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Bullying and its Motivational Relationship with Achievement among Fourth Stage Students at the Faculty of Physical Education and Sport Sciences

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ABSTRACT

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The study aimed to identify the level of bullying among students, identify the level of achievement motivation among students. Identify the nature of the relationship between bullying and achievement motivation among students. It dealt with field research procedures, where the researcher used the descriptive method as it is the appropriate approach for the research problem. As for the research sample, it was part of the research community, which consisted of (53) female students from the Faculty of Physical Education at Maysan University, where the sample number was (23) students from the Theoretical Sciences Branch at Maysan University Faculty of Physical Education. The researcher used the SPSS statistical kit to process the raw data of the research sample. As for the conclusions and recommendations, the researcher concluded that there is a significant correlation between the level of bullying and its relationship with achievement motivation, and that bullying has a clear effect on achievement motivation and the extent of its impact on the performance of basic skills. As for the recommendations, the researcher recommended emphasizing the interest, development and study of the causes of bullying, and emphasizing conducting research similar to other skills

1- Introduction to the Research:

1-1 Introduction and its importance:

The university student is an essential element and component of the university, for which the university existed, despite the great development that has occurred by increasing and expanding university facilities, increasing the number of professors, introducing technical means and electronic equipment to improve university administrative services, building and equipping libraries, and providing books and references. Despite this, we hear many complaints from students through personal interviews and through various media that hint at the existence of problems that the university student suffers from in his study path at the university, especially with regard to academic and academic matters.

When we talk about the lives of undergraduates, we are entering a world full of challenges and opportunities for personal growth. Among these challenges, we must position sports bullying as one of the hidden problems that can negatively impact the college sports experience.

Sport is an important part of college students' lives, whether they participate in university sports teams or play sports as a recreational activity. It provides them with an opportunity to express their energies, build sportsmanship and promote overall health.

However, some students can become victims of bullying in sports, where they are ridiculed and bullied by their classmates because of their athletic performance or physical appearance. They may feel isolated and frustrated, and this may affect their self-confidence and academic performance.

Some may suffer from bullying, as the bullying that athletes face causes psychological injury to them, and it can lead many people to avoid practicing sports at all, just to avoid bullying by the coach, in addition to bullying among their teammates in team sports, which is the majority.

Bullying is one of the important psychological phenomena that should be studied due to its increase and spread in recent decades, especially in the university environment, as it leaves behind many negative effects on all psychological, social and academic levels on both the bully and the victim, as bullying behavior is a reflection of many psychological disorders in the bully.

Achievement motivation is also one of the important factors for the learner's ability to achieve and achieve because it is related to the learner, so it directs his attention to some activities that affect his behavior and motivate him to work and persevere effectively, and that motivation is of great importance from the educational point of view because it is one of the desired goals and that stimulating students' motivation makes them practice cognitive activities outside the scope of academic work and in their future lives.

1-2 Research Problem:

Achievement motivation is one of the important aspects of the human motivation system, in the absence of motivation, there will be no behavior and therefore learning will not happen, so some educational studies indicate that students at the university level are often prone to a lack of motivation, achievement motivation, and then academic achievement, and the phenomenon of bullying may be the direct influence on these motivations and the main hindrance to achievement motivation, bullying may include verbal, physical and psychological behavior. Through the researcher's observation and her continuous presence with students for long periods of time, she drew her attention to the fact that there are some types of bullying behavior that take place in public and during the performance of sports training, which negatively affects the bully and the rest of his colleagues, which the researcher found necessary to shed light on such a phenomenon so that the various research bodies can pay attention to such a phenomenon to reduce its consequences on university societies and students in particular and society in general.

1-3 Research Objectives:

The study aimed to identify

- Identify the nature of the relationship between bullying and achievement motivation among students
- Recognizing the level of bullying in students
- Identify the level of achievement motivation among students.

1-4 Research Hypotheses:

- The existence of a level of bullying among university students towards sports practitioners of both sexes.
- There is a statistically significant correlation between bullying and achievement motivation among the research sample.

1-5 Research Areas:

- Human Field: Fourth Stage Students at the Faculty of Physical Education and Sport Sciences / Maysan University for the academic year 2023-2024.
- Temporal Domain : Period from 23/10/2023 until the completion of the research
- Spatial Field: Classrooms at the Faculty of Physical Education and Sport Sciences, Maysan University.

1-6 Research Terms:

Bullying: Bullying is defined as a specific type of aggressive behavior that involves unwanted negative actions; in which someone intentionally and repeatedly hurts and harasses another person who has difficulty defending themselves. (Nassif Mohammed: 2018, 184p)

2- Research Methodology and Field Procedures:

2-1 Research Methodology:

The methods and methods used in the research procedures may differ according to the goals that the researcher wishes to reach, and of course, the research problem is what determines the research methodology, and the researcher has chosen the descriptive method with a relational relationship because it suits the nature of the problem as it is (the method produced by the individual until he reaches a certain goal) (Diopoldman-Dalin: 1984, p. 407). .

