



Constructing and designing a reluctance and initiative scale and its relationship to physical education female teachers participating in sports competitions in Maysan Governorate

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ABSTRACT

Reluctance and initiative are important psychological dimensions that influence teachers' participation in professional and sports-related activities. However, research on these constructs among physical education teachers remains limited. This study aimed to construct and design a scale of reluctance and initiative, as well as to examine the relationship between these two dimensions among female physical education teachers participating in sports competitions in Maysan Governorate. The researcher employed a descriptive approach with a purposive sampling method. An exploratory study was conducted involving 9 participants for the reluctance scale and 7 participants for the initiative scale, followed by a basic study applied to 47 participants for the reluctance scale and 30 participants for the initiative scale. The reluctance scale was developed based on four main axes—self-confidence, optimism, positive thinking, and control/domination—each consisting of 8 items (32 items in total), while the reluctance-to-participate scale contained 20 items. Statistical analyses revealed that the participating teachers demonstrated high levels of self-confidence, optimism, positive thinking, and control/domination. Significant differences were observed, and a correlation was found between the axes of reluctance and initiative. The study concludes that the constructed scales are reliable tools for assessing reluctance and initiative among physical education teachers. The findings contribute to educational and sports psychology by providing measurement instruments that can be applied not only to physical education staff but also to educators in general. It is recommended to adopt these scales for broader use and to intensify training and professional development programs to enhance teachers' initiative and reduce reluctance in sports participation.

Keywords: School Activities; Physical Education Teachers; Reluctance & Initiative; School Championships

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INTRODUCTION

Sports activities are varied and diverse, including sporting events and scouting participation, according to the annual curriculum provided by the General Directorates of School and Scouting Activities in Ministry of Education, to develop mental and physical abilities of students at all age levels, to develop neuromuscular coordination from the first moment of kindergarten until the transition to the primary and secondary education stage. These activities enable students to meet life's demands, given their healthy physique and proper build, such as track and field, basketball, handball, volleyball, and futsal for girls [1].

School and sports activities represent one of the important pillars through the preparation of plans and programs that contribute significantly to the development of school sports through periodic meetings with school and sports activity directors under the supervision of the Central

Sports Activities Directorate in the Ministry, as well as through the preparation of official books paying attention to the sports aspect because it develops the physical health of teachers and students. Paying attention to recreation and sports activities leads to developing talents among students [2]. It is worth noting that women's sports suffer from neglect as they are almost non-existent in Maysan Governorate and at the same time there is no female sports cadre that takes it upon itself to develop women's sports, whether at the level of education or at the level of school sports activities. It gave a wide space to the directorates to hold sports championships for various team and individual games, stressing the true representation of each activity by selecting female students who have qualifications that are compatible with sports competitions and who can be relied upon to achieve positive results during these competitions.

To encourage this participation, many school principals, male or female, give students the opportunity to participate in these competitions and honor them morally and financially when they achieve an advanced position and then win the championship title. In return, we find some principals, a very small number, supporting these activities because they know in advance that their schools have qualified to win this championship and competition [3,4]. The importance of the research lies in the fact that these championships have been suffering from a lack of interest in recent years, hence the importance of the research to know the turnout and reluctance to participate in these events, as it requires knowing the extent of keenness to ensure the continuity of the duty assigned to the teacher by making many physical and material efforts to prepare and train the teams and provide them with appropriate equipment, due to the lack of such equipment and the unavailability of appropriate infrastructure in these schools [5,6]. On the contrary, we find some possessing excellence and success in some of these schools as a result of the physical education teachers' initiative towards work and perseverance from the first moment of the start of the new school year and how to prepare the teams for each of the sporting events and conduct their training [7].

Considering the role of physical education in developing physical and mental abilities through training and exercises every morning [8], through group games that generate a kind of focus and competition in explaining those exercises. The exercises performed by the physical education teacher develop the mind and thought to comprehend the movement and temporal sequence of that skill [9]. All of this contributes to developing physical and mental ability through repetition until these skills become highly dynamic as a result of mastery [10].

Through this, female students are selected to represent their schools and participate in school championships. The problem lies in the refusal of a number of physical education teachers to participate in these activities due to a loss of a sense of responsibility or each teacher's dependence on the other to take responsibility for preparation, participation and bear the expenses of transportation fees for the students, or due to the refusal of the students' families to participate in these activities and the absence of administrative responsibility to direct an inquiry regarding non-attendance for these participations, as well as the failure to provide the simplest sports equipment by Directorate of School and Sports Activities in general directorates, including the Directorate of Education in Maysan Governorate. The current research aims to build a scale of reluctance and reluctance for some physical education teachers in Maysan Governorate, and to determine the scale of reluctance of physical education teachers to participate in sports competitions. Identify the relationship between the reluctance scale and its relationship to reluctance to participate in sporting events.

The researcher assumes existence of statistically significant differences among the dimensions of the reluctance scale and the dimension to which this statement belongs. There are significant differences for the scale of reluctance to participate in sports competitions. There

is a relationship of statistically significant differences between the reluctance scale and reluctance to participate for some physical education teachers in Maysan Governorate.

