

The dynamic climate and its relationship to motor satisfaction, self-confidence and the level of skillful performance in rhythmic exercises

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Abstract: The aim of the research was to identify the relationship between the motivating climate and motor satisfaction, self-confidence, skill level, and the relationship between motor satisfaction and self-confidence, as well as the relation between motor satisfaction and skill performance level, as well as the relationship between self-confidence and the skill performance level in the rhythmic exercises. Girls of Zagazig University for the academic year (2018-2019), the two researchers used the descriptive approach to suit the nature of this research. The basic research sample was selected in a deliberate manner. The sample was 120 students, and a random sample of 30 students was taken as an exploratory sample for conducting the exploratory study. The most important results indicated a significant positive correlation between both the motivating and motor climates and the climate of self-confidence and the climate of motivation (Performance mastery climate) and the skill performance level in the rhythmic exercises. There is also a positive correlation between Motor satisfaction, self-confidence, level of skillful performance in rhythmic exercises, as well as between self-confidence and the skill performance level in the rhythmic exercises.

[Heba Mohammed Saeed Abu Zeid and Nashwa Salah El-Din Mohammed El-Sayed. **The dynamic climate and its relationship to motor satisfaction, self-confidence and the level of skillful performance in rhythmic exercises.** *J Am Sci* 2019;15(6):78-91]. ISSN 1545-1003 (print); ISSN 2375-7264 (online). <http://www.jofamericanscience.org>. 11. doi:[10.7537/marsjas150619.11](https://doi.org/10.7537/marsjas150619.11).

Keywords: dynamic climate; relationship; motor; satisfaction; self-confidence; level; skillful; performance; rhythmic exercise

Introduction and Research Problem:

The increasing interest in sport made it an area of scientific research and the focus of the researchers and a study with different aspects in order to improve the performance of technical and skilled in all areas, which made the developed countries interested to the physical, skilled and psychological preparation in all aspects and allocate a budget for the scientific research in these aspects and benefit from the results of these research to improve performance. (1: 70)

The motivation is one of the most important topics of the mathematical psychology. It is the driving forces of the individual towards the sportsactivity exercise on the one hand, and the interest of the sports educator on the other hand. The motivation to exercise aims at the individual being able to exert his efforts and train to improve his level, so that he can gradually reach the highest possible level of performance (11: 508) (24: 223).

Papaioanou & Goudas (1999) point out that the trainers must take into account the driving climate of the exercise activity, and the motivating climate consists of those factors that influence the students' psychological orientation towards the tasks in which the instructor forms a sports training environment or

sports competition. The way students perceive them determines their reactions. (225: 33)

In the view of "Newton," quoting from both "**Dwek, Leggette**" (1988), **DudaDuda** (1993) that the dynamic climate is characterized by the existence of two main dimensions linked to how to define the individual to success and how to judge at the level of efficiency:

A- mastery climate: The internal motivation of the individual to the demand for certain activities, to try to achieve excellence and a sense of satisfaction and happiness and self-confidence. This dimension is not affected by the external influences, but is an internal state of the individual directed and movement towards achieving the goal sets it up.

B- After performance climate: a psychological composition associated with the failure fear and the interest on knowing the results of failure in performance and awareness of unpleasant emotions, which contributes to avoid the various exam positions and this climate is clear to the individual and reduces the sense of fear and the possibility of failure, whenever he believes that his joy and confidence with the potential Success.

(32: 59)

Many studies, such as **Sefriz et al.** (1992), **Walling et others** (1993), **Terrence Roberts** (1998) and **Quinlan** (2010) indicate that the individual realizes that he is oriented towards the mastery to achieve a high level of enjoyment and feeling of dynamic satisfaction and self-confidence and a low level of anxiety and tension than the individual who is aware that it is oriented towards the climate of performance.

(35: 375) (38: 175) (37: 175) (34: 35)

The dynamic satisfaction is a great dimension in the physical education field, it helps the individual to determine his tendencies and motivations towards the exercise of some sports activities to the exclusion of others, and the sense of satisfaction with the movement level of performance contributes to the achievement of sports success depends on the experience of success and failure to satisfaction and the individual's confidence degree in himself, and that influences his own satisfaction. (39)

In this regard, Muhammad Allawi (1998) points out that dynamic satisfaction expresses the individual's satisfaction with his movements and physical and physical characteristics. He also expresses general feelings of happiness, satisfaction, pride, self-confidence and self-expression. (22: 171) This is reflected in his behavior as a result of his dynamic skills or activities (22: 171)

The self-confidence is one of the main features of the personality. It is a one-dimensional feature. It is a continuous line that commences from the low self-confidence, until it ends in high self-confidence. The self-confident person has the ability to cope with all the changes in the future and the ability to perform his work effectively, his motivation increases to make more effort to excel, as he has the ability to deal with others, while a person who has low self confidence in himself is low, it reflects in his sense of inferiority, and has a great sensitivity when he is criticized, and is characterized with timidity and hesitation. (16: 85) (36: 219)

"Osama Ratteb" (2000) states that many of us think that can have confidence in themselves, when he makes gain or win only, and this is a false belief, as we feel really self-confident when we think we can do it successfully, the self-confidence requires success and does not necessarily require success. "(3: 299)

When we only make gain or win, and that is a false belief, because we feel really self-confident, when we think we can do it successfully. Self-confidence requires success and does not necessarily require success. "(3: 299)

There are several levels of self-confidence, including:

