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ASSESSMENT OF SPORTS EDUCATIONAL BEHAVIOR AMONG SIXTH-GRADE MIDDLE SCHOOL STUDENTS IN MISAN GOVERNORATE

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Abstract

The study aimed to assess the sports educational behavior of sixth-grade intermediate students in Misan Governorate, and to identify the differences in the level of sports educational behavior between students in the scientific and literary branches, as well as to identify differences in the areas of sports educational activities, including physical education lessons, indoor sports activities, and outdoor sports activities. To achieve the study's objectives, the researcher used the descriptive method because it suits the nature of the problem and the study's goals. The study population consisted of sixth-grade intermediate students in both the scientific and literary branches in Misan Governorate for the academic year 2025–2026, totaling 17,440 students, while the study sample included 555 students, randomly selected from various schools in the governorate. To achieve the study's objectives, the researcher developed a scale for sports educational behavior, relying on scientific literature and expert opinions. The scale included three areas: sports educational behavior during physical education lessons, sports educational behavior in indoor sports activities, and sports educational behavior in outdoor sports activities. The scale went through several procedures for construction and verification of its scientific properties. Its validity was confirmed, its items were analyzed using the extreme groups method and the correlation of each item with the total score, as well as its reliability was checked using the test-retest method, achieving a reliability coefficient of 0.89. After completing the construction procedures, it was applied in its final form to the main sample of

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255 students, following the use of 300 students in the scale construction sample, making the total number of approved participants in the research stages 555 students. The results showed that the participants had a good level of sports educational behavior. They also revealed significant differences in sports educational behavior between students of the scientific and literary branches, in favor of the scientific branch students. Based on the results, the researcher recommended adopting the sports educational behavior scale to assess the level of sports educational behavior among sixth-grade preparatory students and guiding physical education teachers to promote positive behavior in students through educational attitudes and sports activities. In addition to benefiting from the scale in future studies that address sports educational behavior and its relationship with educational, psychological, and social variables.

Keywords: Evaluation, sports educational behavior, sixth grade intermediate students, physical education, Misan Governorate.

Introduction

Sport is a social system and a cultural construct; it is an integral part of the cultural fabric of society and the lives of its individuals. Social values hold a prominent place in sports, as ethics, principles, and ideals permeate playing fields and arenas just as they do streets and marketplaces indeed, they are often even more pronounced in the sporting realm, given sport's role as a powerful educational and cultural force in society.

These sporting ethics, values, principles, and ideals did not emerge from a specific attitude or circumstance; rather, they have become intrinsic to sports activities so much so that many often say, "Sport is ethics." Such ethics manifest as educational, sports-oriented behavior within the arena or on the field. Sports activities are unique in that they address the individual holistically encompassing skill, physical, cultural, and behavioral dimensions. This fosters the development of individuals who are physically and mentally sound, grounded in high values and ethics, thereby enabling them to keep pace with

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their times and exert a positive influence on society. The impact of physical education can be observed through students' sporting behavior; when that behavior is characterized as educational—aligning with societal religious values that "emphasize respect for ethical values in sports, practice, and training, and prioritize human considerations above all else" (Al-Khouli, 1994, p. 86) it can be described as behavior aimed at elevating the individual. This process builds a society founded on strong, steadfast principles capable of withstanding the various currents buffeting it, ultimately ensuring prosperity and progress across all aspects of life. Hence, the importance of this research lies in identifying the impact of sports participation on students' educational and athletic behavior and evaluating that behavior among those involved in the various sports activities included in the physical education curriculum. This study spans twelve academic years, covering primary, intermediate, and preparatory stages, reflecting a firm belief in the vital role of students the nation's future pillars and leaders in driving the anticipated cultural and social changes.

1-2. Research Problem

Physical education, in its educational context, is a significant field of education. It serves as a powerful influence in preparing students and equipping them with the capabilities and competencies needed to build a better society (Hassan & Ibrahim, 1991, p. 202). Modern educational curricula have adopted a role in fostering forms of sports culture that emphasize the elevation of the human spirit, focus on behavior, and instill sound character and authentic principles.

In developed nations, physical education has become a core subject in educational curricula; it has been integrated into policy planning to ensure the achievement of national educational goals (Abdul Rahman & Sudan, 1982, p. 1). The educational and instructional objectives of physical education can be realized through three key elements the student, the teacher, and the curriculum which form the foundation of any successful educational process.

Based on the researcher's observations, the primary focus is often placed on the teacher their competence and pedagogical behavior during lessons and on the

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curriculum and its content. Conversely, the student's educational-athletic behavior has not received the attention it deserves, even though it serves as the direct reflection of the physical education curriculum's educational and instructional effectiveness.

Thus, the research problem arose from the absence of a scale to evaluate students' educational-athletic behavior; educational programs cannot achieve their objectives or have their outcomes assessed without appropriate evaluation tools.

1-3. Research Objectives

The research aims to evaluate the educational-athletic behavior of preparatory-stage students, as follows:

1. To identify differences in educational-athletic behavior among research sample members based on academic specialization (scientific vs. literary).
2. To identify differences in educational-athletic behavior among research sample members across the domains of educational-athletic activity (physical education lessons, internal athletic activities, and external athletic activities).

1-4. Research Hypotheses

1. There are significant differences in the level of educational-athletic behavior among the research sample members.
2. There are significant differences in educational-athletic behavior among the research sample members across the domains of athletic activity (physical education lessons, internal athletic activities, and external athletic activities).
3. The research sample members possess a good level of educational-athletic behavior.

1-5. Research Scope

1-5-1. Human Scope: Preparatory-stage students in Misan Governorate for the 2025–2026 academic year.

1-5-2. Spatial Scope: Preparatory and secondary schools in Misan Governorate, Republic of Iraq.

1-5-3. Temporal Scope: The first semester of the 2025–2026 academic years.

1-6. Definition of Terms

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1-6-1. Evaluation: A continuous and essential process intended to assess teaching, methods, curricula, and the tools employed in order to determine their effectiveness (Al-Tamimi, 1999, p. 10).