2-2 Research Population and Sample:

The research community included students of the Faculty of Physical Education and Sport Sciences, Maysan University, the fourth phase for the year (2023/2024), and the researcher applied the research tools during the months of January 2024, and the researcher selected a random sample represented from the research community of (66), when selecting the sample, it must be selected in order to represent the original community as a real representation that is consistent with the nature of the problem and the required information and allows the generalization of its results (Ahmed Badr: 1978, p. 3). (30) male and female students were selected for the main experiment and (15) students were selected for the survey experiment and those who did not attend and did not wish to fill out the questionnaire form were excluded to form a percentage of (68.18).

2-3 Devices and tools used in research:

2.3.1 Means of Information Collection:

- 1- Arab and foreign sources.
2. Questionnaire.
3. The International Information Network (Internet).
- 4- Bullying and achievement motivation scales.

2.3.2 Devices and Aids:

- 1- Pen.

2- Questionnaire.

3- Paper.

4- Calculator.

2.4 Field Research Procedures:

2.4.1 Study Tool:

The researcher has been reviewing the literature, sources, scientific references, previous studies, and internet sources related to the field of sports psychology, and some of the scale used, and the opinions of some experts in this field, and for the purpose of achieving the research objectives and in order to determine the validity of the axes, they were presented to a group of specialists in this field, where the bullying and defense scales were selected to accomplish and modify some paragraphs to suit the nature and sample of the current research.

The researcher also presented the scale to a group of experts and specialists in the field of teaching methods, as well as specialists in testing and measurement in the field of sports, who numbered 12 experts for each of the two scales for the purpose of evaluating and judging it in terms of its validity in measuring **bullying and its relationship with achievement motivation**.

Table (2)

The percentage and chi-square of the agreement of experts and specialists on the bullying scale and its relationship with achievement motivation

Admission	Level significance	K2 Calculated	Percentage Centennial	Other than Agreers	Agreers	Scale	t
Acceptable	0.00	12	100%	Zero	12	Bullying	1
Acceptable	0.00	8.333	92%	1	11	Achievement Motivation	2

2.4.2 Exploratory Experiment:

The exploratory experiment is a practical procedure for the researcher to identify the negatives and positives that he encounters during the work of the test to avoid them (Qasim Hassan Al-Mandalawi (et al.), 1990, p. 107.), and on this basis, the researcher conducted a survey study on 20/12/2025 on a sample of students of the fourth stage in order to ensure the clarity of the questionnaire phrases Annex No. (1) and its ease of understanding by the survey research sample, and to make sure where the test was conducted and to know the time taken to conduct the test, as the

survey study sample consisted of 15 individuals from Same research community and outside of the core sample.

3.6 Main Experience:

The researcher distributed the questionnaire forms on 25/12/2024 to the research sample, and the method of direct communication with the sample was used for the purpose of explaining how to answer the questionnaire statements, and after collecting the forms from the research sample, the data was emptied into special forms to unload the information for the purpose of conducting the necessary statistical treatments on it.

2.5 Statistical Methods:

The researcher used the SPSS statistical package to process the raw data of the research sample.

4 – Presenting, analyzing and discussing the results of the research:

4.1 Presentation and analysis of the results of the Sports Bullying and Achievement Motivation Scales:

Table (1)

Shows the values of arithmetic medians, standard deviations, calculated values (v), significance level, sports bullying, and achievement motivation. Under the degree of freedom $n-2 = 28$ and under the significance level of 0.05

Morale	Significance Level	(v) Calculated	Standard deviations	Computational Circles	Variables
Moral	0,01	5.205	17.179	131.967	Sports Bullying
			16.144	148.700	Achievement Motivation

Through Table (1), it was found that the arithmetic mean of sports bullying is (131.967) with a standard deviation of (17.179), while the arithmetic mean of achievement motivation is (148.700) with a standard deviation of (16.144), and the calculated value of (v) was (5.205) and when compared with the significance level of (0.01), it was found that it was less than (0.05) and a degree of freedom (28), so the difference is statistically significant.

Table (3)

Shows the values of arithmetic medians, standard deviations, calculated values (t), significance level of sports bullying, and achievement motivation Under the degree of freedom $n-2 = 14$ and below the significance level of 0.05

Morale	Significance Level	t Calculated	Standard deviations	Computational Circles	Variables
Moral	0,01	0.603	17.179	131.967	Sports Bullying
			16.144	148.700	Achievement Motivation

Through Table (2), it was found that the arithmetic mean of sports bullying is (131.967) with a standard deviation of (17.179), while the arithmetic mean of achievement motivation is (148.700) with a standard deviation of (16.144), and the calculated value of (t) was (0.508) and when compared with the significance level of (0.01), it was found that it was less than (0.05), and thus the difference is statistically significant.

4.2 Discussion of the results

Through the results of the tables and calculating the arithmetic mean and standard deviation, the researcher used the Pearson correlation coefficient to identify the relationship between sports bullying and achievement motivation among students and the significance level of 0.01 (which is lower than the level of significance approved in the SPSS program 0.05, and therefore there is a negative relationship between sports bullying and achievement motivation among students, the higher the bullying, the lower the level of motivation for achievement and the higher the level of motivation for achievement, the lower the level of bullying is inversely correlated, which is a logical result and the explanation for this is that bullying leads to the student. To refrain from performing, lack of concentration, fear and hesitation, which is reflected in the motivation to achieve it during play and the performance of sports skills.