1. Optimal self-confidence: Individuals who have the best self-confidence are characterized that they set to themselves realistic goals that go with their abilities with their good understanding of their abilities and sense of success when they reach their highest level and do not attempt to achieve unrealistic goals for themselves. (20: 338)

2 - Lack of self-confidence (Weak self-confidence):

The weakness of self-confidence leads to negative expectations, that weaken the efficiency of performance and lead to the occurrence of several disorders, including the lack of focus and uncertainty of the goal, lack of self-esteem and focus on the weaknesses, which distract them from what is required for good performance, they feel inefficient performance and that they cannot do better, and this leaves them with enjoyment, pleasure and a sense of performance dynamic satisfaction. (3: 340)

3 - False confidence in self (Excessive self-confidence): -

The individuals have excessive self-confidence in fact they have a false confidence, because their confidence exceeds their actual abilities, therefore their performance level is reduced, and this is because their lack of not preparing themselves or exerting an effort to perform the required, as it is considered a kind of deception of the self. (3: 341)

One of the benefits of self-confidence, which helps in the development of dynamic performance, which is characterized by a positive expectation of a high degree of success, as self-confidence raises the positive emotions, and it also helps focusing attention and work to increase perseverance and effort. (4: 270)

The rhythmic exercises are the motor activities that the developed countries seek to activate their practice through their inclusion in the practical subjects taught in the faculties of physical education, as they are characterized by the aesthetically pleasing aesthetic nature of the soul alongside the unique motor skills that lead individually or collectively, where the performance is characterized by smoothness, And beauty and creativity and is performed in the form of a dynamic movement includes a set of basic skills and variety represented in (jumps and gaps - rotations and turns - balances - and flexibility and swing) with musical accompaniment with or without tools, which helps to acquire the ability of the aesthetic taste and self-confidence and develop a sense of consistency in the performance of multiple movements and aesthetic performance with flexibility, speed and agility. (18: 8.7)

Thus, the skill performance level of these skills plays an important role in the dynamic segment, as the higher the skill level of the motor skills, the higher the skill performance level and the more fluidity and smoothness in the performance, the more pleasant and

nice emotions of the self, and the more feeling and dynamic satisfaction feeling of the performance, and thus increased self-confidence.

Hence, during the course of the teaching of the rhythmic exercises for the third year students of the faculty, the two researchers noticed a significant decrease in the level of their performance of the kinetic segment determined by them within the curriculum, with the emergence of the symptoms of fatigue, tension and feeling of motor dissatisfaction, when performing with their feelings of lack of self-confidence in the performance of motor segment, which called for the study of these researchers to identify the relationship of the motivating climate with the motor satisfaction, self-confidence and the level of performance skill in rhythmic exercises.

Research Goals:

The research aims at:

To recognize the relationship of the motivating climate with motor satisfaction, self-confidence and the level of skillful performance in rhythmic exercises "through the following:

1 - Recognize the relationship between the relationship between the dynamic climate and motor satisfaction.

2 - Recognize the relationship between the relationship between the dynamic climate and self-confidence.

3 - Recognize the relationship between the dynamic climate and the level of skilled performance in rhythmic exercises.

4 - Recognize the relationship between the correlation between motor satisfaction and self-confidence.

5- Recognize the relationship between motor satisfaction and the level of skill performance in the rhythmic exercises.

6- Recognize the relationship between self-confidence and the level of skill performance in the rhythmic exercises.

Research Hypotheses:

In light of the research objectives, the researchers assume the following:

1- There is a statistically significant relationship between the motivating climate with a dimension (Mastery climate - the climate of performance) and motor satisfaction.

2. There is a statistically significant relationship between the motivating (Mastery climate - the climate of performance) and self-confidence.

3- There is a significant correlation between the motivating climate with a dimension (Mastery climate - the climate of performance) and the level of skill performance in rhythmic exercises.

4- There is a correlation relationship statistically significant between motor satisfaction and self-confidence.

5 - There is a correlation relationship statistically significant between motor satisfaction and the level of skill performance in rhythmic exercises.

6 - There is a correlation relationship statistically significant between the self-confidence and the level of skill performance in the rhythmic exercises.

Search Terms:

Motivating Climate:

"It is the motivating environment in which the individual is placed in and which is related to the factors related to ability and performance that affect the direction of the goal." (48:29)

Mastery Motivating Climate:

"It is the environment through which the learner receives a positive reinforcement from the teacher when he works, and he finds cooperation and shows improvement and superiority, which increases the feeling of satisfaction and happiness." (259, 21: 236) (29: 47)

Motivating Climate of performance:

"It is a psychological configuration associated with the fear of failure in performance and awareness of unpleasant acts of the individual, which contributes to the attempt to avoid failure and compare the level of the rest of his colleagues in the group". (21: 236, 259) (33:55)

Motor Satisfaction:

It is the result of the emotional-feelings felt by the individual towards a particular activity, and expresses the satisfaction of the appropriate needs and achieve its goals for which this activity is practiced. "(9: 114)

Self-confidence:

"It is the degree of the individual's belief or confirmation of his ability to succeed in a certain task." (19: 89)

"It is the degree or level at which the athlete reaches as a result of the motor behavior resulting from the process of acquiring and mastering the movements of the sports activity which is practiced to perform in a smooth and precise manner and with a high degree of motivation in the individual to achieve the highest results with the economy in the effort." (15: 167)

Rhythmic Exercises:

It is an artistic physical movement that unites the mind, soul and body and is performed for educational purpose following the bases and rules in order to develop the elements of physical fitness, whether to achieve the goal of training sports, creative or recreational, psychological or occupational compensation or preventive therapeutic (10: 32)

Previous studies:

1- The study of **"Walling and others"(1993) (38)**, which aims to identify the relationship between the motivating climate, team satisfaction and performance anxiety. The researchers used the descriptive approach. The sample size reached (86) players, and (83) international players American basketball and football in the US. The most important results indicated that the sub-measure of the mastery dimension was positively correlated with the team's satisfaction with the performance anxiety. The sub-measure of the performance dimension was also positively related to the performance anxiety and negatively with the satisfaction of the team.