1-6-2. Behavior: Any physical, mental, social, or emotional activity exhibited by a living organism as a result of the dynamic relationship and interaction between it and its surrounding environment (Abu Jado, 1998, p. 300).

3-1. methodology

The researcher used the descriptive approach because it suits the nature of the problem.

3-2. The research community and its sample

The research community was chosen intentionally from students in the sixth grade of middle school in its scientific and literary branches in Misan Governorate who are regular in attendance for the academic year 2025-2026, and the research sample was selected randomly from the research community, which numbered (17,440) students. The number of individuals in the research sample was (555), representing (3.18%) of the research population, and Table (1) shows this. The research sample members were distributed among various schools in Misan Governorate.

Table (1) It represents the distribution of members of the research population and its sample

Research sample	Research community	Total number / Variables
303	16147	1. Science stream students
252	1293	2. Arts/Humanities stream students
555	17440	Total

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3-3. Research Instrument

Achieving the research objectives required the construction of a scale to measure educational-athletic behavior. The steps taken by the researcher to construct the scale are outlined below:

3-3-1. Defining the Scale Domains

To define the domains of educational-athletic behavior, the researcher relied on the following sources:

1. A review of literature related to the research topic.
2. Expert opinion surveys.

To identify the domains of educational-athletic behavior, the researcher surveyed a group of experts in the fields of physical education and psychology, asking them to specify the domains of educational-athletic behavior for middle school students [Appendix (1)]. Based on the expert survey and the literature review, three domains of educational-athletic behavior were identified:

1. Educational-athletic behavior within the physical education lesson.
2. Educational-athletic behavior in internal sports activities (within the school).
3. Educational-athletic behavior in external sports activities (outside the school).

There was 100% agreement among the experts.

3-3-2. Constructing the Scale Scenarios

The researcher converted students' behavioral decisions for each domain into scenarios, with each scenario comprising three decisions.

The required response was defined as marking (✓) the answer chosen by the respondent based on their beliefs and preferences; this places the respondent in hypothetical attitudes where they simply choose according to their beliefs and how they would act.

In formulating the scale scenarios, the researcher took several factors into account, in accordance with the literature:

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(*) Appendix No. 1

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2.	P.Dr. Jassim Ali Muhammad	College of Physical Education and Sports Sciences – University of Misan
3.	P. A. Dr. Maytham Jabbar gestured	College of Physical Education and Sports Sciences – University of Misan
4.	P. Dr. Rahim Helou Ali	College of Physical Education and Sports Sciences – University of Misan
5.	P. Dr. Qusay Fawzi	College of Physical Education and Sports Sciences – University of Basrah
6.	P. Dr. Riyad Abdel Zahra	College of Physical Education and Sports Sciences – University of Misan

1. The scenario must present a clear problem.
2. The scenario must measure the specific objective intended for assessment.
3. The alternatives within a single scenario must be homogeneous.
4. The scenario must be clear and understandable.
5. There should be between 3 and 5 alternatives for each scenario.
6. The scenario must not contain any cues indicating the correct answer.

Accordingly, the scale's scenarios were constructed based on:

1. The researcher's personal experience.
2. Scientific sources.

Seventy-eight (78) educational-athletic scenarios were formulated; for each scenario, there are three correct decisions, one of which represents the *most* correct alternative or the best educational-athletic behavior.

3-3-3. Validity of the Scale

To establish the scale's validity, the researcher relied on "face validity," which involves a group of specialized experts evaluating the suitability of the items for measuring the trait the scale was designed to assess (Ebel, 1972, p. 555). The researcher presented the scale to a number of experts (*) in the fields of physical education and psychology. They were asked to review the scenarios and assess their validity for measuring educational-athletic behavior and their

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appropriateness for the level of preparatory-stage students. Additionally, they were asked to determine whether a scenario was valid, invalid, or required modification (noting any changes in the "Suitable after modification" field), to evaluate the suitability of the decisions regarding the educational-athletic behavior scenarios, and to suggest any additional scenarios [Appendix (2)].

(*) Appendix No. 2

1.	P. Dr. Rahim Attiya	College of Physical Education and Sports Sciences – University of Misan
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4.	A. P. Dr. Mohammed Malik	General Directorate of Education in Misan
5.	A. P. Dr. Ali Abdul-Aima	College of Physical Education and Sports Sciences – University of Misan
6.	P. Dr. Qusay Fawzi	College of Physical Education and Sports Sciences – University of Basrah
7.	P. Dr. Wissam Hamid	College of Open Education
8.	P. Dr. Mohammed Abdul-Ridha	College of Physical Education and Sports Sciences – University of Misan
9.	A. P. Dr.Mustafa Abdul-Zahra	College of Physical Education and Sports Sciences – University of Misan
10.	A. P. Dr. Rawa Salah	College of Physical Education and Sports Sciences – University of Misan

After the experts provided their responses and observations regarding the scale items, the researcher analyzed the data using percentages. Items receiving an agreement rate of 80% or higher from the experts were deemed valid; items falling below this threshold were either modified or discarded, as the 80% mark is a widely accepted criterion among researchers for item acceptance (Al-Lami, 1995, p. 45).

Some items underwent modification while others remained unchanged; one item was removed, and four new items were added, bringing the total number of items on the scale to 81, as shown in Table (3).

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Table (2) Shows the percentage of expert agreement regarding the validity of the items concerning sports-related educational behavior.

S	Attitude space numbers	Total positions	Number of those in agreement	Percentage (%)
1	، 14 ، 13 ، 12 ، 11 ، 9 ، 8 ، 7 ، 4 ، 3 ، 1 27 ، 26 ، 25 ، 24 ، 23 ، 22 ، 21 ، 18 ، 15 ، 40 ، 39 ، 37 ، 35 ، 31 ، 30 ، 29 ، 28 ، 49 ، 48 ، 47 ، 46 ، 45 ، 44 ، 43 ، 42 ، 41 ، 58 ، 57 ، 56 ، 55 ، 54 ، 53 ، 52 ، 50 ، 69 ، 67 ، 66 ، 64 ، 63 ، 62 ، 61 ، 60 ، 59 78 ، 77 ، 76 ، 75 ، 74 ، 73 ، 72 ، 71 ،	60	10	100
2	33 ، 32 ، 20 ، 19 ، 17 ، 16 ، 10 ، 6 ، 5 ، 2 68 ، 65 ، 51 ، 48 ، 36 ، 34 ،	16	9	90
3	38	1	8	80
4	70	1	5	50

From Table (2) it is clear that there are amendments to the positions that obtained an agreement rate of (90%) and (80%), and the position numbered (70) was deleted because it obtained an agreement rate of (50%).

