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A comparative study between liberal and conservative thinking styles in fitness, mental motivation, and volleyball serving skill performance for female students

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Abstract

The problem of the research lies in the difficulty of female students performing the skill of serving in volleyball. Researchers may attribute the reason for this to the presence of individual differences between female students, and the reasons for this may be the difference in the thinking styles of the learners and the differences in the characteristics and characteristics of each learner, and this in turn may cause a difference between the female students in fitness and mental motivation, and this in turn is reflected in Performing the skill under study. The research aimed to identify female learners with liberal and conservative thinking among the research sample, and to identify (mental fitness - mental motivation - performing the volleyball serve skill) among the research sample, and to compare between the two types of liberal and conservative thinking in (mental fitness and mental motivation) among the research sample. The researchers assumed a difference between female learners in the variables (liberal and conservative thinking styles - mental fitness - mental motivation - serving skill performance) in volleyball, and there are no differences with statistical evidence between the liberal and conservative thinking styles in fitness and mental motivation in the research sample, and there are no significant differences. Statistics between the two types of liberal and conservative thinking in the performance of the volleyball serving skill among the research sample. The descriptive approach was used using the method of correlations and comparisons on a sample of fourth-year female students at the College of Physical Education and Sports Sciences for Girls - University of Baghdad, who numbered (25) students out of (107) students. The research tools were (measures of liberal and conservative thinking styles - mental fitness - mental motivation - transmission). After that, the main experiment was conducted by implementing all the measures and testing on the sample of the main experiment In light of the results, conclusions were reached, the most important of which was that the number of female students with the conservative thinking style exceeded the number of female students is of a liberal style, and therefore the conservative thinking style is prevalent. Female students with a liberal thinking style enjoy mental fitness and mental motivation, as well as performing the serving skill. In addition, female students with a conservative thinking style have weakness in study variables (mental fitness - mental motivation - transmission). and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education).

Keywords

thinking patterns , liberal style , conservative style , mental fitness ,mental motivation , serving , volleyball.

Introduction:

The development that the world has witnessed in recent times in various fields, including the sports

field, did not come by chance, but rather was built on the basis of scientific research, objective, purposeful study, reliance on various sciences,

and careful scientific planning. Thinking is an essential element in the mental-cognitive structure that a person possesses, and students differ in the way they think. Each student has his own way and pattern of thinking, and these patterns are not described as positive or negative, but each has advantages and disadvantages, and the patterns were formed as a result of many factors that affected each learner's way of thinking over time. Years have become characteristics that characterize an individual and that distinguish him from other individuals. Thus, they determine the characteristics of the learner and in turn determine the method that he follows and deals with. The liberal and conservative style are considered styles of thinking. The liberal style always seeks change and innovation, while the conservative style tends to adhere to customs and traditions. Mental fitness is one of the important aspects that makes a person able to adapt to the circumstances surrounding him and interact with the problems and difficulties he faces to a high degree. Mental fitness plays an important role in removing the learner's negative thoughts, as well as benefiting from new ideas by recalling and employing the information and experiences the learner possesses. As for mental motivation, it is one of the factors that helps the learner to highlight their abilities and potential in stable performance, and it is a state that characterizes the human mind, which has flexibility in thinking. The game of volleyball is one of the competitive team games that has taken the lead in terms of its spread in the world and depends on basic skills as an important foundation upon which this game is built to advance the level of performance. It also prepares the ladder for moving towards mastery and excellence, so attention must be directed to the stages of learning it, as it requires... Put a lot of effort and practice into mastering it. The importance of the research lies in the importance of the skill of serving in volleyball, since the skill of serving is one of the basic skills with which the game begins and through which direct points can be achieved, and without the serve it is not possible to play volleyball. The importance of the research also lies in studying the thinking patterns of learners, especially the two types of thinking (liberal - Governor) and in making comparisons between the two types in the variables (mental

