



Kinetic satisfaction of sports performance and its relationship to self-esteem among middle school students

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ABSTRACT

The preparatory stage can be considered among the most vital and important stages in the student's academic career, as it represents a transitional stage witnessing the emergence of various changes, including psychological and physical, and rapidly, and among these variables is motor satisfaction and self-esteem, and this matter needs to be researched, as the current study aims to find out the relationship between motor satisfaction of sports performance and the level of self-esteem among students of the fourth preparatory grade, because this age group is going through a basic station in building personality in all its aspects. The problem of the research lies in the absence of an accurate understanding of the nature of the relationship between motor satisfaction of sports performance and the level of self-esteem among students of the fourth grade of middle school and whether the student's sense of satisfaction with his motor performance contributes to building a positive image of himself and thus enhance his confidence in his self-abilities, which is a necessity for integration between sports performance and the extent of his acceptance, and the researcher used the descriptive survey approach to suit the research problem, and the research community included students of the fourth grade of middle school in high school Al-Abrar for boys, who numbered (35) students, and the sample was taken from them, which numbered (25) students for the main experiment, as they constituted 71.42% of the original community, and measures were prepared for both motor satisfaction of sports performance and the other for self-esteem, and the study reached several things: It is necessary to include popular sports activities within the physical education curriculum that focuses on students' sports motor satisfaction and enhances their sense of self-confidence, as well as the importance of training physical education teachers and teachers on the use of methods and methods Influential enhances students' sense of motor satisfaction through diversification of sports activities in proportion to the future research targeting different age groups and stages and for both sexes.

1– Introduction and importance of research:

The preparatory education stage is one of the basic stages affecting the formation of students' personality, as various changes, including physical and social, occur during which various changes, including physical and social, and this distinguishes this stage and makes it pivotal in shaping the identity of students and determining the level of self-confidence and the importance of this stage has increased interest in aspects of physical and psychological health, especially during the practice of sports activities, which contribute to enhancing the feeling of motor satisfaction and self-development, and here it becomes clear to us the importance of sports activities as an effective means of influencing the motor side, which contributes to the development of Multiple skills that develop the positive aspects, a sense of belonging and self-confidence, and one of the necessary variables that students can rely on and express the extent of their satisfaction and satisfaction is the motor satisfaction of motor performance through participation in sports activities with the usual physical education lessons and other activities in all fields, as motor satisfaction is an important measure to indicate the student's compatibility with his sports environment as it reflects the outcome of the feelings that the individual defames towards certain activities and expresses the extent of Appropriate satisfaction of his needs and the achievement of his goals, for which he joined and practiced this activity, and the fact that the tendency towards the performance or learning of any particular activity is only satisfied with it before practicing it and then kinetic satisfaction begins to affect the learners as it affects the excitement of positive emotions and enhances their self-confidence, which in turn raises enthusiasm and fun in the same learner, which is positively reflected on the performance of skills and makes him a lover of the activities he performs and achieves his desires and ambitions. (Ghaid Obeidat: 2023, 88)

This is enhanced by the extent of continuity in participation and positive interaction in sports activities and lessons, and when we talk about self-esteem being one of the main elements to indicate the degree of positive acceptance that the individual feels about himself and his various abilities because students are going through this age stage with clear psychological fluctuations, which have a direct impact on their view of themselves and the extent of confidence that distinguishes them from each other because enhancing self-esteem in this

period is more necessary, and here the importance of sports activities revolves around as an effective way to build confidence Self-esteem and enhancing the sense of competence and personal potential of students, and here it becomes clear to us the importance of research for the second variable, which is self-esteem, through which we seek to know the relationship between motor satisfaction of sports performance and the level of self-esteem among students of the fourth grade of middle school because this category of students is still in the stage of personal formation and the fact that this research from the point of view of the researcher contributes scientifically to clarify the prominent role of sports activities in promoting various aspects, including motor satisfaction And self-esteem because this contributes to improving the general image of students and enhances self-confidence, which reflects positively on their academic achievement and contributes to building a balanced personality capable of facing all variables.