To determine the suitability of the decisions to the positions of educational sports behavior, most of the experts' opinions came in agreement that the decisions are appropriate, with the exception of the decisions of the following positions:

58 ، 55 ، 53 ، 51 ، 43 ، 42 ، 41 ، 37 ، 35 ، 34 ، 31 ، 26 ، 23 ، 21 ، 20 ، 19 ، 18 ، 9) (74 ، 63 ، 62 ،

An expert consensus rate of 90% was achieved, and the experts' opinions regarding the modification of these decisions were incorporated.

Following the collection of expert opinions and suggestions for modifying the various aspects of the scale, the validity of the researcher's modifications to the scenarios was verified through personal interviews with a number of experts

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(*). The experts unanimously (100%) agreed on the validity of the modified version of the scale [Appendix (3)].

3-3-4. Pilot Study

Once the scenarios were arranged in their final form, the scale was administered to a pilot sample of 20 students selected from the research population (and subsequently excluded from the main research sample) to assess the clarity of the scale's scenarios. Students were asked to provide written comments on any items they found ambiguous, unclear, or difficult to understand, in order to finalize the wording of the scale items. The pilot study revealed ambiguity in scenario (16), which was subsequently modified.

3-3-5. Scoring the Scale

Scoring the scale entails assigning a score to each student's response for every scenario. The researcher employed a multiple-choice format, requiring the selection of one of three possible decisions. These decisions vary in their degree of correctness, and the respondent is required to select the best and most accurate option. Regarding the weighting of decisions, the researcher adopted a dynamic weighting approach wherein the weight of a decision varies according to the specific attitude. Three score levels (1–3) were established to measure educational-athletic behavior, corresponding to behavioral levels (low, medium, and high).

For instance, in the first attitude, decision (A) is assigned two points, decision (B) is assigned one point, and decision (C) is assigned three points.

In the third attitude, decision (A) is assigned three points, decision (B) is assigned two points, and decision (C) is assigned one point.

3-3-6. Construct Validity of the Scale

The construct validity of the scale was verified using two methods:

3-3-6-1. The Extreme Groups Method:

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The purpose of item analysis is to verify the effectiveness of the items in reflecting the principle of individual differences upon which the scale is based. Power is calculated to retain discriminating items and discard non-discriminating ones; discriminative power refers to an item's ability to distinguish between individuals at the high and low ends of the spectrum regarding the trait being measured (Al-Zobaie et al., 1981, p. 79).

The scale was administered in its preliminary form to the item analysis sample, which consisted of 300 students. To calculate discriminative power, the total scores obtained by the sample members were ranked in descending order (from highest to lowest), and the top and bottom 27% of scores were selected. Stanley and Hopkins (1972, p. 286) assert that this percentage yields two groups that are optimal in terms of size and distinctiveness. Each group comprised 81 individuals. The researcher then conducted an independent-samples t-test to examine the differences between the high and low groups for each item on the scale. The calculated t-value served as an indicator of each item's discriminative ability when compared against the critical t-value of 1.98. The results indicated that most items were discriminating at a significance level of 0.05 with 160 degrees of freedom, with the exception of items 1, 2, 9, and 80; Table (5) illustrates this.

3-3-6-2. Relationship between the attitude score and the total score:

The researcher employed the internal consistency method, as it offers the advantage of providing a homogeneous scale wherein each attitude measures the same behavioral dimension as the scale as a whole; furthermore, it has the

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capacity to highlight the intercorrelation among the scale's attitudes (Al-Samarrai & Al-Baldawi, 1987, p. 96).

This is because one indicator of a scale's validity is the correlation between the score of each item and an internal criterion namely, the total scale score (Abu Hatab & Othman, 1973, p. 104).

Pearson's simple correlation coefficient was used to determine the relationship between the score of each attitude and the total score. Two hundred forms were randomly selected from the discrimination sample, and the correlation coefficients were compared against critical values for significance at an error level of 0.05. Most attitudes were found to be significant, with the exception of attitudes 2, 54, and 71.

Allen notes that items failing to demonstrate homogeneity should be excluded (Al-Lami, 1995, p. 50).

3-3-7. Scale Reliability

Reliability is a fundamental requirement in the construction of any scale, as it indicates the stability of measurement outcomes.

This is because reliability refers to obtaining approximately the same results when the scale is re-administered to the same individuals after a period of time, following the same instructions

(Al-Imam et al., 1990, p. 149). To calculate the scale's reliability coefficient using this method, the researcher administered the scale to a sample of 30 students and then re-administered it to the same group two weeks later.

Adams considers a two- or three-week interval between administrations to be appropriate for calculating reliability via the test-retest method (Adams, 1964, p. 151).

Pearson's correlation coefficient was calculated between the first and second administrations, yielding an *r*-value of 0.89; this figure indicates a high degree of reliability.

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3-3-8 The Main Experiment

Following the completion of the scale construction procedures and the verification of its psychometric properties—including content validity, the pilot study, item analysis (assessing discriminative power and consistency with the total score), and reliability testing—the final version of the scale was adopted for use in the main experiment.

The main experiment was conducted on a sample independent of the scale construction sample. This sample consisted of 255 sixth-year preparatory students (scientific and literary tracks) in Misan Governorate, whereas the scale construction sample comprised 300 students; thus, the total number of students involved across the research stages was 555.

Participants for the main administration were randomly selected from the research population, excluding students who had previously participated in the scale construction sample. This approach ensured the collection of data independent of that used for item analysis and the verification of the scale's psychometric properties. Prior to administration, the readiness of the scale in its final form was verified, ensuring the clarity of its instructions and response procedures. It was then administered to the main study sample in accordance with standardized administration protocols. Following data collection, the forms were gathered and audited to ensure completeness and suitability for analysis; subsequently, responses were coded and the data entered into the computer in preparation for appropriate statistical processing aligned with the research objectives and nature.