fitness - mental motivation) and the importance of delving into the mental aspects of the learner and thus the role of all of this in the educational process. Through the experience of the researchers in volleyball, we found the difficulty of the female students in learning the skill of serving, and thus we find that most of the female students performed poorly on that skill and were unable to cross the ball to the opponent's court over the net. The researchers attribute the reason for this to the presence of individual differences between the female learners in many variables, including patterns. The prevailing thinking among female learners, and consequently the different characteristics and characteristics of each learner, and this in turn may cause differences in skill performance. Researchers also attribute the reason for this to the presence of a difference between female learners in mental fitness and thus a difference in their flexibility of thinking, as well as the difference in their mental motivations towards learning the skill. Through the above, the researcher decided to conduct a study through which she attempts to study a number of variables, including (thinking patterns - mental fitness - mental motivation - performance of the serving skill), and thus find out the value of these variables among fourth-year female students in the College of Physical Education and Sports Sciences for Girls - University of Baghdad, and from Then find out whether different thinking styles have a role in finding differences between female learners in the variables investigated. The research aims to identify female learners with liberal and conservative thinking in the research sample, and to identify (mental fitness - mental motivation - performing the volleyball serve skill) in the research sample, and to compare between the two types of liberal and conservative thinking in (mental fitness and mental motivation) in the research sample. To achieve the research objectives, the researcher developed the following hypotheses: There is a difference between female learners in the variables (liberal and conservative thinking styles - mental fitness - mental motivation - serving skill performance) in volleyball, and there are no differences with statistical evidence between the liberal and conservative thinking styles in fitness and mental motivation in a sample. Research: There are no

statistically significant differences between the liberal and conservative thinking styles in the performance of the volleyball serving skill among the research sample. The study was conducted on fourth-year female students at the College of Physical Education and Sports Sciences for Girls - University of Baghdad for the academic year (2022-2023) for the period from (2/5/2023 to 19/6/2023) and was conducted in (the indoor sports hall and the theoretical hall located in the College of Education). Physical and sports sciences for girls - University of Baghdad)

Method and procedures:

The researchers adopted the descriptive method using the method of correlational relationships and the method of comparisons in order to suit the nature of the research.

The research community consists of fourth-year female students at the College of Physical Education and Sports Sciences for Girls / University of Baghdad for the academic year (2022-2023), who number (107) students, divided into four divisions. As for the research sample, it was represented by Section (C), who were chosen randomly and by lottery, and they numbered (25) students. Thus, the percentage of the research sample is (23.36%), which is an appropriate percentage to truly and honestly represent the research community.

The research tools included (Arabic and foreign sources and references. Exploratory questionnaires. Data collection and transcription form. Skill performance evaluation form. Stopwatch (3). Legal volleyball court. Legal volleyballs (10). Manual calculator. Colored adhesive tape. Display (5) cm. HP laptop calculator (1)

The following tests and measurements were conducted:

1 .Scale for the two styles of liberal and conservative thinking (two tastes) (3). To measure the styles of liberal and conservative thinking, the researchers relied on the Stenberg scale to identify the different styles. The scale of thinking styles (liberal - conservative) included instructions and (8) various items. It describes the characteristics of each type, and the following is a detailed explanation of the scale, as shown in Appendix.(1)

- **The scale consists of the following scale:**(It does not apply to me at all - It does not apply to me clearly - It applies to me in a simple way - It applies to me to some extent - It applies to me well - It applies to me to a high degree - It applies to me to a very high degree) Therefore, the score for each item ranges from (7-1) The score (7) represents the choice (it applies to me to a very high degree), while the score (1) represents the scale (it does not apply to me at all).
- **Scale correction: First:** Sum the scores for each laboratory on all eight items, then divide them by the number (8) and round the result to the nearest decimal number. Thus, the maximum score for the scale is 56, which the examinee obtains if all the items apply to him to a very high degree, and the lowest score is It is (8). This means that the higher the subject's score on the scale, the more evidence that he possesses the type and vice versa.
- Second:** We compare the result with the standard to determine the extent to which the pattern matches the laboratory. As shown in Table (1).