Motor satisfaction: It is a state of psychological satisfaction resulting from the practice of acceptable motor activity. (Mubarak: 2019: 3)

Self-esteem: a set of estimates that give the good and bad included in the phrases of choice in terms of the degree of availability in himself, and that the individual's self-esteem can consist of his relationships with others, it is related to the relationship of the individual with the community in which the surrounding individuals live and live with them. (Prince: 2011, 302)

1-2 Research problem:

We can say that the preparatory stage is one of the important age stages that contribute significantly to building the student's personality and forming his tendencies from all psychological and physical aspects because during this stage he is going through a set of physical, emotional and social changes that require attention and this is done through sports activities that have a role in enhancing the psychological and physical aspects and contributing to self-formation, especially in light of the increasing challenges faced by students, including students of the fourth grade of middle school, so it has become necessary to focus on Variables that contribute to the formation of their positive aspects and increase

knowledge of the concepts related to students' access to the employment of the concept of motor satisfaction and self-esteem because it is one of the requirements of balanced personality, and although there is simple knowledge of these variables, there are not enough studies that dealt with the concept of motor satisfaction as an indicator with a clear impact on students' self-esteem, as well as the fact that the relationship between motor satisfaction of performance and self-esteem has not received sufficient attention, which calls for more studies, and here lies the problem Research in the absence of an accurate understanding of the nature of the relationship between motor satisfaction of sports performance and the level of self-esteem among fourth grade students and whether the student's sense of satisfaction with his motor performance contributes to building a positive image of himself and thus enhance his confidence in his self-abilities, which is necessary for integration between sports performance and the extent of his acceptance.

1-1 Research Objectives:

1. Identify the level of motor satisfaction with sports performance among fourth grade middle school students.
2. Knowing the degree of self-esteem among fourth grade middle school students.
3. Identify the correlation between motor satisfaction with athletic performance and the level of self-esteem of students.

1-2 Research hypotheses:

- 1- There is a statistically significant relationship between the level of motor satisfaction of sports performance and the degree of self-esteem among fourth grade middle school students.
- 2- There is a difference in the level of motor satisfaction with sports performance among students of the fourth grade of middle school
- 3- The level of self-esteem among middle school students (fourth preparatory) varies according to their levels of sports performance.

1.4 Research areas

1-4-1 human field: students of the fourth year of middle school.

1-4-2 Temporal Domain: For the period from 1/10/2024 to 10/5/2025.

1.4.3 Spatial area : Preparatory Abrar for boys

2- Motor satisfaction: It is a state of positive acceptance of motor and physical performance, in which the individual reflects a level of appreciation and confidence in his physical skills, and feels satisfied with his motor level compared to himself or others, which is an important element in the psychomotor composition of the person.

2-1 Self-esteem: It is the general feeling that the individual forms about himself, which reflects the extent of his self-esteem and confidence in his abilities and potentials, and is an essential component of mental health and the success of the individual in the life, social and physical fields.

2.2 Previous studies

1- Study (Majeed Khada et al. 2014): Which aimed to identify the relationship between motor satisfaction and competitive behavior among the players of Sulaymaniyah clubs in athletics and researchers used the descriptive approach in a survey style and correlation relations As for the research community and its sample, the research community was identified from the players of Sulaymaniyah clubs in athletics and several conclusions were reached, including: The motor satisfaction was high among the players of the research sample, each according to the effectiveness they practice, and there was no correlation between motor satisfaction and behavior Competitive among the players of the research sample.

2 - study (Nasr Prince 2011): It aims to identify the level of self-esteem and skill performance of junior players and young people in basketball, and the researcher used the descriptive approach, and the sample was emerging and the youth of Hilla basketball club and the ages of (16-15) years for juniors, and (18-17) years for youth, and the researcher

reached conclusions, the most important of which are: the lack of a moral correlation between the level of self-esteem and skill performance of juniors and youth.

