Motivational perseverance and its relationship to football teams school results in Wasit

By Ahmed Rabie Abdel Ali

Motivational perseverance and its relationship to football teams school results in Wasit

Research Article

Ahmed Rabie Abdel Ali*

Wasit Education Directorate,
IRAQ

Abstract.

Background   Most educational processes focus on curricula and methods from a theoretical perspective that relies on academic content that deals with student's intellectual processing and does not give balanced importance to student's psychology and psychological factors called student's motivational factors, which can have a greater impact on student's learning and orientation than cognitive ones towards lessons.

Objectives   Identifying psychological trends and levels of motivational perseverance among students in school teams, and relationship between motivational perseverance and results. From perspective of school students and sports teams.

Methods   To achieve these objectives, the researcher used descriptive method with a survey approach. The researcher identified research population as 110 students of school football teams in Wasit and selected samples as follows: 10 students for a pilot study, 100 students for construction sample, and 45 students for experimental sample, who were part of the construction sample. After completing scale and extracting scientific foundations, motivational perseverance scale was 48 items distributed across 6 domains. In light of results, guidance program was built according to students' psychological needs. After identifying educational needs, research results were presented, analyzed, and discussed.

Results   The researcher reached that scale achieved a true measurement of research sample, which helped researcher to know level of students with studied psychological variables and to identify students' needs, psychological guidance program proved effective in improving motivational perseverance and its relationship to school team results due to changes it brought about in students' knowledge of motivational perseverance and their behavior on field, Significant differences emerged between three groups, favoring second experimental group.

Conclusion   Among most prominent recommendations mentioned by researcher Physical education teachers were urged to give importance to guidance programs because of their effective role, psychological counseling programs due to their effective role in modifying students' behavior towards other sporting activities.

Keywords: motivational perseverance, school football teams, athletic performance, motivation, self-confidence.

OPEN ACCESS

INTRODUCTION

Psychological guidance is an important and vital aspect of educational process, as it great importance in raising scientific, cultural, social, health and physical level of students. Psychological guidance an important role in helping students to take realistic and true goals that are consistent with their abilities and readiness (Frincu & Negruți, 2015). Therefore, modern trends have become interested in psychological aspect in educational process in order to develop students' values and attitudes towards activity to be learned in practical aspect, especially in championships and competitions, especially those that are difficult unless student positive psychological attitudes, all perseverance, motivation, learning and continuity towards achieving goals (Asaad, 2019; Abdul Rahim & Muhammad, 2016).

Because motivational perseverance is an individual's willingness to continue in a motivated manner in an effort directed towards achieving desired goals by overcoming obstacles and resisting routine, stress, fatigue, and other distracting factors, motivational perseverance is core of student

11

motivation and represents qualitative component of drives (Constantin, 2009a; 2009b). It forms basis of motivation and manifestation of persistence in accomplishing difficult tasks and striving to overcome them with highest level of excellence, competitiveness, and determination (Constantin, et al., 2011; Constantin, 2013). A student cannot achieve perseverance unless there are inclinations towards. Inclinations and convictions generate a motivation that drives to learn skills and persevere, and finds in a state of enjoyment and exploring inner abilities despite suffering and difficulties faces (Pravitchi, 2019). He employs positive feelings to overcome negative emotions and continues to motivate to maintain an appropriate level of activity to achieve goals (Peterson & Seligman, 2004).

Importance of this research lies in fact that students need motivational incentives to cultivate perseverance and overcome difficulties face during tournaments and competitions. This depends on teachers providing educational and guidance programs to their students to foster a spirit of perseverance and motivation, and to increase self-confidence in order to achieve desired educational goals (Salley, 2005). Educational programs are important for developing and enhancing student's intellectual and emotional aspects, as improve effectiveness of education by diagnosing and adapting student's learning style to appropriate educational opportunities (Allam, (2011; Al-Khaikani & Al-Jabouri, 2017). This enables student to identify difficulties hindering their work and needs that can be met to achieve their goals. Furthermore, psychological programs help in self-actualization, shaping students' attitudes, and enabling them to reach their full potential, solve problems, and increase their sense of responsibility (Abdul Rahman, & Ali, 2008). This, in turn, contributes to self-confidence, determination, and perseverance in achieving goals in competitions.