3-3-9. Statistical Procedures

The researcher employed the following statistical methods:

- Arithmetic mean.
- Standard deviation.
- t-test.
- Pearson’s simple correlation coefficient.
- F-test.
- Percentage weight.

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Chapter Four: Presentation, Analysis, and Discussion of Results

- 4-1. Presentation and discussion of results regarding the educational-athletic behavior of Science Stream students, based on percentage weight.

- Table (3)

- Shows the statistical parameters for educational-athletic behavior attitudes among Science Stream students

- Based on percentage weight.

No. of attitude	attitude	Weighted average	Percentage weight
10	If you are playing defense during a match and an opponent gets past you, do you:	2.98	99.33
1	If you are in a physical education class and the teacher assigns you a position at the back of the group:	2.85	95
7	While playing with friends in the area near your home, the ball goes astray and breaks a house window:	2.81	93.66
29	If you are playing with a ball during physical education class and accidentally hit someone with it:	2.81	93.66
16	You miss a penalty kick during a sports match:	2.73	91
14	If you practice martial arts, you practice them:	2.72	90.67
75	If you were watching a match between your school and another, and the game featured a high level of skill, but some of your classmates were trying to cause trouble to provoke the opposing team, what would your stance be?	2.72	90.67
9	If you received a pass from a teammate during the match:	2.71	90.33
33	If you are playing a game during the break between classes and students gather to watch:	2.71	90.33
43	If the physical education teacher reprimands you harshly for not performing movements correctly:	2.71	90.33
25	If one of your classmates behaves inappropriately during the physical education lesson:	2.70	90.00
48	When participating in sports activities outside of school, do you consider that—should you participate:	2.69	89.67
62	When the physical education teacher conducts a practical test without clearly explaining the procedure to the students:	2.69	89.67
2	If a classmate takes your turn during an exercise in the physical education lesson:	2.67	89.00
46	How do you feel while participating in various sports activities at school?	2.67	89.00

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No. of attitude	attitude	Weighted average	Percentage weight
26	If the school team is playing an important match away from school and you want to watch it:	2.66	88.67
23	During a physical education lesson, the break bell rang, but the teacher did not hear it:	2.63	87.67
3	If the weather is cold and you have a physical education lesson, do you:	2.60	86.67
12	During the break between classes, while you are playing a game with your classmates and are in the middle of an offensive play, the bell rings to start the next lesson:	2.60	86.67
15	When participating in various sports activities at school, do you engage in them:	2.60	86.67
19	If the physical education teacher asks you to leave the class for an offense you did not commit:	2.60	86.67
32	When playing with people who are untrained in a specific game and lack knowledge of the rules or gameplay style:	2.60	86.67
37	During a physical education lesson, the teacher asks you to designate a team captain:	2.60	86.67
44	If you are in a basketball game, a teammate passes the ball to you and asks you to shoot, but your shot is weak:	2.60	86.67
5	While playing a match, a teammate fails to catch the ball and the opposing team gains possession; what is your reaction?	2.59	86.33
40	When the school administration cancels the physical education class, claiming the time is needed to complete the curriculum for other subjects:	2.59	86.33
52	When practicing a physical skill that carries a 50% risk of injury:	2.59	86.33
53	If you have a previous injury that has not yet fully healed, and the physical education teacher asks you to participate in an important match:	2.59	86.33
20	If you are ill and ask the physical education teacher for permission to sit out, but they refuse:	2.58	86.00
22	When you feel bored during the physical education class due to a lack of excitement or engagement:	2.57	85.67
69	If you are a fan of a team and notice that, during a match, they are not performing at the expected level:	2.57	85.67
72	If a rival team from another governorate is visiting, and your PE teacher asks you to welcome them—knowing they are one of the toughest competitors:	2.57	85.67
18	If you participated in a match with the specific goal of winning but failed to do so:	2.56	85.33

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No. of attitude	attitude	Weighted average	Percentage weight
28	If an opposing player intentionally strikes you to cause harm during the match, what would your reaction be?	2.56	85.33
31	If the coach asks you to behave in an unsportsmanlike manner toward the opponent during the match:	2.56	85.33
60	If you do not understand a skill that the PE teacher has explained several times:	2.55	85.00
61	If you are dissatisfied with the grade the PE teacher has given you:	2.54	84.67
70	If you are a fan of a team and notice the person sitting next to you damaging their seat by hitting it hard to show support:	2.54	84.67
58	If your team wins the match, but you read a newspaper report stating—incorrectly—that they lost:	2.53	84.33
8	If a goal is scored against your team during the match:	2.52	84.00
17	If you participate in sports clubs:	2.52	84.00
24	If a physical education teacher asks a question that contains an error:	2.52	84.00
50	If you witness a classmate getting injured while performing athletic movements:	2.52	84.00
51	If you are trying to avoid injuries, do you:	2.52	84.00
21	When preparing for a physical education exam, if the teacher changes the exam date several times:	2.51	83.67
30	If you do not get along with a classmate, do you use the physical education class to:	2.51	83.67
35	If you are playing in the schoolyard and accidentally injure a friend:	2.51	83.67
64	If your sports team coach asks you to consume specific nutritional products to aid your physical growth, but they are too expensive for you to afford:	2.51	83.67
65	If the team lacks the necessary sports facilities and equipment, and you have a match coming up in a few days:	2.51	83.67
34	If your parents forbid you from participating in an extracurricular sports activity:	2.47	82.33
36	If your physical education teacher combines multiple classes into a single lesson, thereby affecting your ability to engage in sports activities:	2.47	82.33
54	If you have returned to the field after recovering from an injury and the coach (or teacher) assigns you strenuous exercises:	2.47	82.33
71	If you are in the stands during a match and an incident occurs on the field that the spectators sitting next to you do not understand—due to their lack of knowledge regarding the rules—leading them to protest:	2.47	82.33