2- The study of **"Treasure & Roberts"(1998) (37)** for identifying the relationship between the realized motivating climate and the beliefs around the success reasons and satisfaction sources, the researcher used the descriptive approach. It included the research sample a group of adolescent girls. The most important results indicated that the adaptive climate perceptions for mastery, which predicted the success and satisfaction beliefs of success derived from the experience of self-empowerment, and the performance-oriented environment was related to the success beliefs of the standard ability, deception and here satisfaction is derived from the superiority over others.

3- The study of **"Mohammed Hosny El Beshihy"(2009) (26)** aims to identify the motivating climate and its relation to the mathematical confidence of the table tennis players. The researcher used the descriptive approach. The sample size was 72 players, which were tested in a deliberate method. The most important results indicated the approach support towards the mastery of the tennis table emerging players, where the results indicate there is a positive relationship between the mastery climate and the athletic confidence as a feature and as a status, which emphasizes its importance to achieve mathematical objectives, and the existence of negative correlation coefficients between the athletic confidence and the motivating climate towards performance.

4- The study of **"Quinlan" (2010) (34)**, which aims to identify the relationship between the realized motivating climate, the need for comfort, regulation of motivation and basic needs (Such as anxiety and self-confidence) for the an elite disk throw players, and the researcher used the descriptive approach. The sample size was 60 participants representing a selection of the disk throw players in three different teams, ranging in age from 19-34 years. The most important results indicated that the driving climate is more positive than the competitive environment. There is also a positive correlation between the climate of empowerment and The need for satisfaction and forms of internal motivation and perceived sufficiency and self-

confidence, as there is a negative correlation with anxiety, and that there is a positive relationship between the climate of competition, anxiety and negativity between competition climate and self-confidence.

5- The study of **"Hamida Al-Khodraji" (2012) (8)**, which aims to identify the relationship between the perceived climate and its relation to the state of competition anxiety in the gymnastics sport. The researcher used the descriptive approach. The sample size was 63 students from gymnastics of the third and fourth teams in the Faculty of Physical Education for Girls, Zagazig University. The most important results indicated that there is a positive statistical correlation functional relationship between mastery climate and self-confidence, and the competitive environment and cognitive and physical anxiety. There is also a statistically significant relationship between the environment of empowerment and cognitive and physical anxiety and competition climate and self-confidence.

6- The study of **"Amal Selim" (2013) (5)** which aims to identify the innovative thinking relationship to the motivating climate and the level of performance in the rhythmic exercises. The researcher used the descriptive approach. The sample size reached (220) Zagazig University. The most important results indicated that there is a relationship between statistical thinking between the innovative thinking using words and the creative thinking using the images and the climate of the past (the climate of mastery and the climate of performance). There is also a statistically significant relationship between the climatic climate and climatic climate flat Performance in the motor sentence of the legal instrument and the dynamic sentence of the innovative instrument, and the total summation of the innovative performance level.

Research Procedures

First: Research Methodology:

The two researchers used the descriptive approach because of its relevance to the nature of this research.

Second: Society and Research Sample:

The study society was selected by the third year students of the Faculty of Physical Education for Girls - Zagazig University for the academic year (2018 - 2019), the number of (624) students, a random sample of 30 students was taken as a survey sample for conducting the exploratory study, Student for the basic sample.

In order to ascertain the moderation of the research curve, the two researchers found the coefficients of the torsion in the variables (growth - physical variables - the climatic climate of the dimension (the climate of ability and the climate of performance) - dynamic satisfaction - self-confidence

- skilled performance level. That is illustrated in Table No. (1).

Table (1) shows that the torsion coefficients in all variables ranged between (-0.03 and 2.88), i.e. between (± 3), which indicates the moderate of the frequency distribution in these variables.

Third: Data collection methods:

To collect data for this study, the researchers used the following measurements, tools and devices:

First: Basic measurements (age - height - weight) by using:

- Resistameter device for the measurement of length (Centimeter).
- Medical scale to measure weight (kg).
- Stopwatch for time calculation (w)
- Tape measuring in centimeters.
- Swedish seat, ruler included in centimeter, chalk, cord and wood panel are all used in the physical tests under consideration.