2-3 Comment on previous studies:

1 – The study of Majid Khuda and others dealt with the relationship between motor satisfaction and competitive behavior among the players of Sulaymaniyah clubs.

2– The study of Naseer Al-Amir aimed at the relationship between the level of self-esteem and the skill performance of young players in basketball.

It turns out that previous studies are similar to some variables with the current study, as Majeed's study was similar to the current study with the variable of motor satisfaction, while the measure of self-esteem was addressed by the study of Naseer Al-Amir, and here it is clear to us that the current study is distinguished and different from previous studies as it dealt with the relationship between motor satisfaction of sports performance and self-esteem, as well as the research sample was fourth grade middle school students, while the first study sample was the players of Sulaymaniyah clubs, while the sample in the second study Players, juniors and youth basketball, and here the current study was characterized by the use of motor satisfaction scales for sports performance and self-esteem scale, while previous studies were limited to only one scale.

3– Research Methodology and Field Procedures:

3-1 Research methodology: the researcher used the descriptive survey method to suit the research problem.

3-2 The research community and its sample: The research community included students of the fourth grade of middle school in Al-Abrar Preparatory School for boys, numbering (35) students, and the sample was taken from them, which numbered (25) students for the main experiment, and (6) students were taken from members of the original community for the exploratory experiment of the scales, as the main sample with the exploratory sample constituted (88.57%) of the research community, and Table (1) shows that.

Table (1) shows the distribution of the research sample

Percentage	Number of teachers	Sample Type	t
17,14%	6	Survey sample of scales	1
71,42%	25	Application Sample (Main)	2
88,57%	31	Total sample	

3-2 **Homogeneity of the sample:** Table (2) Homogeneity of the sample in the research variables

3.4 Tools used:

- Arab and foreign sources and references.
- Questionnaire forms for the scales (motor satisfaction – self-esteem)
- Observation and experimentation.

Table No. (3) shows the scientific foundations of standards

Objectivity	Honesty	constand	Standards	t
0.92	0.93	0.88	Motor satisfaction	1
0.94	0.95	0.91	Self-esteem	2

3.6 Measures used in the research:

1– Scale (motor satisfaction) (Majeed et al.: 2014)

2– – Scale (self-esteem) (Nasr Hussein: 2011)

The researcher prepared the two scales and directed a questionnaire for each of the motor satisfaction scale included (20) phrase has been formulated some phrases linguistically in their initial form and presented to a group of experts with competence in sports psychology and sports training to identify the validity of the phrases and their apparent sincerity and suitability for the sample, and then experts agreed on (15) of the phrases only, as well as the case to identify the measure of self-esteem that was presented to the experts in its initial

form with a number of phrases amounted to (25) phrase and was agreed On (20) phrases, and then presented the two scales in their final form on the sample of the exploratory experiment and the number (6) students and then on the research sample of (25) students, and tables (5) and (6) shows the two scales in their initial form.

Table No. (5) shows the measure of motor satisfaction in its initial form

It doesn't fit	Fix	Phrases	t
		My colleagues think my mobility is good	1
		I can learn motor skills easily	2
		I have the ability to maintain my body balance while performing some skills	3
		I have the ability to run fast	4
		I can do movements that require agility	5
		My ability to learn new motor skills is good	6
		I can keep my balance of stability.	7
		I have the ability to move lightly and gracefully	8
		I can keep my balance by standing on one foot for a reasonable time	9
		I have the ability to participate in some motor activities without fear of falling to the ground	10
		I can do physical movements better than most of my classmates	11
		I can participate in some physical activities that require a high level of motor skill	12
		I can engage in physical activity for a long time without feeling tired	13
		I have clear confidence in my motor ability.	14
		I can keep my balance while walking.	15
		I can perform some agile movements when I want to.	16
		I can estimate the distances between me and other colleagues during movement	17
		I can relax my body when I want to.	18

		can use both arms and legs simultaneously when required	19
		I can exert continuous physical exertion for a long time	20

