schools represent. Being scientific centers that work on building leaders for the country in various fields and preparing them to serve it in the future in addition to the lack of sports fields and a room of its own, and a complete lack of sports equipment to practice the physical education lesson or participate in school tournaments, in addition to a clear neglect of excluding the physical education lesson from the schedule and the administration interferes in one way or another, and sometimes it comes to the teacher or teacher to leave his lesson and block some All of these obstacles cause confusion and agitation that can lead to some aggressive methods that are reflected on the rest of the owners or on the students themselves at a time when the educational system is trying to prepare a balanced and psychologically stable educator who seeks to bring joy and pleasure to the students and be close to them and harmony with them in presenting the lesson and explaining the mathematical skills. The educational environment in which he lives requires wisdom and not being emotional with others because it affects his psychological health. From criticism or questions related to the sport lesson or some other questions that fall within the educational work and answer them with dedication and friendship.

Through what has been presented, it is clear that physical education teachers are distinguished by a high ability to control their emotions, and this is a positive indicator for the purpose of benefiting from it and seeking to invest it within the school environment, emphasizing the revitalization of the physical education lesson and seeking to put it in the weekly schedule and in the first lessons.

## Conclusions and recommendations

### Conclusions

1. The agreement of the opinions of the sample members with the source (confronting anxiety), where the general average of the source recorded a trend towards agreement, which amounted to (3.99), which indicates the enjoyment of the sample members on the source (facing anxiety) and represents one of the main sources for building the causal attribution scale.
2. The agreement of the opinions of the sample members with the source (emotional arousal), where the general average of the source recorded a trend towards agreement, which amounted to (3.73), which indicates the enjoyment of the sample members on (emotional arousal) and represents one of the main sources for building the causal attribution scale.
3. The agreement of the opinions of the sample members with the source (self-confidence), where the general

average of the source recorded a trend towards agreement of (4.12), which indicates the enjoyment of the sample members on the source (self-confidence) and represents one of the main sources for building the causal attribution scale.

4. The agreement of the opinions of the sample members with the source (mental perception), where the general average of the source recorded a trend towards agreement reached (4.12), which indicates the enjoyment of the sample members on the source (mental perception) and represents one of the main sources for building the causal attribution scale.
5. The agreement of the opinions of the sample members with the source (emotional equilibrium), where the general average of the source recorded a trend towards agreement of (3.55), which indicates the enjoyment of the sample members on the source (emotional equilibrium) and represents one of the main sources for building the causal attribution scale.
6. Strong suspicion on the part of male and female teachers, male and female teachers of physical education, of this shortcoming by not paying attention to the physical education lesson.
7. Neglecting many schools by not handing them sports equipment related to some games such as handball - basketball - and track and field games - volleyball and the tools and means related to them.
8. The school administration interferes with the teacher's work and seeks to cancel the physical education lesson or place it at the end of the class schedule.

### Recommendations

1. Adopting the studied sources within the research for their ability to know the measurement of sources and dimensions of causal attribution for physical education teachers and teachers in Maysan Governorate.
2. Overseeing carefully and the specialist took his role in following up the school administration and urging the placement of the physical education lesson in the first lessons of the weekly schedule and following up the school plans of physical education teachers and teachers.
3. Providing sports equipment such as balls and tools for each of these team and individual games
4. Organizing training courses related to methods of teaching physical education to return information, as well as related to the laws of various games, with tests for the purpose of reviewing what was stated in these courses.
5. Honoring the winning teams in the three ranks in sports tournaments and festivals with letters of thanks to stimulate competition between physical education teachers and teachers.
6. Visits to schools as a positive motivation by the educational supervision and the school activity director as a positive incentive for the purpose of paying attention to the physical education lesson.

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