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No. of attitude	attitude	Weighted average	Percentage weight
6	If you have an exam in a science subject and also have a sports training session:	2.45	81.67
68	If you are attending a match with your friends and they cheer for the opposing team because of their good performance:	2.45	81.67
73	If a rival team from another province visits, and their fans harass your team when you travel to their province:	2.45	81.67
27	If an accidental collision occurs between you and an opposing player during the match:	2.43	81.00
11	If you excel at a particular sport, yet the physical education teacher focuses the lesson on a weaker player while ignoring you:	2.41	80.33
66	If you attend a school where the principal is strict with student-athletes and shows no flexibility in acknowledging their athletic achievements—what would your stance be?	2.41	80.33
38	If the coach (or teacher) asks you to take charge of training during his one-hour absence, but the team refuses to listen to you once you begin:	2.40	80.00
41	If a celebration is held for your sports team and you are not invited, despite being a team member:	2.39	79.67
74	If the school principal focuses only on the player who achieves top results against other schools while ignoring the rest of the players, what would your stance be?	2.37	79.00
57	If a sports commentator says something during a match while addressing the audience that you find objectionable, what action would you take?	2.34	87.00
56	If the physical education teacher is not proficient in his subject and is unable to explain the skills well:	2.32	77.33
42	If your physical education teacher asks you to grade your colleague:	2.31	77.00
47	When your physical education teacher asks you to perform a skill for the first time, do you:	2.30	76.67
13	If you are good at one of the sports and your physical education teacher asks you to participate in this game and you are not willing to participate:	2.29	76.33
63	If your physical education teacher asks you to write a report on one of the sports activities and you do not have the scientific resources required to prepare the report:	2.29	76.33
39	When the administration at the school refuses to agree to provide the physical education teacher with the sports equipment he needs on the grounds that the physical education lesson is not important in the school schedule:	2.28	76.00
49	If you are a player in a sports team and your level is weak in a certain skill, should you:	2.26	75.00

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No. of attitude	attitude	Weighted average	Percentage weight
67	The opposing team's fans started uttering provocative statements, so what is the attitude:	2.26	75.00
4	If you have an exam in one of the scientific subjects on the day there is a physical education lesson and you did not prepare your homework properly:	2.18	72.67
59	If your team faces criticism from others—criticism that is scathing and unfounded:	2.16	72.00
45	After a match the team won, the coach distributed motivational gifts to some players, but you were not among them:	2.04	68.00
55	If you notice that an injured teammate has joined the physical education class, even though their injury has not yet healed:	1.85	61.67

4-2. Presentation and discussion of results regarding educational-athletic behavior among humanities-stream students, based on percentage weight Table (4)

Shows the statistical indicators for educational-athletic behavior attitudes among humanities-stream students based on percentage weight

Attitude space number	Attitude	Weighted average	Percentage weight
1	If you are in a physical education class and the teacher assigns you a specific position within the group formation:	2.91	97.00
12	During the break between classes, while playing a game with your classmates and in the middle of an attack, the bell rings to start the next lesson:	2.76	92.00
51	If you are trying to avoid injuries, do you:	2.76	92.00
53	If you have previously suffered an injury that has not yet fully healed, and the physical education teacher asks you to participate in an important match:	2.76	92.00
7	While playing in the schoolyard, the ball goes out of bounds and breaks the window of a nearby house:	2.72	90.67
14	If you practice martial arts, do you do so:	2.70	90.00
15	If you participate in various sports activities at school, do you do so:	2.70	90.00
26	If the school team is playing an important match away from school and you want to watch it:	2.70	90.00
33	If you are playing a game during the break between classes and a crowd of students gathers to watch:	2.70	90.00
68	You are attending a match with your classmates, and they start cheering for the opposing team because of their good performance:	2.70	90.00

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Attitude space number	Attitude	Weighted average	Percentage weight
69	If you are a fan of your team but notice during a match that they are not performing at the required level:	2.70	90.00
3	If the weather is cold and you have a physical education class, do you:	2.68	89.33
2	During sports activities in the physical education class, a classmate takes your turn in an exercise:	2.62	87.33
29	If you are playing with a ball during the physical education class and accidentally hit someone with it:	2.62	87.33
41	If a celebration is held for your sports team and you are not invited, despite being a team member:	2.60	86.67
75	If you are watching a match between your school and another, and the game displays a high level of skill, but some of your classmates try to cause trouble to provoke the opposing team—what is your stance? If you receive a pass from a teammate during a match:	2.59	86.33
9	When playing with people who are untrained in a specific sport and lack knowledge of the rules or gameplay:	2.57	85.67
32	If you are skilled at a particular sport and your PE teacher asks you to participate, but you do not wish to do so:	2.57	85.67
13	If you are in a basketball game, a teammate passes the ball to you and asks you to shoot, but your shooting is poor:	2.55	85.00
44	When participating in sports activities outside of school, do you consider that by participating...:	2.55	85.00
48	You participate in a match with the goal of winning but fail to achieve it:	2.55	85.00
18	A teammate behaves inappropriately during a PE lesson:	2.53	84.33
25	During a PE lesson, the break bell rings, but the PE teacher does not hear it:	2.53	84.33
23	During a PE lesson, the PE teacher asks you to designate a team captain:	2.48	82.67
37	If you see an injured teammate participating in a PE lesson before their injury has fully healed:	2.48	82.67
55	During a match, you accidentally score a goal against your own team:	2.48	82.67
8	If you are dissatisfied with the grade the PE teacher has given you:	2.45	81.67
61	You miss a penalty kick during a sports match:	2.45	81.67
16	If the PE teacher asks you to leave the PE lesson for an offense you did not commit:	2.43	81.00
19	If the coach asks you to act in an unsportsmanlike manner toward the opponent during a match:	2.43	81.00
31	If you are in a physical education class and the teacher assigns you a specific position within the group formation:	2.43	81.00
43	If your physical education teacher harshly reprimands you for failing to perform movements correctly:	2.43	81.00
50	You witness a classmate getting injured while performing athletic movements:	2.43	81.00