Study terms

Reluctance: One of the noble and positive qualities represented by the ability to perform the tasks assigned to the physical education teacher, including participation in sports activities and competitions to achieve the desired goals [11]. **Initiative:** It represents one of the undesirable characteristics resulting from neglect and refusal to carry out the tasks assigned to the physical education teacher without any efforts or goals that she seeks to achieve [12]. **Self-confidence:** It is the belief or degree of certainty that individuals have about their ability to be successful in practicing sports [13]. **Optimism:** is the positive outlook on life and the belief in the possibility of achieving one's desires in the future [14]. The willingness to expect good things to happen, as the optimist believes that the future holds the desired outcomes [15]. **Positive thinking:** is the individual's voluntary ability to evaluate and control his thoughts and beliefs and direct them towards achieving the results he expects and supporting problem-solving through logical mental systems and patterns of an optimistic nature that seek to reach a solution to a problem [16]. **Control and domination:** The teacher's ability to manage, organize, control, regulate, and direct her emotions and behavior in situations characterized by excitement, such as lesson management and sports competitions [17].

The survey study was conducted on a sample of (16) physical education teachers to measure reluctance and initiative. Questions were asked regarding each axis from 4/9/2025 to 4/16/2025. The primary study was conducted on the research sample to apply the reluctance and initiative scale to some physical education teachers, numbering (77). A teacher in the Directorate of Education of Maysan Governorate 4/22/2025 to 5/29/2025.

METHOD

The researcher used the descriptive approach survey method to suit the nature of the research and achieve its objectives. The research community includes some physical education teachers in the General Directorate of Education in Maysan Governorate, numbering (93) teachers ranging between (56) parameters for the reluctance scale, (9) teachers participated in the pilot study, and (47) teachers participated in the main study. The research community for the scale of reluctance included (37) teachers for the main study and (7) teachers for the main study. Teachers for the survey study were classified according to their academic qualifications (diploma, bachelor's, master's).

Table 1. Numerical description of the research sample according to academic qualifications for the exploratory study and the main study n=93

Reluctance scale	Sample academic qualification	Exploratory study		Basic study		Total sample	
		Number	%	Number	%	Number	%
	Diploma	3	33.33	9	19.15	12	21.42
	Bachelor's	5	55.55	31	65.96	36	64.29
	Master's	1	11.11	7	14.89	8	14.29
	Total	9	16.07	47	83.92	56	60.22
	Diploma	2	28.57	7	23.33	9	9.67

Initiative scale	Bachelor's	4	57.14	19	63.33	23	24.73
	Master's	1	14.29	4	13.33	5	5.37
	Total	7	18.92	30	81.08	37	39.78
	Total	16	17.2	77	82.8	93	100%

It is clear from Table 1. which is related to the numerical description of the research sample that the total research sample amounted to (93) participants distributed into two groups. The first group amounted to (56) participants with a percentage of (60.22) on the reluctance scale for physical education teachers, with (9) participants on the pilot experiment with a percentage of (16.07). The number of participants in the basic study for the reluctance scale amounted to (47) participants with a percentage of (83.92), where the highest percentage of participation in terms of academic qualifications was from those holding a bachelor’s degree in the pilot experiment with (5) with a percentage of (55.55) and the lowest percentage of participation was from those holding a master’s degree with (1) with a percentage of (11.11).

As noted in Table 1. where the initiative scale for physical education teachers was presented regarding participation in sports activities, for the second group, which numbered (37) participants, with a percentage of (39.78), where it was distributed over the exploratory experiment, with (7) participants, with a percentage of (18.92). (, where the highest percentage of participation was for holders of a bachelor’s degree, amounting to (4) at a rate of (57.14), and the lowest percentage of participation was for holders of a master’s degree, amounting to (1) at a rate of (14.29), and the number of participants in the basic study of the initiative scale was (30) participants at a rate of (81.08) , where the highest percentage of participation was for holders of a bachelor’s degree, amounting to (23) at a rate of (24.73), and the lowest percentage of participation was for holders of a master’s degree, amounting to (1) at a rate of (14.29).

Table 2. Numerical description of exploratory study and primary study shows research sample according to age level n = 93

Ages	Exploratory study				Basic study			
	Reluctance scale		Initiative scale		Reluctance scale		Initiative scale	
	Repetition	Ratio	Repetition	Ratio	Repetition	Ratio	Repetition	Ratio
30-20	3	33.33	2	28.57	12	21.4	2	50.7
31-40	4	44.44	4	57.14	30	35.6	30	85.7
50-41	1	11.11	1	14.28	9	16.1	3	8.6
51 more	1	11.11	0	0.00	5	8.9	0	0.00
Total	9	16.07	7	18.9	56	100	37	100

We note from Table 2. regarding the description of the research sample according to the age level for the survey study of the reluctance scale, it reached (9) with a percentage of (16.07), where the highest category was recorded within the age level (31-40) with a number of (4) participants with a percentage of (44.44) and the lowest percentage of participants was within the age level above (51) years , where the number of participants reached (1) with a percentage of (11.11). As noted from the table above in the basic study, the highest category of participants was within the age group (31-40) with a number of (30) at a rate of (35.6) and the lowest

percentage was within the age level More than 51 with a number of (5) and a percentage of (8.9). It is also noted from Table No. (2) which is concerned with describing the research sample according to the age level for the exploratory study of the initiative scale for physical education teachers, that the research sample amounted to (7) with a percentage of (18.09), where the highest category was within the ages ranging (40-31) with a number of (4) with a percentage of (44.44) and the lowest percentage was within the age level (more than 51) with a number of (1) and a percentage of (11.11).