4. Conclusions and Recommendations:

4.1 Conclusions:

- 1- There is a significant correlation between sports bullying and achievement motivation.
- 2- The phenomenon of bullying has a negative impact on students' achievement motivation.

4.2 Recommendations:

1 - Organizing awareness campaigns and innovative workshops aimed at changing the sports culture on campus.

Undergraduates are the leaders of the future, so we must work together to build a sports culture based on respect, enjoyment of sports, participating with confidence, and raising awareness about bullying in sports.

3- Conducting other studies that shed light on sports bullying with all skills and events and on different samples because of its importance.

4 – The need to provide social support provided by physical education teachers to students and provide a supportive family environment that takes into account students' psychological feelings

5- The physical education teacher has a role in affirming the team spirit and preventing ridicule from colleagues

Sources:

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Qasim Hassan Al-Mandalawi (et al.): Testing, Measurement and Evaluation in Physical Education, Mosul, Higher Education, 1990.

Attachment(1)

Sports Bullying Scale

At all	Rarely	Sometimes	Probably	All the time	Paragraphs	t
					My teammates are sabotaging my stuff	1
					One of the players puts his leg in front of me, and I'm on my way; To hinder me with it during the team's training	2
					I am exposed to some violent behaviors such as (loans) and hairpulling, by the players, which causes me distress and pain.	3
					I get beaten or kicked by players during training Team	4
					The players attack me, and they hit me with tools, like a ball	5

					My teammates use sharp tools while fighting with them	6
					I was spit in the middle of the field by one of the players	7
					The players throw me to the ground, and they sit on top of me during the team's training	8
					My teammates force me to do things I don't do from Before	9
					The players twist my arms, and cram me on the pitch	10
					I am being harshly criticized by the players	11
					He shouts at the players to scare me	12
					My teammates beat me without any justification	13
					I get bad words from players	14
					Players are spreading rumors about me	15
					My teammates interrupt me while I'm talking to them	16
					I get annoying comments from players, about my appearance General My weight, length or external shape)	17
					I am interrupted in speech by the players in the team, During my serious discussions with the coach	18
					The players make jokes about me to make fun of me.	19
					I am jealous of my teammates	20
					The players deliberately humiliate me, and devalue me	21
					The players deliberately stay away from me during team training	22
					The players on the team ignore me, they don't talk to me	23
					Players intentionally interrupt me when	24
					I express my opinion in front of the team coach	25

					I get excluded from the players because I don't join their friends.	26
					The players are inciting my teammates against me.	27
					The players on the team accuse me of bad thing I didn't do; So that my colleagues would hate me.	28
					Players keep me away from training groups that they play in it.	29

Athletic Achievement Motivation Scale

Apply to a very small degree	Apply to lesser degree	Apply to medium degree	Applies to a large extent	Highly applicable to Very	Paragraph	t
					I can implement the plans I make in the game	1
					I find it difficult to face the opposing team	2
					I find it difficult to prepare the assignments given before Coach	3
					I achieve my goals after trying many times	4
					Enjoy the high-level match	5
					I think success in winning does not mean success in life	6
					I lose control of my actions when I lose	7
					Get the exercises and skills done on a regular basis	8
					I have a stronger determination and will than most players	9
					When I deal with the coach, I find him underestimating me	10
					I like understanding how teamwork works	11
					I find a solution to every problem I face effectively	12

					The coach treats me as if I am one of the player The good ones	13
					I try to hear the music before the game	14
					I get frustrated when I go through a disturbing health situation	15
					Feel motivated when you win	16
					Play as a winning base group	17
					I think I'm an impact player on the team.	18
					My commitment to exercise is the reason for the achievement	19
					Paying attention to the coach's words leads me to the achievement	20
					Early growth is one of the reasons for achieving achievement	21
					Repetition in exercise makes achievement	22
					Repeated wins contribute to the achievement industry	23
					I can control emotions when I lose	24
					Repeated losses reduce players' motivation	25
					I can control my actions when I get angry	26
					My concern for the team causes an exaggerated rush	27
					Insistence on winning achieves achievement	28
					Commitment to healthy food is one of the reasons for the mission of achievement	29
					The passion and motivation of the audience is one of the reasons for the achievement	30
					Failure every time is a motivation for me to overcome Difficulties in achieving achievement	31
					I feel highly motivated and motivated to achieve	32
					My commitment to exercise is the reason for the achievement	33

					Listening to the coach's advice is a steady step to achieve Achievement	34
					Always complete the duties given to me faster From my other colleagues	35
					My desire to achieve achievement is to make the audience happy And colleagues as well as the coach	36
					I carry out the instructions of the trainer one by one	37
					Often one of my first big achievements	38
					Achieving individual achievements doesn't matter much to me in comparison With Collective Achievements	39
					Consider my contributions to collective achievements and team spirit It's an individual achievement as well.	40