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Attitude space number	Attitude	Weighted average	Percentage weight
66	If you attend a school where the principal is strict with student-athletes and shows no flexibility in acknowledging their athletic achievements, what would your stance be?	2.43	81.00
72	If a rival team from another governorate visits, and your physical education teacher asks you to welcome and host them knowing they are one of the toughest competitors:	2.43	81.00
22	If you feel bored during a physical education lesson due to a lack of excitement or engagement:	2.42	80.67
24	If the physical education teacher asks a question that contains an error:	2.42	80.67
38	If the coach (teacher) asks you to take charge of training during his one-hour absence, but the team refuses to listen to you once you begin:	2.42	80.67
17	If you participate in sports clubs:	2.40	80.00
30	If you do not get along with a classmate, do you use the physical education lesson to:	2.40	80.00
46	How do you feel while engaging in various sports activities at school?	2.40	80.00
67	If the opposing team's fans start shouting provocative remarks, what is your reaction?	2.40	80.00
73	If a rival team from another governorate—or its fans—harasses your team when you travel to their area:	2.40	80.00
6	You have an exam in a science subject and also a sports training session:	2.36	78.67
28	If an opposing player intentionally strikes you to cause harm during a match, how do you react?	2.36	78.67
36	If the physical education teacher combines multiple classes into a single lesson, affecting your participation in sports activities:	2.36	78.67
62	When the physical education teacher conducts a practical test without clearly explaining the procedure to the students:	2.36	78.67
65	If the team lacks the necessary sports facilities and equipment, and you have a match coming up in a few days:	2.36	78.67
20	If you are ill and ask your physical education teacher for an exemption, but he refuses:	2.34	78.00
34	If your parents forbid you from participating in an extracurricular sports activity:	2.34	78.00
64	If your sports team coach asks you to consume specific nutritional supplements to aid your physical growth, but they are too expensive for you to afford:	2.34	78.00
27	If an accidental collision occurs between you and an opposing player during a match:	2.32	77.33
40	When the school administration cancels the physical education class, claiming the time is needed to cover the curriculum for other subjects:	2.32	77.33
56	If the physical education teacher lacks mastery of the subject and is unable to explain skills effectively:	2.32	77.33

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Attitude space number	Attitude	Weighted average	Percentage weight
70	If, while cheering for your team, the person sitting next to you starts damaging their seat by striking it forcefully to show support for their team:	2.32	77.33
5	If a teammate mishandles the ball during a match, allowing the opposing team to gain possession—what is your reaction?:	2.30	76.67
42	If the physical education teacher asks you to grade a classmate:	2.30	76.67
60	If you fail to understand a skill that the physical education teacher has explained several times:	2.30	76.67
71	If you are in the audience at a match and a attitude occurs on the field that the spectators sitting next to you do not understand—due to their lack of knowledge regarding the game's rules—leading them to protest:	2.30	76.67
11	If you excel at a particular sport, yet the physical education teacher focuses the lesson on a player who is less skilled than you, without paying any attention to you:	2.25	75.00
47	When the physical education teacher asks you to perform a skill for the first time, do you:	2.25	75.00
4	If you have an exam in an academic subject on the same day as your physical education class, and you have not properly completed your homework:	2.23	74.33
54	If you have returned to the field after recovering from an injury, and the coach (or teacher) assigns you strenuous exercises:	2.23	74.33
58	If your team wins a match, but upon reading the newspapers, you find a report stating that your team lost—a claim that is factually incorrect:	2.23	74.33
24	If the physical education teacher asks a question and makes a mistake:	2.23	74.33
35	If you are playing in the schoolyard and accidentally injure one of your friends:	2.19	73.00
45	After a match your team won, the coach distributed motivational gifts to some players, but you were not among them:	2.19	73.00
63	If the physical education teacher asks you to write a report on a sports activity, but you lack the necessary academic sources to prepare it:	2.19	73.00
10	If you are playing defense during a match and an opponent gets past you, do you:	2.17	72.33
57	If the sports commentator says something during the match that you dislike, what action do you take?	1.98	66.00
59	If your team faces criticism from others—criticism that is scathing and unfounded:	1.95	65.00
21	When preparing for a physical education exam, if the teacher changes the exam date multiple times:	1.40	46.67

4-3. Presentation and discussion of results regarding educational-sports behavior among Science and Humanities stream students, based on percentage weight Table (5) shows the statistical indicators for educational-sports behavior attitudes among Science and Humanities stream students based on percentage weight

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Attitude space number	Attitude	Weighted average	Percentage weight
1	If, during a physical education class, the teacher assigns you a specific position within the group formation:	2.88	96.00
7	If, while playing in the schoolyard, the ball you are using goes astray and breaks a nearby house's window:	2.77	92.33
14	If you practice martial arts, you do so:	2.71	90.33
29	If, while playing with a ball during a physical education class, you accidentally hit someone with it:	2.71	90.33
33	If, during a break between classes, you are playing a game and a crowd of students gathers to watch:	2.71	90.33
35	If, while playing in the schoolyard, you accidentally injure one of your friends:	2.71	90.33
12	If the bell rings for the next class while you are in the middle of an offensive play during a game with your classmates:	2.68	89.33
26	If the school team is playing an important away match and you wish to watch it:	2.68	89.33
53	If you have a previous injury that has not yet fully healed, and the physical education teacher asks you to participate in an important match:	2.68	89.33
75	If you are watching a high-skill match between your school and another, and some of your classmates try to cause a disturbance to provoke the opposing team—what is your stance? During sports activities in a physical education class, a classmate takes your turn in an exercise:	2.66	88.67
2	When participating in various sports activities at school, you engage in them:	2.65	88.33
15	If the weather is cold and you have a physical education class, do you:	2.65	88.33
3	If you receive a pass from a teammate during a match:	2.64	88.00
9	If you are trying to avoid injuries, do you:	2.64	88.00
51	If you are a fan of a team and notice that, during a match, they are not performing at the required level:	2.64	88.00
69	A classmate behaves inappropriately during a physical education class:	2.64	88.00
25	When participating in sports activities outside of school, do you consider that by participating:	2.62	87.33
48	When playing with people who are untrained in a specific sport and lack knowledge of the rules or gameplay style:	2.62	87.33
32	If you are playing defense during a match and an opponent gets past you, do you:	2.59	86.33
10	You miss a penalty kick during a sports match:	2.58	86.00
16	If you are in a basketball game, a teammate passes to you and asks you to shoot, but your shot is weak:	2.58	86.00
44	You are attending a match with classmates at the stadium, and they cheer for the opposing team because of their good play:	2.58	86.00
68	If, during a physical education class, the teacher assigns you a specific position within the group formation:	2.58	86.00
43	If your physical education teacher reprimands you harshly for failing to perform movements correctly:	2.57	85.67
61	If you are dissatisfied with the grade your physical education teacher gave you:	2.57	85.67
23	If the break bell rings during the physical education lesson but the teacher does not hear it:	2.56	85.33