Table No. (1): Statistical Description of the Research Sample in the Variables under Study N= 150

Variables	Measurement Unit	Arithmetic Average	Deviation	Medium	Modulus of torsion	
Growth variables	Age	Year	20.11	1.88	20	- 0.17
	Length	cm	163.24	2.28	163	0.35
	Weight	kg	60.96	2.99	61	- 0.04
Physical variables	Rope Skipping Test	No.	1.48	0.50	1	2.88
	Shuttle Run Test (4 × 10 m)	Sec	20.66	1.34	21	- 0.76
	Terso Binding to the front when standing	cm	13.90	2.25	14	- 0.11
	Pass rate test for mobile balance	Grade	36.30	6.48	35	0.60
	Standing test on the instep	Sec	5.82	1.13	6	- 0.47
	Vertical jump test for Sargent	cm	18.40	1.49	18	0.80
Motivating Climate	Mastery Climate	Grade	79.95	3.81	80	- 0.03
	Performance Climate	Grade	84.64	4.21	85	- 0.25
	Motor satisfaction	Grade	125.52	3.42	126	- 0.42
	Self Confidence	Grade	105.75	2.79	106	- 0.26
Skills Performance Level	Grade	27.10	1.08	27	0.27	

Second: the climatic dimension of the climatic climate (Mastery climate - Performance climate)

1 - The Motivating Climate Scale prepared by "Hassan Abdo" Annex No. (7)

This measure was designed by Seifriz & Duda & Chi (1992) (35) and Hassan Abdo (2004) (7) transferred it to Arabic, and the scale is (40) positive phrases, in which the student answers the terms of a five-dimensional estimation scale contains five alternatives for each student to choose one (Strongly disagree = 1) (disagree = 2) (neutral = 3) (OK = 4) (strongly agree = 5) The scale includes two dimensions:

A- Mastery Climate:

The grade of this dimension reflects the student's awareness of her environment as emphasizing the process of active learning through diligence and enjoyment of practice, rewarding serious attempts, and the teacher's encouragement to the student and the feeling of the student that she has an important role in the group, and this dimension includes (20) phrases.

B- Performance Climate:

The grade of this dimension reflects the student's awareness of her environment as confirming her performance level, trying to compare her level with others and surpassing them, punishing the student if

she made a mistake, and the teacher pays attention to the distinguished student only, and this dimension includes (20) phrases.

"Hassan Abdo" (2004) (7) considered in the Arabization of the phrases of the scale from English to Arabic the focus on the whole meaning of the term, regardless of the literal and linguistic translation of the phrase. His scientific transactions were on the degree of acceptance of validity and steadfastness.

2- Dynamic Satisfaction Scale: Annex No. (8)

Where the two researchers applied the test of dynamic satisfaction designed by Allen and Nelson and the quotation and Arabization of "Mohammed Hassan Allawi" (1998) (22).

3- Self-confidence Scale: Attachment No. (9)

It is prepared by Sidney Shrauger (1990) translation and the Arabization of Dr. / Adel Abdullah Mohammed, Faculty of Education - Zagazig University (2001) (13) and aims to measure the individual self-confidence, his evaluation of it and the standard consists of (48) phrases using five-dimensional balance (fully applicable - very applicable - apply to a certain extent - not apply very much - does not apply at all).

4- Evaluation of the level of skillful performance in rhythmic exercises: Attachment No. (10)

The level of the skillful performance of the free exercise set for the study sample was assessed from (30) grades by a tripartite committee of practicing teachers in the Faculty of Physical Education for Girls, Zagazig University, who teach the rhythmic exercises for a period of not less than 15 years, all of them received Professor degree, this is through a form to assess the performance level of the researchers' design. The grades average of the Professors was considered.

Fourth: Survey Study:

The two researchers conducted the survey on 30 students randomly selected from the research community and outside the basic sample during the period from Thursday 1/3/2018 to Thursday 8/3/2018.

- R the time taken to answer the metrics in question.
- Identify the suitability of the standards for the members of the research sample.
- The validity of the measurements place.
- The validity extent of the instruments used in the measurement.

- Determine the measurements order for ease of the measurement and save in time and effort.

- Find scientific transactions (Stability - validity) of the tests and standards used in the search.

- Select the assistants and train them to conduct measurements. The two researchers, in partnership with some of the assistants, participated in the distribution of the data collection tools.

Scientific Transactions for Physical Tests under Study:

1- Validity Coefficient:

The validity of the physical tests was calculated by the differences significance between the non-distinctive group, which is representing (Survey sample) and drawn from the research society. The sample was 30 students. The group is represented by a group of the third year student in the college, it reached (30) students, as well as finding the correlation coefficient between the first and second application in the physical tests in question.

Table No. (2): The Significance of the Differences between the Two Groups is the Non-Distinctive Group (Survey Sample) and the Distinctive Group in the Physical Variables under Research N1 = N2 = 30

Variables		Measurement Unit	Non-distinctive		Distinctive		Value (T)
			Coefficient	Phrase	Coefficient	Phrase	
Physical Variables	Rope Skipping Test	No.	1.50	0.50	2.30	0.74	4.837
	Shuttle Run Test (4 × 10 m)	Sec	20.60	1.42	18.60	1.40	5.468
	Terso Binding to the front when standing	cm	13.83	2.52	11.13	2.23	4.386
	Pass rate test for mobile balance	Grade	37.26	7.08	45.96	13.11	3.197
	Standing test on the instep	sec	5.50	0.97	8.53	4.11	3.927
	Vertical jump test for Sargent	cm	18.50	1.47	20.53	2.68	3.643

Value (T) at the level of 0.05 = 2.045

It is clear from Table No. (2) that there are statistically significant differences between the two groups that are the non-distinctive and distinctive group in favor of the distinctive group in the physical variables in question.

2- Stability coefficient:

To verify the stability of the physical tests in question, the two researchers used the test application method and the test retest was applied on the sample. It was applied with a difference of time of (7) days between the two applications with the same conditions and instructions in the applications and Table No.: (3).