Table (6) shows the scale of self-esteem in its initial form

It doesn't fit	Fix	Phrases	t
		I want to be someone else.	1
		It's very difficult to speak in front of my classmates.	2
		There are a lot of things about me that I want to change if I could	3
		Maybe I make decisions in any situation without hardship	4
		Others rejoice when I am with them	5
		Getting used to something new takes me a long time	6
		I'm loved among my colleagues my age	7
		It's rather difficult to stay the way I am	8
		Everything in my life is mixed up.	9
		My colleagues usually follow my ideas.	10
		My opinion about myself is low	11
		Often I want to leave the house	12
		I often feel bad at school	13
		I'm not as attractive as many of my colleagues.	14
		If he has something I want to say, I usually say it.	15
		My parents understand me.	16
		I don't give encouragement at school very often	17
		Things don't usually bother me	18
		Others don't depend on	19
		I'm a valuable person like the rest of the people.	20
		He has a lot of qualities that make me proud of myself	21
		Has the ability to accomplish work with high quality	22
		My idea of myself is positive in general	23

		I wish he had more self-esteem	23
		I am completely satisfied with myself	25

3.6.1 Scientific foundations of standards:

The sincerity of the two scales: The measures of motor satisfaction and self-esteem have gained apparent honesty, after they were presented to a group of experts and specialists who recognized the validity of these measures in determining the appropriate phrases for the members of the research sample.

1– Stability of the two scales: For the purpose of calculating the stability coefficient, the researcher was keen to apply the principle of stability through the stability test, as he applied the two scales for the first time on 8/12/2024, and then reapplied them on 12/12/2024, after that he extracted the values of the correlation coefficient (Spearman) between the two applications, which amounted to (0.88) for the motor satisfaction scale, and (0.91) for the self-esteem scale, which is a high indicator of the stability of the two scales.

3– 7 Exploratory experiment: The research procedures included the distribution of motor satisfaction and self-esteem scales to a sample of the exploratory experiment students, numbering (6) students, on Tuesday, 17/12/2024 at nine o'clock in the morning, with the support of the assistant work team. The objective of this experiment was to:

1. Identify the clarity and understanding of students of the statements of the two scales.
2. Identify the difficulties that the researcher and the work team may face during the application.
3. Know the total time spent applying the two scales.

The results of the experiment showed that the time required to answer the scale ranged between (20–25) minutes.

3–8 **Main experiment:** The researcher began to apply the tests to the members of the research sample on Wednesday, 25/12/2024 with the help of the assistant

work team, and after completing the application, the scale forms were collected from the sample members and their data was unloaded.

3-9 Statistical Methods: Statistical data were processed using the statistical bag (SPSS).

4- Presentation, analysis and discussion of results:

4-1 Presentation of the results of the relationship between motor satisfaction and self-esteem among students of the fourth grade of middle school

Table No. (7)

Shows arithmetic means, standard deviations, calculated and tabular t value of search variables

Significance lev	Tabular t val	calculated t v	standard deviat	Arithmetic me	Variables
Moral	0,396	0,64	1,07	14,96	Motor satisfactor
			2,94	58,72	Self-esteem

- At significance level 0.05 and degree of freedom = 23

Through Table (7), it appears that the arithmetic mean of the motor satisfaction variable has reached (14.96).

) with a standard deviation of (1.07) and we also note that the arithmetic mean of the self-esteem variable was (58.72) with a standard deviation of (2.94).

As for the value of (t) calculated for the two variables, its value was (0.64), which is greater than its tabular value of (0.396) under the significance level of (0.05).