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Attitude space number	Attitude	Weighted average	Percentage weight
18	If you participate in a match with the goal of winning but fail to achieve it:	2.55	85.00
37	During a physical education class, the teacher asks you to select a team captain:	2.54	84.67
46	How do you feel while participating in various sports activities at school?	2.54	84.67
62	When the physical education teacher conducts a practical test without clearly explaining the procedure to the students:	2.53	84.33
19	If the physical education teacher asks you to leave the class for a fault you did not commit:	2.52	84.00
22	When you feel bored during the physical education class due to a lack of excitement:	2.50	83.67
31	If your sports coach asks you to behave unsportingly toward an opponent during a match:	2.50	83.67
41	If a celebration is held for your sports team and you are not invited, despite being a team member:	2.50	83.67
72	If a rival team from another governorate visits and your physical education teacher asks you to welcome them, knowing they are one of your toughest competitors:	2.50	83.67
8	If you accidentally score a goal against your own team during a match:	2.49	83.00
50	If you witness a teammate getting injured while performing athletic movements:	2.48	82.67
24	If your physical education teacher asks a question that contains an error:	2.47	82.33
17	If you participate in sports clubs:	2.46	82.00
20	If you are ill and ask your physical education teacher for permission to be excused, but they refuse:	2.46	82.00
28	If an opposing player hits you with the intent to cause harm during a match—what is your reaction?	2.46	82.00
30	If you do not get along with a classmate, do you use the physical education lesson to:	2.46	82.00
40	When the school administration cancels the physical education lesson to use that time for completing the curriculum of other subjects:	2.46	82.00
5	While playing a match, a teammate fails to receive the ball correctly and the opposing team gains possession what is your reaction?	2.45	81.67
65	If the team lacks the necessary sports facilities and equipment, yet you have a match coming up in a few days:	2.44	81.33
60	If you fail to grasp a skill that the physical education teacher has explained multiple times:	2.43	81.00
64	If the team coach asks you to consume specific nutritional products to aid your physical growth, but they are prohibitively expensive and you cannot afford them:	2.43	81.00
70	If, while cheering for your team, the person sitting next to you begins damaging their seat by striking it forcefully to express their support:	2.43	81.00
73	If a rival team from another governorate visits, and their fans harass your team when you travel to their home governorate:	2.43	81.00
13	If you excel at a particular sport and the physical education teacher asks you to participate in it, but you do not wish to do so:	2.42	80.67
36	If the physical education teacher combines multiple classes into a single session, thereby hindering your ability to engage in sports activities:	2.42	80.67
66	If you attend a school where the principal is harsh toward student-athletes and shows no flexibility in acknowledging their athletic achievements—what would your stance be?	2.42	80.67
6	You have an exam in a science subject and a scheduled sports practice session:	2.41	80.33
34	If your parents forbid you from participating in the extracurricular sports activity:	2.41	80.33

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Attitude space number	Attitude	Weighted average	Percentage weight
38	If the coach (or teacher) asks you to take charge of practice during his one-hour absence, but the team refuses to listen to you once you begin:	2.41	80.33
71	If you are in the stands during a match and a specific incident occurs on the field that the spectators sitting next to you do not understand—due to their lack of knowledge regarding the game's rules leading them to protest:	2.39	79.67
27	If, during a match, you accidentally collide with a player from the opposing team:	2.38	79.33
58	If your team wins the match, but upon reading the newspapers, you find a report stating that your team lost—a claim that is factually incorrect:	2.38	79.33
74	If the school principal focuses solely on the player who achieves top results against other schools while ignoring the rest of the players, what would your stance be? If you have returned to the field after recovering from an injury and the coach (or teacher) assigns you strenuous exercises:	2.37	79.00
54	If you excel at a particular sport, yet the physical education teacher focuses the lesson on a weaker player while ignoring you:	2.35	78.33
11	If the opposing team's fans begin shouting provocative remarks, what is your reaction?	2.33	77.67
67	If the physical education teacher lacks mastery of the subject matter and is unable to explain skills effectively:	2.33	77.67
56	If the physical education teacher asks you to grade a classmate:	2.32	77.33
42	When practicing a movement skill that carries a 50% risk of injury:	2.31	77.00
52	When the physical education teacher asks you to perform a skill for the first time, do you:	2.31	77.00
47	If the physical education teacher asks you to write a report on a sports activity, but you lack the necessary academic resources to prepare it:	2.28	76.00
63	If you have an exam in an academic subject on the same day as your physical education class, and you haven't properly prepared your homework:	2.24	74.67
4	When the school administration refuses to provide the physical education teacher with necessary sports equipment, arguing that the class is unimportant in the school schedule:	2.21	73.67
39	If you are on a sports team but struggle with a specific skill, do you:	2.21	73.67
49	If you see an injured classmate participating in the physical education lesson before their injury has fully healed:	2.21	73.67
55	If a sports commentator says something during a match that you dislike, what stance do you take?	2.17	72.33
57	You have an exam in a science subject and a scheduled sports practice session:	2.16	72.00
45	After a match ended with the team's victory, the coach distributed some motivational gifts to certain players; among those who did not receive one was:	2.12	70.67
59	If your team faces criticism from others—criticism that is scathing and unfounded:	2.10	70.00
21	When you are preparing for a physical education exam and the teacher changes the exam date several times:	1.96	65.33

Top-Ranked Attitudes in the Questionnaire

A specific set of play-related attitudes topped the list, representing the highest level of significance among the scenarios surveyed.