It is also noted from Table 2. that the basic research sample for the initiative scale had the highest category of participants aged (31-40).

Sample homogeneity

To ensure the homogeneity of the research in the primary variables (age level and academic qualification) of the physical education teachers’ scale, the skewness coefficient, standard deviation, median and arithmetic mean were calculated on the exploratory and basic research sample as in Table 3.

Table 3. Statistical description of exploratory and basic research sample data for the scale of reluctance and initiative in the primary and basic variables n = 93.

Variables	Statistical significance of the numerical description of the turnout and volume scales							
	Reluctance scale n=56				Initiative scale n=37			
	Mean	Median	Standard deviation	Coefficient of skewness	Mean	Median	Standard deviation	Coefficient of skewness
Age level	2,000	2.125	.854	.661	2.000	2,054	.329	1.126
Academic qualification	2,000	2,036	.602	.507	2.000	2,054	.575	.938

It is clear from Table 3. regarding the homogeneity of the research sample data in the primary variables (age level and academic qualification) that the skewness coefficients for the reluctance scale range between (0.661-0.507) The mean values range between (2.000 - 2.000) and the median values reached (2.125 - 2.036), which indicates that the extracted measurements are close to the average, as the average skewness coefficient values range between (± 3). They are very close to zero, which confirms the homogeneity of the individuals of the total research sample (exploratory and basic) in terms of age and academic qualification. It is also noted from Table 3., which is related to the homogeneity of the research sample data in the primary variables (age level and academic qualification), that the skewness coefficients for the initiative scale range between (1.126 (.938 - and the arithmetic mean values range between (2.000 - 2.000 and the median values reached (2.054 - 2.054) which indicates that the extracted measurements are close to the average as the average skewness coefficient values range between (± 3). And they are very close to zero which confirms the homogeneity of the individuals of the total research sample (basic and exploratory) in terms of age and academic qualification .

Data collection tools

The researcher designed the reluctance and initiative scales using scientific methods to build the axes of the feet scale and the initiative scale for some physical education teachers in Maysan Governorate. A questionnaire was created to measure reluctance and initiative for some physical education teachers. The axes of the feet scale and initiative included: Self-confidence, optimism, positive thinking, control and dominance. Due to the lack of a scale to measure the reluctance and initiative variable, the researcher prepared the two scales for this purpose by reviewing some scientific references and previous studies related to the research topic in the field of sports psychology. It was not possible to find a related study and because the problem still exists, the researcher took the initiative to limit a number of variables by seeking the help of some experts in the field of psychology, numbering 13 experts. Among these variables are self-confidence, optimism, positive thinking, control and dominance, while allowing room to study other variables for those who try to study this problem, as well as studying the initiative variable to determine the appropriate axes to measure it.

Table 4. Percentage of agreement of arbitrators on axes of constructing reluctance scale for some physical education teachers. n = 13

Axis	Agreement rate	
	Repetition	Approval rate %
Self-confidence	12	92.30 %
Optimism	12	92.30 %
Positive thinking	13	100 %
Control and domination	11	84.61 %

It is clear from Table 4. regarding the frequency and percentage of the arbitrators' opinion poll on the suitability of the axes for the reluctance scale for some physical education teachers , as the approval rate ranged between (84.61%) and 100 %. The researcher accepted a rate of 80% or more to rely on the axes. Thus, the scale in its initial form now contains (4) axes, each with (8) phrases , and thus the scale consists of 32 phrases. The phrases were distributed for each axis of the scale, where each axis included a number of phrases amounting to (8) phrases, and they were presented to the experts, numbering (13) to express their opinions on the extent of the suitability of these phrases for each axis. These phrases were distributed in a regular manner , where the selection of all the axes was approved , and phrases were formulated for each axis and presented to the experts to express their opinions, and all the phrases were approved as shown in Table 4.

The researcher distributed the statements of the reluctance scale axis and applied it in the exploratory study randomly in order to ensure the extent of the sample's response to the scale's statements and to identify some of the obstacles facing the sample when answering for the purpose of applying it to the main study. After ensuring the extent of the participants' response, the scale was applied in its final form to the main study randomly for the scale's statements, where the first axis included the statements (1-5-9-13-17-21-25-29), the second axis (2-6-10-14-18-22-26-30), the third axis (3-7-11-15-19-23-27-31), and the fourth axis (4-12-16-20-24-28-32).

External and internal consistency validity

The researcher presented the scale to the experts, numbering (13). Sports psychology specialists to determine the suitability of the phrases as in Table 5.