Most educational processes focus on curricula and methods from a theoretical perspective that relies on academic content that deals with student's intellectual processing and does not give balanced importance to student's psychology and psychological factors called student's motivational factors, which can have a greater impact on student's learning and orientation than cognitive ones towards lessons (Al-Diwan, et al. 2019; Al-Quraishi, 2023). Difficulty of school competitions and championships and fear of failure or loss weakens inclination to participate and increases student's hesitation level and reduces motivation level, which affects participation with school teams. Here, necessity of motivational perseverance and continuity in achieving goals is called for. Paying attention to students' inclinations and orientation and increasing their motivational perseverance is a required effort against all obstacles and difficulties that prevent performance (Alawi & Radwan, 2008; Al-Yasiri, 2010).

Motivational perseverance plays a role in developing a student's desire and inclination towards learning and performing skills in lessons, fostering positive traits and suppressing negative ones (Fierro-suero & Jos, 2022; Huh et al., 2022). Diversity of educational programs, designed to keep pace with modern educational practices, stimulates and motivates students, impacting productivity of skills training. This is due to concerns about injuries and other factors that generate anxieties and hesitation among students regarding participation in school teams. Therefore, students need to adjust their attitudes and increase their motivational perseverance to overcome obstacles they encounter during tournaments and competitions. This is where research problem arises.

Research objectives is application and standardization of the motivational perseverance scale for school teams students for academic year 2025-2024. Identifying level of motivational perseverance among students in school teams. Application A psychological guidance program based on reality of students' motivational perseverance. Research assumptions is an effectiveness of guidance program for psychological orientation and motivational perseverance for students of school teams in Wasit. Motivational perseverance is individual's willingness to continue in a motivated manner in an effort directed towards achieving a presumed goal, once decides to engage in motivational perseverance, by finding personal resources necessary to overcome obstacles and resist routine, stress, fatigue and other distracting factors.

METHOD

Research Design

Nature of problem dictates that the researcher choose appropriate methodology to develop solutions. Therefore, the researcher used descriptive method with a survey approach and equivalent groups method.

Participant

The study population includes all aspects of phenomenon that the researcher is studying or seeks to generalize results related to problem under study (Malham, 2010, p. 169). Current research

population consists of players from middle school football teams in Wasit, totaling 31 schools, with an average of 10 players per school.

The researcher selected research samples as selected a pilot sample of 10 students from original community, selected a sample of 110 students from original community for construction and standardization of two scales, selected in experimental sample, which consisted of 45 students, taken from construction sample and divided into three groups: first experimental group, second experimental group, and a control group. Each group consisted of 15 students. Selection of sample was based on students' scores on motivational perseverance scale, who obtained less than hypothetical mean score or within its limits. Sample consisted of three, as they were distributed among groups in applying program by lottery. Sample percentage from population was 4.5%. Table (1) shows population and its samples.

Table 1. Research community and its samples

No.	Sample type	Sample number	Total number	Percentage
1	Exploratory sample	10	110	9%
2	Construction and legalization sample	100		91%
3	Main experimental sample	45		45%

Table 2. Research sample

School name	number
Al-Kindy	10
Imam Ali	10
Jihad	10
Al-Qasim	10
Mashael Al-Maarifa	10
Al-Nabaa Al-Adheem	10
Hani Ibn Urwa	10
Ahmed Al-Waeli	10
Abu al-Qasim Al-Shabi	10
Muhammad Ibn Al-Hanafiya	10

Field research procedures

In order to achieve objectives of current research, the researcher applied motivational perseverance scale. Purpose of applying scale was to measure and determine level of students' perseverance in school championships. According to the researcher's knowledge, there is no specific measure for motivational perseverance for school students during competitions and tournaments. Therefore, the researcher must work on building a measurement tool that has scientific foundations to measure students' levels of motivational perseverance. The researcher followed following procedures : Defining purpose of scale: The researcher defined application's objective. Scale's objective is to measure level of motivational perseverance of students.