Table No. (3): The correlation coefficients between the first and second applications of the survey sample in the physical variables in question (Stability) N=30

Variables		Measurement Unit	Non-distinctive		Distinctive		Value (R)
			Coefficient	Phrase	Coefficient	Phrase	
Physical Variables	Rope Skipping Test	No.	1.50	0.50	1.56	0.50	*0.874
	Shuttle Run Test (4 × 10 m)	Sec	20.60	1.42	20.53	1.50	*0.970
	Terso Binding to the front when standing	cm	13.83	2.52	13.80	2.51	*0.997
	Pass rate test for mobile balance	Grade	37.26	7.08	37.60	7.44	*0.986
	Standing test on the instep	sec	5.50	0.97	5.56	1.13	*0.951
	Vertical jump test for Sargent	cm	18.50	1.47	18.53	1.47	*0.992

Value (R) at the level of 0.05 = 0.355

It is clear from Table No. (3) that there is a strong and statistically significant correlation between

the first and the second application in the physical tests, where the calculated value was between (0,874

*: 0,997 *), all of which are larger than the table value (R).

Scientific parameters of the criteria in question:

First: Validity:

The researcher found the validity coefficient for the psychological tests (in the research) by calculating the validity of the composition using the internal consistency method by applying the psychological tests on the sample of the survey sample, and then calculating the correlation coefficients between the

grade of each phrase and the dimension grades to which it belong to. Each dimension and between the total grade of the scale and the tables Nos. (4, 5, 6 and 7) shall clarify this.

Table No.: (4) shows that there is a statistically significant correlation at level 0.05 between the grade of each phrase and the total score of the dimension to which it belongs, that indicates the validity of the internal consistency of the motivating climate scale.

Table No. (4): Correlation coefficients between the grade of each phrase of the motivating climate scale under consideration and the dimension total grade to which it belongs (N= 30)

Motivating Climate							
First Dimension: Mastery Climate				Second Dimension: Performance Climate			
Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient
1	* 0.417	11	* 0.527	1	* 0.481	11	* 0.626
2	* 0.573	12	* 0.554	2	* 0.667	12	* 0.522
3	* 0.541	13	* 0.387	3	* 0.412	13	* 0.601
4	* 0.716	14	* 0.845	4	* 0.632	14	* 0.522
5	* 0.420	15	* 0.494	5	* 0.601	15	* 0.576
6	* 0.485	16	* 0.574	6	* 0.454	16	* 0.591
7	* 0.406	17	* 0.568	7	* 0.671	17	* 0.481
8	* 0.420	18	* 0.563	8	* 0.828	18	* 0.667
9	* 0.629	19	* 0.421	9	* 0.463	19	* 0.439
10	* 0.534	20	* 0.472	10	* 0.536	20	* 0.597

Table Value (R) at level 0.05 = 0.355

Table (5): Correlation coefficients between the grade of each dimension and the total score of the motivating climate scale in question (N = 30)

Dimensions	Correlation Coefficient
Motivating Climate	Mastering Climate
	Performance Climate

The Table Value (R) at level 0.05 = 0.532

Table No.: (5) shows that there is a statistically significant correlation at 0.05 between the grade of each dimension and the total score of the scale to which it belongs to, indicating the validity of the internal consistency of the motivating climate scale.

Table (6) shows that there is a statistically significant correlation at 0.05 between the score of each statement and the total score of the dimension to which it belongs, indicating the internal consistency of the measure of motor satisfaction.

Table (6): Correlation coefficients between the grade of each of the phrases of the motor satisfaction scale in question and the total score of the dimension to which it belongs (N = 30)

Motor Satisfaction					
Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient
1	* 0.524	11	* 0.432	21	* 0.498
2	* 0.381	12	* 0.602	22	* 0.375
3	* 0.473	13	* 0.600	23	* 0.498
4	* 0.563	14	* 0.388	24	* 0.795
5	* 0.366	15	* 0.548	25	* 0.501
6	* 0.423	16	* 0.579	26	* 0.440
7	* 0.363	17	* 0.875	27	* 0.850
8	* 0.409	18	* 0.365	28	* 0.536
9	* 0.361	19	* 0.732	29	* 0.510
10	* 0.449	20	* 0.555	30	* 0.385

The table value (R) at the level of 0.05 = 0.355

It is clarified from Table No.: (7) that there is a statistically significant correlation at 0.05 between the grade of each statement and the total score of the dimension to which it belongs, indicating the validity of the internal consistency of the self-confidence scale.

Second: Stability Coefficient:

To find the coefficient of stability of the measures in question using the method of application

of the standards and then re-applied to the sample of the survey sample with a time interval of (15) days between application and re-application with the same conditions and instructions in the application to find the correlation coefficient, and table Nos. (8,9 and 10) shows that.

Table No. (7): Correlation coefficients between the grade of each of the phrases of the self-confidence scale And the total score of the dimension to which it belongs (N = 30)

Motivating Climate							
Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient
1	* 0.364	13	* 0.386	25	* 0.473	37	* 0.534
2	* 0.377	14	* 0.464	26	* 0.405	38	* 0.642
3	* 0.370	15	* 0.413	27	* 0.643	39	* 0.480
4	* 0.406	16	* 0.499	28	* 0.562	40	* 0.520
5	* 0.477	17	* 0.594	29	* 0.472	41	* 0.628
6	* 0.584	18	* 0.596	30	* 0.575	42	* 0.519
7	* 0.399	19	* 0.510	31	* 0.487	43	* 0.445
8	* 0.649	20	* 0.467	32	* 0.539	44	* 0.564
9	* 0.421	21	* 0.398	33	* 0.449	45	* 0.508
10	* 0.433	22	* 0.385	34	* 0.581	46	* 0.709
11	* 0.419	23	* 0.555	35	* 0.700	47	* 0.574
12	* 0.653	24	* 0.515	36	* 0.496	28	* 0.485