Table 5. Shows external consistency validity and relative importance of judges for reluctance scale, correlation coefficient for each statement, and dimension to which it belongs. (n = 13 Teachers) (Research community n = 56)

Variable	No.	Suitable		Somewhat suitable		Not suitable		Percentage	Correlation coefficient	Confidence degree
		Repetition	Percentage	Repetition	Percentage	Repetition	Percentage			
Self-confidence	1	11	84.62	1	7.69	1	7.69	92.30	-.069-	0.611
	2	11	84.62	0	0.00	2	15.38	89.74	.067	.621
	3	9	69.24	2	15.38	2	15.38	87.17	.338 **	0.11
	4	9	69.24	3	23.07	1	7.69	82.05	.142	.279 .
	5	11	84.62	1	7.69	1	7.69	92.30	.580 **	0.00
	6	10	76.92	2	15.38	1	7.69	89.74	.179	.187
	7	10	76.92	1	7.69	2	15.38	87.17	.188	.165
	8	11	84.62	0	0.00	2	15.38	89.74	.568 **	.000
Optimism	1	11	84.62	1	7.69	1	7.69	92.30	.328 *	0.14
	2	9	69.23	3	23.07	1	7.69	87.17	.149	.272
	3	10	76.92	1	7.69	2	15.38	87.17	.503 **	0.00
	4	12	92.30	1	7.69	0	0.00	94.87	.505 **	0.02
	5	9	69.23	1	7.69	3	23.07	82.05	.598 **	0.00
	6	10	76.92	0	0.00	3	23.07	84.61	.536 **	0.00
	7	10	76.92	1	7.69	2	15.38	87.17	.461 **	0.00
	8	10	76.92	2	15.38	1	7.69	89.74	.471 **	0.00
Positive thinking	1	9	69.23	1	7.69	3	23.07	82.05	.379	.004
	2	8	61.54	4	30.77	1	7.69	84.61	-.015 -	.915
	3	10	76.92	1	7.69	2	15.38	87.17	-.155-	0.74
	4	10	76.92	2	15.38	1	7.69	89.74	.475 **	0.00
	5	11	84.62	1	7.69	1	7.69	92.30	.344 **	0.09
	6	9	69.23	3	23.07	1	7.69	87.17	.512 **	0.00
	7	10	76.92	2	15.38	1	7.69	89.74	-.185-	.172
	8	11	84.62	1	7.69	1	7.69	92.30	.459 **	0.00
Control and domination	1	8	61.54	4	30.77	1	7.69	84.61	.475 **	0.00
	2	9	69.23	3	23.07	1	7.69	87.17	.407 **	0.02
	3	8	61.54	3	23.07	2	15.38	82.05	.527 **	0.00
	4	10	76.92	2	15.38	1	7.69	89.74	.196	.147
	5	8	61.54	4	30.77	1	7.69	84.61	.243	0.71
	6	10	76.92	1	7.69	2	15.38	87.17	.418 **	0.01
	7	9	69.23	3	23.07	1	7.69	87.17	.057	.676
	8	10	76.92	1	7.69	2	15.38	87.17	.183	.177

It is clear from Table 5. regarding the experts' opinion poll on the suitability of the phrases to the axes of the reluctance scale for some physical education teachers that the experts' approval rate for the phrases ranged between (82.05 to 94.87%). The researcher accepted an approval rate of 80 % or more to accept the phrase. Therefore, the researcher confirmed that the phrases agree with the dimensions by a percentage greater than 80%. Thus, the scale in its initial form contains (4) axes and (32) phrases. Thus, the scale in its final form consists of (32) phrases , as shown in Table 5.

It is also noted from the table above that the correlation coefficient recorded the highest moral consistency in question No. (5) of the first axis, self-confidence, at a rate of (.580 **) In the dimension to which the phrase belongs , the least moral consistency from the first axis was recorded in phrase No. (1) at a rate of (-.069). The highest consistency was also recorded in the second axis, optimism, in question No. (5). At a rate of (.598 **), and the least moral consistency from the second axis, optimism, was recorded in statement No. (2) at a rate of (.149). The highest consistency was recorded in the third axis, positive thinking, in statement No. (6) with a percentage of (.512 **), and the lowest consistency from the positive thinking axis was recorded in statement No. (3) with a percentage of (-.0155-). We also note in the fourth axis, control and domination, that the highest consistency was recorded in statement No. (3) with a percentage of (.527 **), and the lowest consistency from the same axis was recorded in statement No. (7) with a percentage of (.057).

Apparent consistency validity

Expert opinion poll on the suitability of the phrases in the initiative scale for physical education teachers

Table 6. Shows external consistency validity and relative importance of judges for each statement and scale as a whole. n =13

Phrases	Suitable		Somewhat suitable		Not suitable		Relative importance	Correlation coefficient	Confidence degree
	Repetition	%	Repetition	%	Repetition	%			
1	9	69.23	1	7.69	3	23.07	82.05	.428 **	0.08
2	10	76.92	1	7.69	2	15.38	87.17	.97	.568
3	9	69.23	2	15.38	2	15.38	84.61	.164	.332
4	10	76.92	1	7.69	2	15.38	87.17	.051	.766
5	8	61.54	3	23.07	2	15.38	82.05	.253	.130
6	11	84.62	1	7.69	1	7.69	92.30	.473 **	.003
7	8	61.54	4	30.77	1	7.69	84.61	.309	.063
8	9	69.23	2	15.38	2	15.38	84.61	.330 *	.046
9	8	61.54	3	23.07	2	15.38	82.05	.488 **	.002
10	10	76.92	2	15.38	1	7.69	89.74	.313	.060
11	9	69.23	2	15.38	2	15.38	84.61	.269	.107
12	8	61.54	3	23.07	2	15.38	82.05	.525 **	.001
13	9	69.23	1	7.69	3	23.07	82.05	.035	.836
14	10	76.92	2	15.38	1	7.69	89.74	.425 **	.009
15	9	69.23	1	7.69	3	23.07	82.05	.267	.098