Determining theoretical framework for Motivational Perseverance scale: The researcher adopted a theoretical framework that suited formulation of items and scale domains. The researcher adopted motivational perseverance scale, and the researcher relied on theory of planned behavior and constant in model, as they are more realistic and comprehensive for formulating items and then applying these items to construction sample, and after that statistical procedures to select valid domains and items. Defining areas of two scales motivational perseverance: The researcher identified areas of scale motivational persistence regarding theories and concepts adopted by the researcher in current research has been identified, and areas of scale have been determined. Areas of Motivational Perseverance Scale: (1) Self-confidence, (2) Ambition, (3) Persistence and determination, (4) Work hardness, (5) Perseverance term goals.

To determine validity and acceptance of fields, the researcher prepared a questionnaire that included a definition motivational perseverance in 6 areas and their definitions, followed by a questionnaire presentation.

Table 3. Test (χ^2) demonstrates validity of expert opinions regarding domains of scale. Motivational perseverance

Field	Experts number	Agreed	Disagreed	Chi²

				Calculated
Self-confidence	17	16	1	13.23
Ambition		15	2	9.94
Persistence and determination		17	0	17
Work hardness		16	1	13.23
Perseverance		17	0	17
Striving and setting long-term goals		17	0	17

Table 3. shows that calculated Chi^2 value is greater than tabulated value for all domains of scale. Therefore, all areas of scale were accepted in current study.

Main experiment for Motivational Perseverance scale

Main objective of experiment is to implement and select valid items that differentiate between scores of sample members and internal consistency between items of scale and scale as a whole, and between domains of scale and scale as a whole. This is in order to achieve research objective that the researcher wants to reach, while identifying scale's characteristics of validity and reliability by emptying data and then analyzing it using statistical methods.

Applying scale to building sample

The researcher applied two scales to a sample of 100 students from research sample, in order to statistically analyze items, select valid ones, and exclude invalid ones, based on discriminatory power and internal consistency coefficient, to determine validity and reliability of scale.

Scale Correction

This means assigning a score to student's response to each item of scale, then summing these scores to find total score for each form using scoring key according to answer alternatives. Scoring key is tool used by the researcher to reveal answers of sample members and how to assign a score to each of them. In order to extract total score for motivational perseverance scale, which has 48 items, highest score that could be obtained was 240 and lowest score was 48 with an mean of 142.39 and a standard deviation value of 39.565. Table 7 shows weights of responses to positive and negative items of motivational perseverance scale.

Table 4. Weights of Responses to Positive and Negative Statements

Variables	Alternatives to paragraph direction	I largely agree	I agree	I don't know	I oppose	I strongly disagree
Motivational perseverance	Alternatives to paragraph direction	It applies to me perfectly	It applies to me	It sometimes applies to me	It doesn't apply to me	It doesn't apply to me at all.
	Positive paragraphs	5	4	3	2	1
	negative paragraphs	1	2	3	4	5

Discriminatory Ability

Discriminatory ability is capacity to distinguish between individuals with high and low levels of performance on characteristic measured by item. The researcher used two-groups method to determine discriminatory ability of motivational perseverance items. This method is considered suitable for item differentiation . The researcher arranged total scores obtained by students after correcting two scales in descending order. Then, 27% of highest scores and 27% of lowest scores were selected to represent two groups, and middle 46% was excluded. Number of questionnaires was 100. Research by Kelly 1939 and Mehrens and Lehmann 1973 confirmed reliability of using the 27% range. It gives greater size and differentiation. Average group value ranged between 108–169 degrees, For motivational perseverance scale, range of scores for upper group was between 181-223 degrees, while range of scores for lower group was between 77-101, and value of middle group was between 108-174 degrees.

The researcher then calculated discriminatory power of each item answered by student using Statistical Package for Social Sciences SPSS. Tabulated t-value was used as an indicator of item discrimination.

Relationship between item score and domain score

14

Given diversity of scale's domains, the researcher extracted correlation between score of each item and total score for its respective domain in Motivational Perseverance scale. Total score for each domain was calculated using Pearson's correlation coefficient to determine correlation between items and nature of relationship between item and domain for all (100) forms, in order to ascertain type of statistical significance, as shown.