The table value (R) at the level of 0.05 = 0.355

Table No. (8): Correlation coefficients between the grade of each phrase of the motivating climate scale of the dimension under research and the total grade of the dimension to which it belongs (N = 30)

Motivating Climate							
First Dimension: Mastery Climate				Second Dimension: Performance Climate			
Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient
1	* 0.871	11	* 0.949	1	* 0.935	11	* 0.882
2	* 0.935	12	* 0.966	2	* 0.892	12	* 0.936
3	* 0.860	13	* 0.855	3	* 0.932	13	* 0.966
4	* 0.872	14	* 0.969	4	* 0.862	14	* 0.872
5	* 0.985	15	* 0.982	5	* 0.967	15	* 0.969
6	* 0.967	16	* 0.973	6	* 0.879	16	* 0.966
7	* 0.967	17	* 0.921	7	* 0.971	17	* 0.935
8	* 0.961	18	* 0.849	8	* 0.935	18	* 0.892
9	* 0.972	19	* 0.965	9	* 0.957	19	* 0.929
10	* 0.979	20	* 0.967	10	* 0.932	20	* 0.958
Total Score		*0.737		Total Score		*0.873	

The table value (R) at the level of 0.05 = 0.355

Table No. (8) shows that there is a statistically significant correlation at level 0.05 between the score of each statement and the total score of the dimension to which it belongs, indicating the valid internal consistency of the motor climate.

Table No.: (9) clarifies that there is a statistically significant correlation at level 0.05 between each phrase and the total score of the dimension to which it belongs to, the matter that refers to the validity of the internal consistency of the motor satisfaction scale.

Table No. (9): Correlation coefficients between the grade of each of the phrases of the motor satisfaction scale in question and the total score of the dimension to which it belongs (N = 30)

Motor Satisfaction					
Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient
1	* 0.969	11	* 0.865	21	* 0.943
2	* 0.818	12	* 0.962	22	* 0.872
3	* 0.873	13	* 0.875	23	* 0.813
4	* 0.967	14	* 0.867	24	* 0.971
5	* 0.963	15	* 0.968	25	* 0.935
6	* 0.935	16	* 0.958	26	* 0.856
7	* 0.895	17	* 0.984	27	* 0.940
8	* 0.964	18	* 0.932	28	* 0.934
9	* 0.972	19	* 0.935	29	* 0.845
10	* 0.874	20	* 0.872	30	* 0.908
Total Score			* 0.937		

The table value (R) at the level of 0.05 = 0.355

Table No. (10): Correlation coefficients between the score of each self-confidence scale phrase in question and the total score of the dimension to which it belongs (N = 30)

Self-Confidence							
Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient	Phrase No.	Correlation Coefficient
1	* 0.968	13	* 0.973	25	* 0.968	37	* 0.958
2	* 0.975	14	* 0.975	26	* 0.975	38	* 0.971
3	* 0.977	15	* 0.745	27	* 0.969	39	* 0.960
4	* 0.947	16	* 0.926	28	* 0.964	40	* 0.949
5	* 0.906	17	* 0.969	29	* 0.971	41	* 0.958
6	* 0.915	18	* 0.906	30	* 0.975	42	* 0.958
7	* 0.973	19	* 0.954	31	* 0.976	43	* 0.974
8	* 0.972	20	* 0.976	32	* 0.963	44	* 0.963
9	* 0.877	21	* 0.962	33	* 0.964	45	* 0.968
10	* 0.929	22	* 0.968	34	* 0.957	46	* 0.972
11	* 0.975	23	* 0.971	35	* 0.981	47	* 0.963
12	* 0.953	24	* 0.975	36	* 0.935	28	* 0.971
Total Score				* 0.790			

The table value (R) at the level of 0.05 = 0.355

Table No. (10) shows that there is a statistically significant correlation at level 0.05 between the grade of each phrase and the total score of the dimension to which it belongs, which indicates the validity of the internal consistency of the self-confidence scale.

Fifth: Basic Study:

After determining the sample, choosing the data collection tools and ensuring its validity and stability, the two researchers clarified the objective of the research and the scientific and educational importance in the sports field. The research's tools were applied to all individuals of the sample in question on Tuesday, 10/3/2018 until Tuesday, 24/4/2018 according to the following order:

- Motivating Climate Scale.
- Motor Satisfaction Scale.
- Self-Confidence Scale.

- Skill Performance Level.

C - Correction of Tests and Measurements:

After completing the application, the two researchers corrected the research tools as per the current instructions and as described previously. After the completion of the correction process, the two researchers monitored the grades in order to be processed statistically.

Sixth: Statistical Processes:

In light of the objectives of the research and within the limits of assumptions, the following statistical processing was conducted, as follows:

Arithmetic average, median, standard deviation, torsion coefficient, correlation coefficient, and t-test for the differences significance.

View and Discuss Results

First: View the Results

Table No. (11): Correlation coefficients between the Motivating climate and motor satisfaction N= 120

Dimensions	Mastery Climate	Performance Climate
Motor Satisfaction	* 0.226	* 0.716

Table Value (R) at level 0.05 = 0.195

Table No. (11) clarifies that there is a correlation connection between the motivating climate and motor satisfaction.

Table No. (12): Correlation coefficients between the motivating climate and self-confidence N= 120

Dimensions	Mastery Climate	Performance Climate
Self-Confidence	* 0.795	* 0.185

Table Value (R) at level 0.05 = 0.174

Table No. (12) clarifies that there is a correlation connection between the motivating climate and self-confidence.