16	8	61.54	3	23.07	2	15.38	82.05	.352 *	.033
17	9	69.23	2	15.38	2	15.38	84.61	.312	.060
18	10	76.92	1	7.69	2	15.38	87.17	-.043 -	.799
19	8	61.54	3	23.07	2	15.38	82.05	.380	.021
20	8	61.54	4	30.77	1	7.69	84.61	.433 **	.007

It is clear from Table 5. which is related to the experts' opinion poll on the suitability of the statements for the initiative scale for physical education teachers, where the relative importance of the experts' agreement on the statements ranged between (82.5 % to 92.30 %). The researcher accepted an agreement rate of 80 % or more to accept the statement. Therefore, the researcher confirmed that the statements are consistent with the scale as a whole by a percentage greater than 80 % , and thus the scale in its final form contains (20) statements as shown in the table. It is also noted from the table above that the correlation coefficient recorded the highest moral consistency between the statement and the scale as a whole in question No. (12) of the initiative scale at a rate of (.525 **) and the dimension to which the statement belongs, and the least moral consistency was recorded in question No. (18), where the percentage reached (-.043-).

Scale invariance

The researcher confirmed the stability of the reluctance and initiative scales for physical education teachers using Cronbach's alpha coefficient as shown in Table 7.

Table 7. Shows values of Cronbach's alpha coefficient

Scale	Repetition	Phrases	Alpha Cronbach
Reluctance	56	34	.913
Initiative	37	22	.903

Table 7. shows that the value of the Cronbach's alpha coefficient for the reluctance scale for physical education teachers reached a percentage of (.913) which indicates that the phrases are characterized by high validity and reliability, as the value of Cronbach's alpha for the initiative scale reached about (0.903), which indicates that the two scales enjoy high validity and reliability.

Data Analysis

The researcher used measures of central tendency and dispersion mean, standard deviation, comparison between averages, correlation coefficient, frequency and percentage, cronbach 's alpha.

RESULTS AND DISCUSSION

Displaying the results of the research sample's answers to the reluctance scale for physical education teachers

Table 8. Shows average responses of research sample members to reluctance scale statements

Axis	Sample orientation	Percentage	Standard deviation	Mean	Sample size	Strongly disagree	Disagree	somewhat agree	OK	Strongly agree	Phrase number
	I do not agree	78.6	.461	2.00	56	4	44	8	0	0	1

The first axis: self-confidence	Strongly disagree	76.8	.426	1.00	56	43	13	0	0	0	2
	Strongly agree	46.4	.774	4.00	56	0	0	11	19	26	3
	OK	50.0	.709	4.00	56	0	16	12	28	16	4
	Strongly agree	44.6	1.034	4.00	56	2	3	5	21	25	5
	OK	56.7	.908	4.00	56	0	4	20	29	10	6
	OK	53.6	.711	4.00	56	1	2	2	30	21	7
	Strongly agree	48.5	.824	4.00	56	0	2	3	23	28	8
Average for the self-confidence axis	OK	56.9	0.642	3.48	56	50	84	61	152	126	8
The second axis is optimism	Strongly agree	50.0	.752	4.50	56	0	2	3	23	28	1
	OK	48.2	.922	4.00	56	0	1	4	27	12	2
	OK	51.8	.748	4.00	56	0	2	5	29	20	3
	OK	57.1	.706	4.00	56	0	2	3	32	19	4
	OK	42.9	1.028	4.00	56	2	4	11	24	15	5
	OK	46.4	.988	4.00	56	0	3	5	26	17	6
	Strongly agree	35.7	1.091	4.00	56	0	9	11	16	20	7
	OK	51.8	.863	4.00	56	1	2	8	29	16	8
Overall average of the optimism axis	OK	47.98	0.887	4.06	56	3	25	50	206	147	8
The third axis: positive thinking	OK	50.0	.705	4.00	56	0	0	11	28	17	1
	OK	66.1	.587	4.00	56	0	0	10	37	9	2
	Strongly agree	46.4	.934	4.00	56	2	0	7	21	26	3
	OK	51.8	.700	4.00	56	0	0	13	29	14	4
	OK	44.6	.971	4.00	56	0	7	6	25	18	5
	Disagree	53.6	.966	4.00	56	11	30	9	4	2	6
	OK	41.1	.748	4.00	56	0	0	11	23	22	7
	OK	55.4	.748	4.00	56	0	2	11	31	12	8
Overall average for the third axis	OK	51.13	0.794	4.00	56	13	39	78	198	120	8
Axis IV: Control and Domination	OK	50.0	.698	4.00	56	0	0	10	28	18	1
	OK	58.9	.644	4.00	56	0	0	13	33	10	2
	OK	50.0	.772	4.00	56	0	2	7	28	19	3
	Strongly agree	37.5	.858	4.00	56	0	0	2	12	21	4
	OK	44.6	.908	4.00	56	0	5	11	25	15	5
	OK	41.1	.984	4.00	56	1	11	15	23	6	6
	OK	39.3	1.066	4.00	56	1	8	10	22	15	7
	OK	46.4	1.095	4.00	56	6	1	16	26	7	8
Overall average for the fourth axis	OK	45.98	0.755	4.00	56	8	27	84	197	111	8