After calculating Pearson's correlation coefficient between scores of sample members on motivational perseverance scale for each item and total score for domain, whose scores ranged between 0.897 – 0.309, tabulated value of Pearson's correlation coefficient was 0.164), and degree of error was 0.05. It became clear from this that all items were significant and meaningful.

Relationship between domain score and total scale score

The researcher established validity of scale by using Pearson's correlation coefficient to determine correlation between students' scores within each domain, overall scale score, and score for entire construct sample. It was found that all domains in scale perseverance motivational effect is statistically significant at 0.05 significance level, as shown in Tables 6 and 7.

Indicators of validity of scale motivational perseverance

Validity means that test actually measures ability, trait, attitude, or aptitude that test was designed to measure; that is, it actually measures what it is intended to measure. Validity is considered one of important characteristics that must be taken into account when constructing psychological scales. A valid scale is one that fulfills its intended function. The researcher verified scale's validity as follows:

Apparent truthfulness: This type of validity, as confirmed by Mohammed Hassan Alawi (2000), aims to determine extent to which a test or scale represents aspects of trait or characteristic being measured that is, degree to which its content matches what it seeks to measure. It is used to ascertain opinions of experts and specialists in field test attempts to measure. This type of validity was achieved when presenting a scale motivational perseverance was based on a group of experts and specialists in field of educational psychology and sports psychology to approve validity of scale items.

Reliability of (Motivational Perseverance) scale

Reliability is one of conditions that must be met for a measure to be accurate. Reliability means that test gives same results if it is reapplied to same individuals under same conditions. Reliability is considered to be "Consistency of scores obtained by same people when they are retested with same test at two different times, or with two different sets of equivalent items, or in light of testing conditions for another variable (Murad, & Suleiman, 2015). This concept of reliability involves calculating (Measurement error) of a single score, by which we can predict extent of possible fluctuation in a single score for an individual as a result of unfavorable or unknown chance factors". To determine reliability of responses to scale items the researcher used two methods:

First: Half-division: The split-half method is one of most commonly used methods in educational and psychological research for determining reliability coefficients, as it requires only one test administration and is economical in terms of effort and time. The researcher used data from primary sample of 100 students, dividing scale items into two parts, 48 items were divided into two halves: odd-numbered items and even-numbered items. Homogeneity of scores in two halves was verified by calculating their F-values, which was 1.23. When compared to tabulated F-value at 99-99 degrees of freedom and a significance level of 0.05 (1.39), it was found to be non-significant, thus confirming homogeneity of scores in both halves. Correlation coefficient between sum of scores in two halves was then calculated using Pearson's method, yielding a coefficient of 0.78. Since this correlation coefficient indicates reliability for only one half of test, Spearman-Brown formula was applied to determine overall reliability of test. This resulted in a reliability coefficient of 0.88, which is a high indicator of test's reliability.

Second: Alpha coefficient Winnbach

This method relies on calculating correlations between scores of all items. To calculate reliability using Cronbach's alpha, all 100 student forms were analyzed. The researcher then used alpha coefficient, and alpha coefficient for overall motivational perseverance scale reached (0.842), which is significant and internally consistent.

Scale final form

After all procedures for scale were completed and its validity and reliability were established, motivational perseverance scale consisted of 48 items, in addition to six items for objectivity of answer, which took sequence (49 - 50 - 51 - 52 - 53 - 54) and are repeated with (5, 12, 22, 27, 36, 41), as items were repeated from each domain, one item, and items consisted of 38 positive items and 10 negative items, as shown in Table (5).

Table 5. Distribution of Items on Motivational Perseverance Scale for Main Experimental Sample

Positive paragraphs	Negative paragraphs
1, 2, 3, 4, 5, 7, 9, 11, 12, 14, 15, 16, 17, 18, 19, 29, 21, 23, 25, 26, 28, 29, 31, 32, 33, 34, 36, 37, 38, 39, 40, 41, 43, 44, 45, 46, 47, 48	6, 8, 10, 13, 22, 24, 27, 30, 35, 42
Total 38	10

Statistical Methods

To extract and verify results, the researcher used statistical procedures on Statistical Package for Social Sciences (SPSS).