Table No. (13): Correlation Coefficients between the Motivating Climate and Skills Performance Level N= 120

Dimensions	Mastery Climate	Performance Climate
Skills performance level	* 0.717	* 0.559

Table Value (R) at level 0.05 = 0.174

Table No. (13) clarifies that there is a correlation connection between the motivating climate and skills performance level.

Table No. (14): Correlation Coefficients between the Motor Satisfaction and Self-Confidence N= 120

Dimensions	Motor Satisfaction
Self-Confidence	* 0.646

Table Value (R) at level 0.05 = 0.174

Table No. (14) clarifies that there is a correlation connection between the motor satisfaction and self-confidence.

Table No. (15): Correlation Coefficients between the Motor Satisfaction and Skills Performance Level N= 120

Dimensions	Motor Satisfaction
Skills Performance Level	* 0.596

Table Value (R) at level 0.05 = 0.174

Table No. (15) clarifies that there is a correlation connection between the motor satisfaction and skills performance level.

Table No. (16): Correlation Coefficients between the Self Confidence and Skills Performance Level N= 120

Dimensions	Motor Satisfaction
Skills Performance Level	* 0.392

Table Value (R) at level 0.05 = 0.174

Table No. (16) clarifies that there is a correlation connection between the skills performance level and self-confidence.

Second: Results Discussion:

In light of the results of statistical analysis of the research data and reliance on the scientific references and previous studies, the results were discussed according to the research hypotheses:

1- Discuss the Results of the First Hypothesis:

Table No. (11) shows that a correlation is statistically significant between the motivating climate in dimension (Mastery climate - performance climate) and motor satisfaction.

The study of "Amr Fouad" (2003) (17) indicates that the students' realization of the mastery climate highlights the strongest emphasis on effort and indicates the belief in the use of effort, and the serious attempt for personal improvement is more receptive to the students to help them reach success.

This is in line with the findings of **Sefriz and others (1992)**, "**Treasure Roberts**" (1998), and **Quinlan (2010)**, that the student who realizes the motivating climate tends to do more and be more satisfied and shall have less anxiety level, that led to her success and her personal improvement in the exam to achieve a better result than the student who is aware that she is oriented towards the performance climate.

(35: 375) (37: 175) (34:35)

This is confirmed by **Walling (1993)** that recognizing the mastery climate is positively correlated with the effort and satisfaction in order to enjoy sports practice, and realization of the performance climate is negatively correlated with the effort and enjoyment of sports practice. (38: 132)

2 - Discuss the Results of the Second Hypothesis:

Table No. (12) shows a statistically significant positive correlation between the motivating climate with a dimension (Motivating climate – performance climate) and self-confidence.

The two researchers attribute this finding to the fact that when students realize the motivating climate, they become more self-confident, which lead to goal orientation, and attempting to develop themselves and improve their skill level. The students who realize the environment are able to do their best through the desire to learn and to try hard and cooperative learning, improve self-confidence and reduce physical and cognitive anxiety.

This finding is in line with what **Sefriz et al (1992) (35)** points out that the athletes who understand the motivating climate have increased levels of enjoyment and have tended to believe that effort leads to success and self-confidence. The players are supposed to be more satisfied, have less level of anxiety and focus on the effort and personal improvement, and therefore it is expected that these players do not care about poor performance, and this result is consistent with the results of the study of (**Bassant Mohammed (2007) (6) (Mohammad Hosny (2009) (26), Quinlan (2010) (34)**) indicates that the motivating climate is positively correlated with the self-confidence.

"**Mohamed Allawi**" (1998) emphasizes on the need to prepare the student psychologically, where self-reliance may affect her level and increase motivation to achieve the desired goals, and that after the mastery climate is an important component towards achieving self-student where it feels self-realization through what has achieved for what It has a great influence on determining the student activity at the quantitative and qualitative level, orientation for the optimal performance and avoiding failure. (21: 252)

3- Discussion of the Consequences of the Third Hypothesis:

Table No. (13) shows that there is a statistical correlation between the motivating climate with a dimension (Mastery climate - performance climate) and the skills performance level in rhythmic exercises.

The two researchers attribute the use of the motivating climate and connect it to the performance level in the rhythmic exercises of free note, the sequence, sense of direction, void / space and focus on the movements of the body and the connection and the sequence between them to achieve good performance as quickly and effortlessly. The aim of this climate is to reduce the feeling of tiredness or boredom, creating multiple opportunities for repeating performance in the atmosphere. This is due to the effectiveness of the motivating climate of what it contains of mastery climate and performance climate, which leads to the development and upgrading the level of performance in the free note rhythmic exercises.

Mustafa Hashim (2003) and "Sadqi Nooruddin" (2004) see that knowledge of the direction of the student's motivating climate is among the very important things that contribute to support the continuation of the student in performance, which reveals the quality of the direction of the student towards mastery climate or performance climate, thus, the procedures can be set and implemented to support his continuation in performance as per the nature of its orientation. (27: 184) (12: 140)

This is consistent with the study of **Lattimore (2000) (30)** that goal orientation and the perception of the motivating climate play an important role in increasing motivation and improving the level of athletic performance.