It is noted from Table 8 that the average answers of the research sample members to the statements of the first axis (self-confidence) constitute a relatively high acceptance, as the averages ranged between (1.00 - 4.00), and the mean of the axis reached (3.48) with a standard deviation of (0.642), and the sample's trend is towards agreement. It is also noted from Table 8 that average answers of sample members on the second axis, optimism, constitute high acceptance, as the averages ranged between (4.00 - 4.50), and the total arithmetic average for the axis was (4.06), with a standard deviation of (0.887), and the sample's tendency was

towards agree . It is also noted from Table 8 that the answers of the research sample members on the statements of the third axis, positive thinking, constitute relatively high reluctance , as the averages ranged with a value of (4.00), and the total arithmetic average for the axis was (4.00) , with a standard deviation of (0.794), and the sample’s tendency was towards agree. It is also noted from Table 8 that the average answers to the fourth axis (control and domination) constitute a relatively high reluctance , as the averages ranged at a value of (4.00) , and the total arithmetic mean for the axis reached (4.00), with a total standard deviation for the axis (0.755) , and the sample’s trend towards agreement.

Table 9. Shows average answers of research sample members on initiative scale phrases

Axis	Sample orientation	Percentage	Standard deviation	Mean	Sample size	Doesn't apply at all	Does not apply	Somewhat applicable	Applies	Applies perfectly	Phrase number
Sizes	Applies to me	59.5	.763	4.00	37	0	2	5	22	8	1
	Applies to me	54.1	.682	4.00	37	0	0	7	20	10	2
	Doesn't apply to me at all	29.7	1.237	2.00	37	11	10	6	9	1	3
	Applies to me	29.7	1.277	2.00	37	9	9	6	11	2	4
	Doesn't apply to me at all	32.4	1.325	2.00	37	12	8	6	9	2	5
	Does not apply to me	43.2	.990 618	2.00	37	8	16	9	3	1	6
	Does not apply to me	40.5	1.126	2.00	37	11	15	6	3	2	7
	somewhat applicable	37.8	1.14	3.00	37	4	9	14	6	4	8
	Doesn't apply to me at all	29.7	1.143	2.00	37	13	11	9	2	2	9
	somewhat applicable	32.4	1.282	3.00	37	11	6	12	5	3	10
	Does not apply to me	35.1	1.037	2.00	37	8	13	11	4	1	11
	Does not apply to me	45.9	1.075	2.00	37	11	17	5	2	2	12
	Does not apply to me	29.7	1.214	2.00	37	8	11	10	5	3	13
	somewhat applicable	37.8	1.211	3.00	37	4	7	14	6	6	14
	Does not apply to me	48.6	1.102	2.00	37	8	18	5	4	2	15
	Doesn't apply to me at all	37.8	1.266	2.00	37	14	11	6	3	3	16
	Does not apply to me	40.5	1.027	4.00	37	1	3	7	11	15	17
	Does not apply to me	32.4	1.16	2.00	37	10	12	9	4	2	18
	Does not apply to me	35.1	1.280	3.00	37	5	13	7	7	5	19
	somewhat applicable	27.0	1.248	3.00	37	3	7	10	9	8	20
Average year for volume scale	Does not apply to me	37.94	1.13	2.6	37						
						151	198	164	145	82	20

It is noted from Table 9. average answers of the research sample members on phrases of the initiative scale for physical education teachers are that it constitutes (not applicable). The averages ranged between 2.00 - 4.00, and the total arithmetic average for the source was (2.6) with a standard deviation of (1.13). The sample orientation does not match.

Displaying results of correlation coefficient among dimensions of reluctance scale

Table 10. Correlation coefficient among dimensions of reluctance scale and scale as a whole n=56

No	Axis	Repetitio n	Mediato r	Mea n	Standar d deviation	Correlatio n coefficient	Confidenc e degree
1	self- confidence	56	3.91	4.00	.654	.734 **	.000
2	optimism	56	4.11	4.00	.688	.835 **	.000
3	positive thinking	56	4.07	4.00	.458	.835 **	.000
4	control and dominatio n	56	3.96.	4.00	.532	.595 **	.000

It is noted from Table 10. which is concerned with the correlation coefficient, median, standard deviation and arithmetic mean between each dimension of the scale and the scale as a whole, where the value of the median for the axis of self-confidence reached (3.91) with an arithmetic mean of (4.00) and a standard deviation of (0.654), where the correlation coefficient between the first axis of self-confidence and the reluctance scale recorded a percentage of (0.734 **). This proves that the physical education teachers participating in sports competitions have self-confidence in carrying out their duties as well as the extent of their awareness of the initiative of the responsibility placed on their shoulders as they possess the quality of success, as noted from Table 10. where the median for the second axis (optimism) was recorded. The percentage reached (4.11) with an arithmetic mean of (4.00), and a standard deviation of (0.688), where the self-confidence axis recorded a correlation coefficient with the reluctance scale for physical education teachers, a percentage of (0.835 **). This percentage is the highest and was consistent with positive thinking, as the optimism factor is represented by one of the modern variables of positive psychology, which Al-Krizi confirmed is based on expectations that achieve success in future requires striving and making more effort to achieve that success and expectation. Optimism is opposite of pessimism. Many studies have proven that people, male or female, who are optimistic are more balanced, stable, and successful than others [18].