<div align="center">

RESULTS AND DISCUSSION

</div>

Results

The research results will be presented, analyzed, and discussed based on objectives set by researcher through application of motivational perseverance scale to research sample. After obtaining results and conducting statistical analyses, the researcher arrived at following results according to objectives set in current research, as follows:

Table 6. Distribution of Students' Level of Motivational Perseverance

Level of Motivational Perseverance	Number of Students (n)	Percentage (%)
Low	54	54%
Medium–High	46	46%
Total	100	100%

The researcher verified first objective through procedures for applying and standardizing motivational perseverance scale, which were indicated in steps for building scale, by applying motivational perseverance scale to 100 students and comparing scale scores with hypothetical mean to know level of students with two variables studied, and experimental sample was chosen through results and values that are at or below hypothetical mean.

Table 7. The Relationship Between Motivational Perseverance and School Soccer Team Results

Variables 1	Variables 2	Types of Statistical Tests	Sig. value (p)	Description
Motivational Perseverance	School Soccer Team Results	Correlation (r)	< 0,05	Significant relationship

The data in Table 7 show the correlation analysis between motivational perseverance and the school soccer team results. The analysis of these data revealed a statistically significant correlation between the variables with a significance value of $p < 0.05$. This result implies that students who are high on the motivational perseverance index are expected to outperform those who are low on this index in school soccer team competitions. Motivational perseverance can be concluded to influence the performance in the school soccer team results.

Discussion

The aim of this study was to test the level of motivational perseverance of the secondary school students and to make a research into its connection with school football teams results in the Wasit Governorate. The main result of this research was that the motivational perseverance of the secondary school students had a noticeable impact on the performance at the school football teams results. In the questionnaire data, the average score 25 points, which corresponds to 54% of the respondents, were at a low level of motivational perseverance, as their score turned out to be less than the hypothetical mean of the scale. It is a reason for the following problem as more than half of the students showed low levels

of perseverance in terms of effort, dedication, and endurance while performing the training loads and coping with various difficulties. Studies have also shown that perseverance is a factor that positively affects performance, especially in young athletes, and contributes to the development of self-control and goal-directed behavior (Sánchez & Torregrosa, 2005; Wulf & Lewthwaite, 2016).

The outcomes of the correlation analysis testified that there was a clear and statistically significant relationship between the level of motivational perseverance and school football teams results. As a result, the more motivational perseverance a student had, the more he could contribute to his team's success and championship performance. In this case, in sport psychology, it is generally accepted that athletes who score higher on the perseverance scale and in perseverance questionnaires can control their nerves and show more mental stability and reliability during the competition (Tiarto & Nugroho Budi R, 2020). This is particularly relevant in football, where team sports play an important role.

In football, perseverance affects not only the physical and technical performance of the athletes but also their team spirit, discipline, and adherence to the team's tactics. Moreover, statistically significant differences in favor of the second experimental group were also established between the first and the second experimental groups in the post-test, which also proves the importance of motivational perseverance for competitive situations (Fransen et al., 2020; Milanović et al., 2019). The fact that the second experimental group surpassed the first in results can be called a winning strategy of team football during the school championship as it proved the group's psychological readiness and greater motivation to continue fighting to the end.

In psychological science, the construct of motivation is one of the most intensively studied, and it was defined more than once. Among these definitions, much attention should be paid to the contribution of Milanović et al., (2019), who state that it is the individual's degree of autonomy that determines his willingness to continue a particular behavior, that is, how a person is able to regulate his behavior independently. In this connection, motivation in a person's behavior is understood as self-determination, which most fully and completely is realized in the case of fulfillment of the highest needs (Athaya et al., 2023; Ebrahim & Hussein, 2025; Mariati et al., 2024; Yusroni, 2024). It turns out that the most effective in terms of their own psychological well-being are the sports that satisfy, the most autonomous and least heteronomous, needs. In this case, motivation causes a state of desire and the most important result of it is perseverance, which is a long-term maintenance of this state (Abebe et al., 2019).