These results also agree with what **Mohammed Allawi (1998)** points out that motivation represents the pursuit and struggle towards a certain level of excellence and superiority. The goal of the motivating climate is determined as a criterion or level of excellence, competition with others or the student's competition with her former performance for a motion note, attempting and struggling towards motivation and perseverance to exert the effort to be able to control her performance in what is characterizes it of difficulty and desire to the struggle and struggle in order to excel and excel in exam situations. (21: 251, 252)

The two researchers find that the student that realizes the motivating climate towards the mastery climate is more able to face the anxiety that hold the performance climate, and can implement his goals in accordance with her abilities and capabilities. She has the ability to adapt and enjoy exercising. She also trains regularly and exert effort, and therefore she feels active and vital throughout the training period and exam to achieve the excellence in performance and

conforms with the surrounding individuals whether her colleagues in training or in exam, and she realizes her real abilities in accordance with the requirements of the motor performance to achieve the best performance in the free note.

These results are consistent with the study of "Walling & et al" (1993) (38), "Saad al-Sherbini" (2004), "Muhammad Hassan Mustafa" (2006) (25), "Hamidah al-Khodraji" (2012) (8) What these studies have revealed about the motivating climate and that it has contributed in the improvement of performance and contributed positively in its development, thus the third hypothesis is achieved.

4- Discuss the results of the fourth hypothesis:

Table No. (14) clarifies that there is a statistically significant correlation connection between motor satisfaction and self-confidence.

In this regard, "Muhammad Allawi" (1998) indicates that motor satisfaction reflects the individual's satisfaction with his movements and kinetic and physical characteristics, as well as general feelings of happiness, satisfaction, pride, self-confidence and self-expression, expresses the compatibility between the concept of self and emotional state and is associated with some other psychological cognitive samples such as self-confidence and tendencies and trends and this is reflected on the behavior of the result of the skills or activities of mobility. (22: 171)

This is in line with the study of Bassant Mohammed (2007) (6), Quinlan (2010) (34) and Muhammad Hassan Mustafa (2006) (25) There is a positive correlation between effort and serious effort, and Conscious and self-confident.

5- Discuss the results of the fifth hypothesis:

It is clear from Table (15) that there is a significant relationship between motor satisfaction and the level of skill performance in rhythmic exercises.

The movement satisfaction takes a great dimension in the physical education field, as it helps the individual to determine his tendencies and motivations towards the practice of some sports activities not the other. While the motor satisfaction sense on the performance level contributes in reaching athletic achievement, so the success and failure experiences is based on the satisfaction, self-confidence and self-esteem level of the individual himself, and thus the level of ambition increased and vice versa, if he failed in achieving this level, motor satisfaction (it is the sense of the individual of his ability to perform the sports kinetic skills and his feeling of satisfaction and happiness as a result of this performance). (39)

The two researchers believe that motor satisfaction of the important variables in the lives of

individuals and the achievement of the individual at the level of skill is reflected on the extent of satisfaction felt by the individual in the exercise.

6- Discuss the Results of the Sixth Hypothesis:

Table No. (16) clarifies that there is a statistically significant correlation connection between self-confidence and skill level in rhythmic exercises.

In this regard, Abdul-Aziz Abdel-Majid (2005) points out that a self-confident athlete tends to challenge his abilities and remains active to achieve his goals, thus self-confidence allows athletes to become successful, aware of their strengths, and thus perform better in training and competitions. (14: 281)

Osama Kamel Ratib (1995) points out that self-confidence is one of the most important mental skills to be associated with self-worth and the self-esteem of the learner, which affects the level of performance in a positive way, as it motivates the learner to do more to make sure he or she succeeds. (2: 338)

Mona Mokhtar Al Morsy (1999) points out that "self-confidence" during sports performance is the extent to which the individual understands his real abilities and feels that his performance will be good regardless of the results, and predict success by planning realistic goals and distinguishing him with positive thinking and confidence in Performance. (4: 28)

Self-confidence is one of the important elements that lead to athletic success in general and exercise in particular because it is the nucleus of sports performance. It also causes happiness and positive emotion. It allows us to focus completely without hindrance. It also helps to choose many goals and have the ability to avoid risks during performance. (40)

The two researchers confirm that the self-confidence element has the greatest impact on the level of skilled performance among the students.

Conclusions and Recommendations:

First: Conclusions:

In light of the results of the research and based on the achieved from the objectives, hypotheses, within the limits of research and procedures and through the used statistical proceedings, the two researchers reached to the following conclusions:

1 - There is a positive statistical significant correlation between the motivating climate and movement satisfaction.

2 - There is a positive statistical significant correlative correlation.

3 - There is a positive statistical significant correlation between the climate and the climate of performance (Mastery climate and performance climate) and the performance level in the free kinetic note.

4- There is a positive correlation between motor satisfaction and self-confidence.

5- There is a positive correlation between motor satisfaction and skill performance level in rhythmic exercises.

6- There is a positive correlation between self-confidence and skill performance level in rhythmic exercises.

Second: Recommendations:

Based on the conclusions and within the sample of the research, the two researchers have the following recommendations:

1. The faculty teaching staff shall pay attention to the mastery climate and prepare it for its positive impact on the self-confidence of the students in all sports in general and in rhythmic exercises in particular.

2. Pay attention to all the students in the same manner and that shall not be limited to the attention on the outstanding students.

3. The faculty teaching staff shall strengthen the relations between them and the students, the good dealing between the students towards one another and a good understanding of the personality of each student.

4. Focusing on providing incentives to students who perform well and not to punish them when they do mistakes, but shall be supported to improve their performance in sports.

5. Conducting similar studies to recognize the relationship of the motivating climate with some other psychological variables that may be useful for the students to reach the optimized levels.

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6/23/2019