Looking at Table 10. regarding the correlation coefficient, the mediator for the positive thinking axis recorded a percentage of (4.07) with an arithmetic mean of (4.00), and a standard deviation of (.458), where the correlation coefficient between positive thinking and the reluctance scale reached a percentage of (.835 **). This percentage shows the extent to which the participating teachers enjoy school sports activities and competitions. They have a high ability to think and innovate and do not feel bored when they are ready to perform the lesson

and enjoy with the students. One of the most important things that distinguishes the personality of an athlete from others is the ability to think about finding solutions to address situations and their ability to make correct and appropriate decisions in critical times.

This is at the heart of positive thinking that generates creativity and success in professional work. It is also noted from Table 10. that the control and domination axis recorded a median percentage of (3.96) with an arithmetic mean of (4.00) and a standard deviation of (0.532). The correlation coefficient between reluctance scale and the control and domination axis recorded a percentage of (0.595 **), which indicates that the participating teachers in this study have the ability to control and dominate the success of the physical education lesson as well as participate in school tournaments. It is also noted that all values for the axes were very close in terms of the median, arithmetic mean and standard deviation, which proves the existence of statistically significant differences between the axes. The phrases for these axes are shown in the scale of reluctance for physical education teachers.

Displaying results of relationship between initiative scale and reluctance scale axes

Table 11. Shows initiative scale and its relationship to axes of reluctance scale n=37

No.	Axis	Repetition	Correlation coefficient for initiative scale	Confidence degree
1	self-confidence	37	- 161 -	.342
2	optimism	37	- 139 -	.412
3	positive thinking	37	- 129 -	.448
4	control and domination	37	- 121 -	.475

Looking at Table 11 which is related to the correlation coefficient between the axes of reluctance scale and the reluctance scale for physical education teachers, and looking at Table 9 which is related to the average answers of the research sample to the statements of reluctance to participate in sports competitions, where the sample’s tendency was towards “does not apply to me”, where the self-confidence axis of the reluctance scale recorded an inverse correlation coefficient of (-161-), which indicates that the participating sample has self-confidence towards participation if they are provided with appropriate conditions of sports equipment and material and moral support represented by paying participation wages related to the teams’ return trips and obtaining moral support related to letters of thanks, praise and commendation as it enhances confidence among teachers, as well as from Table 11 which is related to the second axis (optimism), where the inverse correlation coefficient was recorded between the optimism axis and the reluctance scale of participation, with a percentage of (-139).

Discussion

The researcher discusses results reached through statistical treatments and data to confirm the validity of the first hypothesis, and through Table 4. related to the expert opinion poll and the correlation coefficient for the self-confidence axis, it recorded the highest consistency in statement 5. at a rate of (.580 **) and the dimension to which the statement belongs. The least moral consistency from the first axis was recorded in statement No. (1) at a rate of (-0.069). Durand indicates that self-confidence of physical education teachers is very important in taking

instructions during class, dealing with students, controlling the progress of the educational process, and forming successful relationships in the school, whether with the teaching staff, students, or the administrative staff, and leading the educational process to success. We find her confident in herself and has relationships that distinguish her from other staff, even on the level of her public life. She also has a kind of self-motivation that drives her to work with strength and passion, giving all her energy [19]. The concept of self-confidence is one of the psychological concepts that shape the human personality and frame it in its positive role in building and developing society [20].

The individual's feeling that he trusts his abilities and potentials, realizes his value and existence, is aware of his humanity, and that he will be able to perform his duties [21]. His success in performing his message and fulfilling his duties is not related to the qualities and academic qualifications he possesses, but rather to a large extent to the psychological qualities and skills he possesses, including self-confidence, which is considered one of the basic aspects of a healthy personality for a physical education teacher at all educational levels [22]. This study is consistent with the study of Núñez, entitled Building a scale of self-confidence among physical education teachers in Baghdad Governorate [23]. Self-confidence is a quality that physical education teachers must possess, as it requires fieldwork to monitor the skills they are explaining and correcting, including ensuring students master their movements. This requires continuous effort during their presence in the schoolyard and carrying out the duties assigned to them, such as preparing school teams and conducting the necessary training from the beginning of the school year [24].

Looking at Table 4. we note that the highest moral consistency for the second axis (optimism) was recorded in statement (5) by (.598 **) The least moral consistency of the second axis, optimism, was recorded in statement No. (2) at a rate of (149). It is noted from Table 7 that the average answers of the sample members on the second axis, optimism, constitute high acceptance, as the averages ranged between (4.00 - 4.50), and the total arithmetic mean for the axis reached (4.06) with a standard deviation of (0.887), and the sample's tendency was towards agreement. Vasileva, confirms that through our follow-up, we found in government schools through their active participation in sports activities (classroom and extracurricular), the presence of interest and support from male and female physical education teachers, which led to them having a high level of sports optimism, as practicing sports activity on a regular basis has a great positive effect, reflected on the mental health of male and female students [25]. This study is consistent with the study of Qutaiba (2021) entitled A comparative study on sports optimism and pessimism in a number of government and private schools for middle school students in the city of Mosul [26].