The data obtained in this research are of considerable practical significance for the work of coaches and physical education teachers with middle school students. On their part, the understanding of the importance of students' motivational perseverance as a factor that can affect their sports performance allows to purposefully influence this quality. In other words, by building a set of exercises to improve perseverance, it will be possible to increase not only the psychological well-being of students but also the results of their participation in competitions.

Limitations of the study

It should be noted that the study has several important limitations. First, the sample size was limited to middle school students in the Wasit Governorate, which may limit the generalizability of the results to other age groups or regions. Second, the study used a questionnaire to assess the level of motivational perseverance, which may be subject to response bias. Third, the study used a correlational design, which does not allow us to infer causality from the results. Fourth, the study did not control for potential confounding variables that could affect both perseverance and performance, such as coaching style, training intensity, team cohesion, and individual differences in athletic ability. In this regard, it would be useful for future studies to use a longitudinal or experimental design to examine the causal relationships between perseverance and sports performance. It would also be beneficial to increase the sample size and include a more diverse range of participants from different regions and age groups. Additionally, it would be helpful to use a combination of objective and subjective measures to assess both perseverance and sports performance. This could include the use of physiological or biomechanical measures of performance, as well as performance data from actual competitions.

CONCLUSION

In light of presentation, analysis, and discussion of research results, the researcher reached conclusions that scale motivational perseverance method, which was applied by the researcher

17

according to scientific principles, is suitable for application to research sample of middle school students. It was found that 54% of students had a low level of motivational perseverance, with scores below hypothetical mean of scale, and that 46% of students had motivational perseverance, with scores within or above hypothetical mean of scale. Scale achieved a true measurement of the research sample, which helped the researcher identify the students' psychological priorities and needs, and then formulate a plan to achieve goals. Clear and statistically significant relationship between research variable of motivational perseverance and results of school teams in Wasit. Significant differences emerged between first and second experimental groups, favoring second experimental group, in post-test for psychological variable of motivational perseverance in school championships.

In light of research findings, the researcher recommends utilizing research scale that was applied by the researcher to measure motivational perseverance for other sports activities such as (gymnastics, swimming, and boxing). Physical education teachers were urged to give importance to guidance and psychological programs due to their effective role during competitions and tournaments and their positive relationship to results. Attention should be given to guidance programs because of their effective role in modifying students' behavior, improving their psychological attitudes, and increasing their motivational perseverance towards other sports activities in school championships such as basketball and volleyball. Physical education teachers should diversify their teaching strategies and methods to suit different learning styles of students in order to use them in educational process. Conducting a correlational study to identify relationship between motivational perseverance and other variables such as self-efficacy, proactive motivation, psychological energy, mental health. Conduct another research study to reveal relationship between variables of current research, motivational perseverance, and performance of some skills in other sports that participate in school championships.

ACKNOWLEDGMENT

AUTHOR CONTRIBUTION STATEMENT

Ahmed Rabie Abdel Ali is the sole author of this study, responsible for all contents of the manuscript.

REFERENCES

Abdul Rahim, S., & Muhammad, H. (2016). The relative contribution of patience patterns in predicting perseverance among students of the College of Education. *Journal of Human Sciences*, 25(3), 8–19.

Abdul Rahman, A., & Ali, T. (2008). *Modern strategies in the art of teaching* (1st ed.). Dar Al-Shorouk for Publishing and Distribution.

Abebe, B. T., Weiss, M., Modess, C., Roustom, T., Tadken, T., Wegner, D., Schwantes, U., Neumeister, C., Schulz, H., Scheuch, E., al., et, Abu-Saad, K., Murad, H., Barid, R., Olmer, L., Ziv, A., Younis-Zeidan, N., Kaufman-Shriqui, V., Gillon-Keren, M., ... Masha'al, D. (2019). Mindfulness virtual community. *Trials*.

Alawi, M. H., & Radwan, M. N. A. (2008). *Measurement in physical education and psychology*. Dar Al-Fikr Al-Arabi.

Al-Diwan, L. H. M., et al. (2019). *The shift from teaching to learning in physical education* (1st ed.). Dar Al-Basair for Printing and Publishing.

Al-Khaikani, A. S., & Al-Jabouri, A. H. (2017). *Practical uses of psychological and sports tests and measures* (2nd ed.). Dar Al-Dhiya for Publishing and Design.