4-2 Discussing the results of the relationship between motor satisfaction and self-esteem among fourth grade middle school students:

The results of the study indicate a positive relationship between motor satisfaction of sports performance and the level of self-esteem among students of the fourth grade of middle school, an indicator that highlights that the high level of motor satisfaction is often accompanied by a rise in the degree of self-esteem and vice versa and this relationship can be understood through the nature of the interaction that occurs between motor activity and the psychological development of the student, as sports activities represent a fertile environment to enhance self-confidence and build a positive image of self, especially when practiced within a natural atmosphere that depends On active participation and positive

motivation, and this is confirmed by (Al-Shahri 2017, 112) that students who feel a high degree of satisfaction with their performance in sports activities tend to have a higher level of self-esteem, as the practice of sports activities provides practical opportunities for the student to achieve social interaction and gain self-confidence, which are factors that are directly reflected on his self-image and general self-esteem, and (Al-Buraimi 2018, 87) showed that the feeling of satisfaction with motor performance is an indicator of the success of the educational process. Sports in achieving the necessary psychological goals for the student who feels comfortable while practicing sports activity, whether in terms of performance or practicing any activity during the lesson, so the student is more psychologically stable and more confident in his personal abilities, and this matter enhances the positive psychological factors and improves his ability to deal with the pressures faced in his daily life, as motor satisfaction has an effective impact on the individual's access to the optimal state, and this was confirmed by Amna and Rawa Allawi that motor satisfaction has a role. It is essential in raising many positive emotions in the educated individual, as it sends self-confidence, which in turn raises vitality, enthusiasm and fun, which can make the skills of the educated individual characterized by fluidity, accuracy and compatibility in performance, which makes him a lover of the activities he performs and thus achieve his desires and ambitions. (safe and cool: 2014, 90)

The motor satisfaction has a major and effective role in the field of physical education by distinguishing what the student thinks and what he determines from the orientations related to the practice of any skill or activity. As explained that Al-Khouli that the great importance of motor satisfaction in the field of physical education and sports activity helps determine the tendencies of the player and his motives to practice sports activities and success in the performance of sports activity is associated with satisfaction and pleasure, which are two of the incentives driving attention to motor activity as sports activities play a positive role for their participants, whether. In terms of skill, physical, psychological or other, it is certain that the athlete accepts to practice sports activities that he has a positive attitude towards, and avoids the practice of sports activities that he has a negative attitude towards. (El-Khouly: 1996, 168)

On the basis of what we have found, it is clear that the lessons and programs of physical education in schools include various kinetic sports activities that take into account individual differences and ensure the participation of all students away from any negative competition and in a way that contributes to creating a healthy environment in which the student can learn how to value himself through his motor abilities and performance during any sports activity and thus build a more stable and confident personality, as both motor satisfaction and self-esteem represent two complementary elements in the formation of a balanced sports and educational personality. Especially among middle school students, including fourth grade students, as they are in a sensitive stage of growth at the psychological and social levels, and in addition to that, Allawi pointed to the importance of psychological aspects associated with motor skills, stressing that good skill performance is one of the factors affecting the student's self-confidence and contributes to building a sense of motor satisfaction and self-esteem. (Allawi: 2002, 22).

It is clear to us the importance of students to feel satisfied with what they are doing from the performance because this enhances their self-confidence and self-acceptance as Mubarak Mohammed that the learner's sense of satisfaction with his performance is closely related to his self-confidence and the degree of acceptance of the learner for himself is affected by the degree of cognitive sufficiency motor through a high link between motor fitness and the concept of self-satisfaction. (Mubarak Mohammed: 2019, 12), Abdul Sattar Ibrahim also believes that self-esteem is affected by the experiences of success and failure that the individual goes through in all areas of life and that achieving success in motor situations enhances self-image and generates feelings of satisfaction and confidence On the other hand, Hosni Sayed Ahmed points out that regular engagement in sports activities contributes to enhancing the positive self-image of adolescents, especially those who regularly participate in physical activities, where the feeling of motor efficiency is associated with improving Their levels of self-esteem, which corresponds to the strong desire of students of this age to practice sports activities constantly, and here we can explain the relationship between motor satisfaction and self-esteem through positive interaction between students themselves, as well as harmony and appropriate performance of motor tasks in each activity

or sports practice, which is reflected in the way the individual views himself and enhances his sense of competence and ability as essential ingredients in the formation of appreciation as the greater the feeling The student is satisfied with his motor performance increased his self-confidence and self-esteem and increased his motivation to participate in motor activities, which contributes to enhancing his sense of satisfaction with them, and this is reflected in daily physical education lessons at school.