By looking at Table 4. it is noted that the highest consistency was recorded in the third axis, positive thinking, in statement No. (6) with a percentage of (.512 **), and the least consistency from the axis of positive thinking was recorded in statement No. (3) with a percentage of (-.0155-). It is also noted from Table 7 that the answers of the research sample members to the statements of the third axis, positive thinking, constitute a relatively high acceptance, as the averages ranged with a value of (4.00), and the arithmetic mean for the entire axis reached (4.00), with a standard deviation of (0.794), and the sample's tendency towards agreement. Cooper, confirms that positive thinking among physical education teachers is important and achieves a kind of progress and advancement in classes, especially for the purpose of seeking creativity and excellence. All of these are images that depict the meanings of the level of ambition within him and make him always seek the best and distinction.[27] This study is consistent with the study by Martinez (2024) entitled "Positive Thinking and Its Relationship

to Academic Ambition among University Students.”[28].

As we note in the fourth axis, control and domination, the highest consistency was recorded in statement No. (3) with a percentage of (.527 **) and the lowest consistency from the same axis was recorded in statement No. (7) with a percentage of (.057). As we note from Table 8 that the average answers to the fourth axis (control and domination) constitute a relatively high acceptance, as the averages ranged at a value of (4.00) and the total arithmetic mean for the axis reached (4.00) with a total standard deviation for the axis (0.755) and the sample's trend towards agreement.

Shelton, explains that the physical education teacher is distinguished by a high level of discipline and control in his or her ability to control the atmosphere that accompanies the physical education lesson and the extent of his or her understanding of the nature of his or her students and their care, and the pursuit of strengthening relationships, developing skills, controlling behavior, solving many of the obstacles that they face and encouraging them to bear their responsibilities, which in turn leads to raising the level of their motor performance [29]. This is what Melnyk, confirmed, that the teacher's dealing with students through reward and approval is better than confronting them with reprimand and punishment, which leads to the students learning what is unacceptable [30]. Yang, confirms that the physical education teacher directs the time of the class to practical practice, as it is the basis for teaching the movements that develop the level of development of activities in sports activities and develop the level of their skills. Therefore, sufficient time must be prepared that allows the student to train in order to achieve the goal of movement and achieve the goal of learning [31].

This study agrees with the study of Gueta (2021) entitled “Levels of control among physical education and sports teachers and their relationship to improving motor performance among middle school students.”[32]. The success of a physical education teacher is represented in the extent of her ability to control her emotions in the variables that occur during physical education classes as well as during participation in sports competitions, since the purpose of these activities is entertainment and not winning or losing. Likewise, success in her work is achieved in the extent of her ability to adapt to demands and the nature of controlling the time spent learning the demands of the movements and skills performed within the physical education class in order to develop the students' capabilities for the purpose of participating in these tournaments and to believe in the work she performs, since she has a noble message that is not measured by material things as much as her attachment to success and development and her ability to face the challenges that she faces from time to time [33].

A physical education teacher must have sufficient flexibility to contain any failures, whether they are a result or emotional behavior that may arise here and there in classroom situations or sports competitions. [34] Based on the above, statistical data proves validity of first hypothesis. "There are statistically significant differences between the dimensions of the reluctance scale and the dimension to which the phrase belongs". The researcher believes that the physical education lesson is the most vibrant lesson at the school level, just as the heart is the most vibrant part of the human body, as it is full of vitality and activity due to the movements and exercises it contains that attract everyone, as they develop mental and physical abilities. And it gives people mental health. Any defect in this system will negatively impact physical education teachers through their lack of participation in teaching the lesson and their reluctance to participate in sports competitions, as this constitutes an ethical violation of the job and an administrative violation that must be addressed.

Education is the cornerstone of the progress of nations and peoples. Therefore, countries

have invested government funds in building schools and equipping them with all the tools needed to develop students' cognitive and physical abilities, preparing them to become future leaders.[10] From this standpoint, greater effort is required to keep pace with this development by physical education teachers. This in turn requires the contribution of educational and specialist supervision in the success of this lesson, continuous support in order to encourage the participation of these schools in sports and scouting festivals and to present the best image that reflects the extent of the effort exerted by the teacher, whether within the teaching period or through participation in sports competitions. Initiative scale for physical education teachers was confirmed and determined. What was presented is clear from the achievement of the second hypothesis. "There are significant differences in the scale of reluctance to participate in sports competitions for physical education teachers".

CONCLUSION

After surveying and discussing the results, the research conclusions can be summarized by agreeing on the answers of male and female teachers on the axis: (Self-confidence) for the reluctance scale represents a high level of reluctance , and the sample's orientation is towards Agree, which shows that the teachers have high self-confidence towards participating in sports activities and competitions. The teachers' answers agree on the (Optimism) axis for the reluctance scale, which represents a relatively high level of acceptance, and the sample's orientation is towards Agree, which shows that the participants have high optimism towards participating in sports activities and competitions. The teachers' answers to the axis (Positive thinking) of the reluctance scale agreed that it constitutes a relatively high level of acceptance. The sample's trend is towards agreeing, which indicates that the teachers are optimistic about participating in sports activities and competitions. The teachers' answers on axis (Control and domination) of the reluctance scale agreed that it constituted a relatively high reluctance, and the sample's tendency was towards agreement, which indicates that the teachers enjoy control and domination over the situations and emotions they face in their work while participating in sports activities and competitions. The teachers' answers to the scale of reluctance to participate in sports activities agree that they constitute a relative rejection , and the sample's tendency is towards disagreement, which shows that the participants in the scale of reluctance have a desire to participate or have participated in sports activities and competitions. The researcher recommends adopting the axes studied in the research as variables to determine the extent of participation and reluctance of other female and male teachers to participate in sports activities and competitions.

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