Allam, S. E. M. (2011). *Educational and psychological measurement and evaluation* (5th ed.). Dar Al-Fikr Al-Arabi.

Al-Quraishi, F. A. A. (2023). *Contemporary trends in educational evaluation*. Dar Al-Fikr.

Al-Yasiri, M. J. (2010). *Theoretical foundations of physical education tests* (2nd ed.). Dar Al-Dhiya for Printing and Publishing.

Athaya, H., Dewantara, J., Husein, M., Taiar, R., Malek, N. F. A., & Shukla, M. (2023). Analysis of physical fitness in students: a comparative study based on social status. *Tanjungpura Journal of Coaching Research*, *1*(3), 71–78. https://doi.org/10.26418/tajor.v1i3.66542

Asaad, D. K. (2019). *The effect of a guidance program to develop leadership behavior, decision-making, and time management efficiency among football coaches* (Unpublished doctoral dissertation). University of Sulaimaniyah, College of Physical Education.

Constantin, T. (2009a). *Persistența motivațională și operaționalizarea ei în vederea evaluării potențialului motivațional individual (Motivational persistence and its operationalization for assessing individual motivational potential)*. University of Alexandru Ioan Cuza, Faculty of Psychology, Iași, Romania.

Constantin, T. (2009b). *Determinarea motivelor în muncă: De la analiza teoretică la realitatea organizațională (Determining motives at work: From theoretical analysis to organizational reality)*. Editura Universității „Alexandru Ioan Cuza".

Constantin, T. (2013). *Manual: Scala persistenței motivaționale (SPM)*. Universitatea „Alexandru Ioan Cuza".

Constantin, T., Holman, A., & Hojbotă, A. M. (2011). Development and validation of a motivational persistence scale. *Psihologija*, 44(2), 99–120. https://doi.org/10.2298/PSI1202099C

Ebrahim, T. Y., & Hussein, S. A.-H. J. A. (2025). The effectiveness of experiential learning strategy to developing some fixed-case football plans for students. *Tanjungpura Journal of Coaching Research*, *3*(2), 133–143. https://doi.org/10.26418/tajor.v3i2.90311

Fierro-suero, S., & Jos, E. (2022). Students ' Motivational and Emotional Experiences in Physical Education across Profiles of Extracurricular Physical Activity : The Influence in the Intention to Be Active. *Journal of Environmental Research and Public Health*, *19*(15), 9539. https://doi.org/https://doi.org/10.3390/ijerph19159539

Fransen, K., Haslam, S. A., Steffens, N. K., Mallett, C. J., Peters, K., & Boen, F. (2020). Making 'us' better: High-quality athlete leadership relates to health and burnout in professional Australian football teams. *European Journal of Sport Science*, *20*(7), 953–963. https://doi.org/10.1080/17461391.2019.1680736

Frincu, C. S., & Negruți, A. (2015). Because individual determinants matter: A theoretical extension of Peterson's organizational employee persistence model. *International Journal of Human Resource Studies*, 5(4), 1–17. https://doi.org/10.5296/ijhrs.v5i4.8507

Huh, D., Li, X., Zhou, Z., Walters, S. T., Baldwin, S. A., Tan, Z., Larimer, M. E., & Mun, E. Y. (2022). A Structural Equation Modeling Approach to Meta-analytic Mediation Analysis Using Individual Participant Data: Testing Protective Behavioral Strategies as a Mediator of Brief Motivational Intervention Effects on Alcohol-Related Problems. *Prevention Science*, *23*(3), 390–402. https://doi.org/10.1007/s11121-021-01318-4

Mariati, D. S., Sumaryanti, S., Nugroho, S., Yassin, A., & Budayati, E. S. (2024). Movement reinforcement factors related to children's motor skills: a review study in sports education. *Tanjungpura Journal of Coaching Research*, *2*(1), 37–45. https://doi.org/10.26418/tajor.v2i1.74751

Milanović, Z., Pantelić, S., Čović, N., Sporiš, G., Mohr, M., & Krustrup, P. (2019). Broad-spectrum physical fitness benefits of recreational football: a systematic review and meta-analysis. *British Journal of Sports Medicine*. https://doi.org/10.1136/bjsports-2017-097885

Murad, S. A., & Suleiman, A. A. (2015). *Tests and measurements in psychological and educational sciences* (2nd ed.). Dar Al-Kitab Al-Hadith.