Conclusions:

1. The results show us that there is a significant relationship between the high level of motor satisfaction of the student and the level of self-confidence, which is an indicator of the close relationship between the motor aspect and the psychological dimension among students of the fourth grade of middle school.
2. The concept of motor satisfaction is an important indicator that shows the student's compatibility with the sports activities he practices.
3. The clear and mutual relationship between motor satisfaction and self-esteem confirms the importance of preparing sports programs that care about the positive aspects of students by continuing to participate in sports activities without influential pressures and in a way that improves their psychological qualities.

Recommendations:

1. It is necessary to include popular sports activities within the physical education curriculum that focus on students' athletic motor satisfaction and enhance their sense of self-confidence .
2. The importance of training physical education teachers and teachers to use effective methods and methods that enhance students' sense of motor satisfaction

through diversification of sports activities in proportion to the individual differences of students.

3. It is preferable to conduct more studies and future research targeting different age groups and stages and for both sexes.

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Supplements

Appendix (1)

Identification of the measure of motor satisfaction in its final form

Greetings, dear student:

The researcher is studying his current and the aim of which is to identify the relationship between motor satisfaction and self-esteem among students of the fourth grade of middle school and your imam a set of phrases and each phrase five alternatives (to a very large degree, to a large degree, to a medium degree, to a small degree, to a very small degree) I put in your hands these two questionnaires (motor satisfaction – self-esteem) asking you to fill them with all sincerity and sincerity in the service of scientific research and sports, especially taking into account the following:

1– Read the phrases well and answer all of them.

2– Answer with a check mark in front of the statement and in the appropriate field.

With sincere thanks and gratitude to you

to a very large degree	to a small degree	to a medium degree	Significant	to a very large extent	Phrases	
					I can learn motor skills easily	
					I have the ability to maintain my body balance performing some skills	
					I have the ability to run fast when performing	
					I can do movements that require agility	
					My ability to learn new motor skills is good	
					I have the ability to move lightly.	

					I have the ability to participate in some motor activities without fear of falling to the ground.	
					I can perform physical movements better than most of my colleagues.	
					I can engage in physical activity for a long time without feeling tired.	
					I have clear confidence in my motor ability.	
					I can keep my balance while walking and performing other movements.	
					I can perform some different movements when I want to.	
					I can estimate the distances between me and my colleagues during movement.	
					I can relax my body when I want to.	
					I can exert continuous physical exertion for a relatively long time.	

Self-esteem scale in its final form

Strongly disagree	Disagree	Strongly agree	I agree	Phrases	Rank
				I want to be someone else.	1
				Maybe I make decisions in any situation without hard work.	2
				Others rejoice when I am with them.	3
				Getting used to something new takes me a long time.	4
				I'm loved among my colleagues my age.	5
				It's rather difficult to stay the way I am.	6
				Everything in my life is mixed up.	7
				My opinion about myself is good.	8
				Often I want to leave the house.	9
				I often feel bad at school.	10
				I have acceptance from my colleagues.	11
				If he has something I want to say, I usually say it.	12

				My parents understand me.	13
				Things don't usually bother me	14
				I'm a valuable person like the rest of the people.	15
				He has a lot of qualities that make me proud of myself	16
				Has the ability to accomplish work with high quality	17
				My idea of myself is positive in general	18
				I wish he had more self-esteem	19
				I am completely satisfied with myself	20