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Attitude (1)
(During a physical education lesson, if the teacher assigns you a position separate from the rest of the group:
a. You object to the teacher's decision.
b. You move ahead of your classmates without permission.
c. You remain in the spot where the teacher placed you.)
In physical education lessons where the teacher holds ultimate authority and there is significant interaction between the teacher and students, as well as among the students themselves students learn to respect and adhere to the teacher's decisions. This process fosters various educational values rooted in respect for the teacher, obedience, and compliance with instructions. Physical education programs prioritize human well-being; when planning an activity, the needs and interests of the participants are paramount. When a teacher makes a decision, they prioritize the student's best interests rather than mere comfort, and when planning, they consider the welfare of all, thereby cultivating goodwill, camaraderie, and cooperation. (Biucker, 1964, p. 198)
Attitude (12)
(During the break between classes, while you are playing a game with your peers and are in the middle of an offensive move, the bell rings to start the next lesson:
a. Continue playing until you finish the attack, then go to class.
b. Stop playing and go to your classroom before the teacher arrives.
c. Skip the class to continue playing.)
Sports activities are inherently appealing to people of all ages and genders. Through participation, individuals develop willpower and the ability to control their impulses traits that are reflected in their behavior not only within physical education but also in other areas of life. For instance, during a physical education lesson, a match, or a training session, the individual adheres to the rules of the game, match timings, and the referee's whistle. This adherence fosters a process of socialization; just as the student respects the timing of a match, they will learn to respect the school bell, and just as they respect the rules of the game, they will learn to respect school regulations. This aligns with the view held by Al-Dairi and Muhammad that physical education aims to

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elevate an individual's behavior by positively guiding them toward respecting rules and accepting instructions. This is achieved through discipline, cooperation, and a sense of responsibility regarding attendance, punctuality, and physical performance including strict adherence to lesson schedules so that one does not miss a class for any reason. Through the qualities acquired during physical activity, the individual develops the personal traits and characteristics essential for life in society.

Attitude (14)

(If you practice martial arts, you do so:

a. To gain strength.

b. To defeat peers.

c. For self-defense in the event of an attack.)

For "early (primitive) man was familiar with the concept of self-defense, though not in the modern sense; he trained in carrying and using weapons. Indeed, his survival depended on his ability to endure life in the wild and overcome surrounding enemies, in addition to conducting hunting expeditions to secure sustenance" (Hussein, 1998, p. 13). Since then, humans have practiced martial arts not merely to gain strength or the ability to defeat peers, but for a far nobler purpose. The goal is to preserve the individual's life by developing physical and cognitive capabilities to repel potential attacks or assaults. "In doing so, we preserve the essence of the sport its positive aspect, which humanity has long recognized throughout its various civilizations" (Hassanin, (Al-Khouli, 2001, p. 44).

Attitude (7)

(While playing in the schoolyard, the ball went out of bounds and broke the window of a nearby house:

a. Knock on the homeowners' door and apologize.

b. Flee the scene.

c. Blame another classmate who was playing with you.)

When an individual learns through play, and subsequently commits an error, they must acknowledge the mistake, accept the referees' decision with good sportsmanship, and take responsibility for the error committed. Consequently, they will apply this behavior to their daily life; when making a mistake during

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play, they will be capable of bearing responsibility for the consequences of their actions. Al-Khouli and Al-Shafi'i state that the primary role of school physical education is to educate and nurture children and youth through sports activities, motor knowledge, and recreational culture. This fosters a sense of responsibility toward themselves, their bodies, and their personal and social lives, ultimately raising them to be good citizens who benefit themselves and serve their nations. Furthermore, it develops problem-solving skills and links the skills, knowledge, and attitudes a child acquires to the nature of social life, enabling them to apply what they have learned to resolve the problems they encounter. (Al-Shafi'i & Al-Khouli, 2000, p. 27)

Attitude (15)

(When you participate in various sports activities at school, you do so:

a. To make productive use of your free time.

b. To stand out among your classmates.

c. Because sports activities are important for the body and health.)

The researcher attributes this to the fact that the fundamental duty of school physical education is efforts are made to provide every student with the necessary opportunities for growth and development. Furthermore, the program helps familiarize students with various health-related aspects such as proper nutrition, physical fitness, motor competence, injury prevention, and treatment methods. Hassanein and El-Khouli note that physical education teachers bear the responsibility of instilling sound health habits and principles of public and personal health both physiological and psychological in their students and athletes. They must also ensure that sports activities maximize the development of the cardiovascular and respiratory systems by imparting health-related sports knowledge in an appropriate and reliable manner. Health is not limited to physical well-being; it extends to fostering positive mental health and cultivating an aversion to laziness and lethargy (Hassanein & El-Khouli, 2001, p. 42).

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Chapter Five: Conclusions and Recommendations

5-1. Conclusions

1. There were no statistically significant differences in educational-athletic behavior among the research sample members.
2. There were statistically significant differences in educational-athletic behavior between:

• Students of the scientific and literary tracks, favoring the scientific track.
• Students of the scientific and literary tracks, favoring the scientific track.

3. The research sample members demonstrated a good level of educational-athletic behavior.

5-2. Recommendations

1. Adopt the educational-athletic behavior scale as a tool to assess the level of educational-athletic behavior among sixth-year preparatory students.
2. Encourage physical education teachers to focus on developing students' educational-athletic behavior by incorporating educational practices into instructional settings and sports activities that foster positive behavior.
3. Utilize the results of the scale to identify areas requiring greater attention regarding students, and to design appropriate educational and athletic programs and activities that contribute to developing their educational-athletic behavior.
4. Employ the scale in future educational and athletic studies examining educational-athletic behavior across various academic levels, while taking into account the characteristics of each stage and the target age group.
5. Encourage researchers to conduct similar studies in other Iraqi governorates to assess the level of educational-athletic behavior and compare it across different educational environments.
6.Conducting future studies addressing educational-athletic behavior and its relationship to certain educational, psychological, and social variables associated with students, thereby contributing to the expansion of scientific knowledge in this field.

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