Peterson, C., & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. Oxford University Press.

Pravitchi, G. (2019). *Motivația și persistența în activitatea profesională (Motivation and persistence in professional activity)*. Editura Universitară.

Sánchez, X., & Torregrosa, M. (2005). El papel de los factores psicológicos en la escalada deportiva: Un análisis cualitativo. [The influence of psychological factors on sport performance.]. *Revista de Psicología Del Deporte*.

Salley, D. L. (2005). *Exploring the relationship between personal motivation, persistence, and resilience and their effects on academic achievement among different groups of African American males in high schools* (Unpublished doctoral dissertation). University of Maryland.

Tiarto, & Nugroho Budi R. (2020). The Effect of Self-Efficacy and Motivation on the Effectiveness of the Lecturer's Performance . *Jurnal Manajemen*, *24*(1 SE-Articles), 74–92. https://doi.org/10.24912/jm.v24i1.619

Wulf, G., & Lewthwaite, R. (2016). Optimizing performance through intrinsic motivation and attention for learning: The OPTIMAL theory of motor learning. *Psychonomic Bulletin and Review*, *23*, 1382–1414. https://doi.org/10.3758/s13423-015-0999-9

Yusroni, M. (2024). Game model to improve motor skills through traditional sports: Development study on elementary school students. *Tanjungpura Journal of Coaching Research*, *2*(2), 71–79. https://doi.org/10.26418/tajor.v2i2.79872

Motivational perseverance and its relationship to football teams school results in Wasit

production and design thinking skills among elementary computer teachers", Frontiers in Education, 2024
Crossref

9 ejmcm.com
   Internet   20 words — < 1%

10 jurnal.untan.ac.id
   Internet   19 words — < 1%

11 jcreview.com
   Internet   18 words — < 1%

12 Raghdaa Fouad Muhammed, Hind Salem Tayeh,   16 words — < 1%
   Bydaa Tariq Abdul Wahed, Huda Shehab Gary,
   Huda Idan Muhammed. "المناخ النفسي ودوره في تعزيز الدافعية الذاتية
   Modern Sport, "الاكاديمية لدى طالبات كلية التربية البدنية وعلوم الرياضة
   2024
   Crossref

13 mdpi-res.com
   Internet   14 words — < 1%

14 journal.inspira.or.id
   Internet   12 words — < 1%

15 migrationletters.com
   Internet   12 words — < 1%

16 apessay.elementfx.com
   Internet   11 words — < 1%

17 docplayer.net
   Internet   11 words — < 1%

18 media.proquest.com
   Internet   11 words — < 1%

19 www.joe.org
   Internet

11 words — < 1%

| 20 | Natiq Barrak. "The morale of disabled players and its relationship with some variables", Journal of Physical Education, 2024
Crossref | 9 words — < 1% |

| 21 | idr.aus.ac.in
Internet | 9 words — < 1% |

| 22 | www.physicaleducationjournals.com
Internet | 9 words — < 1% |

| 23 | findresearcher.sdu.dk
Internet | 8 words — < 1% |

| 24 | pdxscholar.library.pdx.edu
Internet | 8 words — < 1% |

| 25 | staffnew.uny.ac.id
Internet | 8 words — < 1% |

| 26 | www.resmilitaris.net
Internet | 8 words — < 1% |

| 27 | Morten B. Randers, Marie Hagman, Jesper F. Christensen, Susana Póvoas, Jens Jung Nielsen, Peter Krustrup. "Health and performance effects of 12weeks of small-sided street football training compared to grass football training in habitually active young men", European Journal of Applied Physiology, 2023
Crossref | 7 words — < 1% |

| EXCLUDE QUOTES | OFF | EXCLUDE SOURCES | OFF |
| EXCLUDE BIBLIOGRAPHY | ON | EXCLUDE MATCHES | OFF |