Table .1 shows the scale standard shows the two styles of liberal and conservative thinking

Liberal style	Grades			
	Senior		Students	
Rank	Males	Females	Males	Females
Very high	7-5.1	7-5.1	7-4.9	7-4.5
High	6.5-6	6.4-6.1	6.2-5.6	5.9-5.8
Above average	5.9-5.5	5.3-4.5	5.5-.5	5.7-5
Below average	5.4-4.9	5.3-4.5	4.9-4.1	4.9-4.2
A little	4.8-4.1	4.4-3.3	4-3.6	4.1-3.8
A little bit	4-1	3.2-1	3.5-1	3.7-1
Conservative style	Grades			
	Senior		Students	
Rank				

	Males	Females	Males	Females
Very high	7-5.1	7-5.1	7-4.9	7-4.5
High	5.3-4.6	5-4.4	4.7-4.2	4.7-4.4
Above average	4.5-3.8	4.3-3.4	4.1-3.9	4.3-3.8
Below average	3.7-3.1	3.3-2.9	3.8-3.1	3.7-3.2
A little	3-2.2	2.8-2.2	3-2.4	3.1-2.8
A little bit	1.2-1	2.1-1	2.3-1	2.7-1

2. Mental fitness scale: Many sources, scientific references, studies and research were reviewed for the purpose of arriving at a mental fitness scale that suits the research sample. The researchers relied on the scale prepared by (Wejdan) (8), as this scale consists of (97). paragraph.

Scale correction method: To calculate the score that the respondent obtains by answering the scale items, correcting the scale on two degrees (1) and (0), where (1) is given if the answer is positive and (0) is given if the answer is negative. In this way, the total score was calculated. For each test respondent, by summing his answer scores from all items, where the lowest score for the test was (0) degrees, and the highest score was (97) degrees, with a hypothetical average of (48.5) degrees.

3 .Mental Motivation Scale: We relied on the Mental Motivation Scale (Lama) (6), as the scale consisted of (34) items distributed over five areas: (mental focus - orientation towards learning - cognitive integration, self-confidence - creative thinking), As follows:

- The first area: mental focus, which consists of (7) paragraphs.
- The second area: Orientation towards learning, which consists of (8) paragraphs.
- The third field: cognitive integration, which consists of (6) paragraphs
- The fourth domain: self-confidence, which consists of (7) paragraphs.
- The fifth field: Creative thinking: It consists of (6) paragraphs.

The scale also consists of (4) answer alternatives, which are (Agree - Agree to some extent - Disagree to some extent - Disagree at all). With weights of (1,2,3,4) for positive statements and their opposite for negative statements, thus the highest score for the scale is (136) degrees and the lowest score is (34) degrees. The hypothesized mean is (85). Whenever the score is higher than

the hypothesized mean, this indicates that the learner possesses mental motivation, and whenever the score is lower than the hypothesized mean, this indicates a lack of mental motivation among the learner.

4. Transmission test (1) (Hamoudi)

- **Purpose of the test:** to measure the serving skill of a volleyball player in a situation similar to a match.
- **Equipment:** legal volleyball court, legal volleyball, court prepared.
- **Performance specifications:** The player stands in the middle of the end line of the half court facing the half of the planned court, 9 meters from the net from this place, and the player holds the ball and serves in any way so that the ball crosses the net to the planned half of the court.
- **Conditions:** 1- Each player has ten attempts. 2- If the ball goes out, the player's attempt will be counted among the ten attempts and no points will be counted for it.
- **Scoring:** For each correct serve, the number of the area in which the ball lands in the planned half of the court is calculated. Since the player has ten attempts at this test, and since the scores are distributed among the areas from 1 to 4 degrees, the maximum score for this test is (40) degrees. . Note that if the ball falls on a line separating two areas, the player will be credited with a score of A for the higher area."

Exploratory experiments were conducted for each of the scales of liberal and conservative thinking styles - mental fitness - mental motivation - transmission test) on a sample of fourth-year female students at the College of Physical Education and Sports Sciences for Girls / University of Baghdad, who numbered (5) students from Division (B), which is a sample. From outside the main research sample and from

within the research community, the two scales (mental fitness - mental motivation) were applied in one of the theoretical classrooms in the college on 5/4/2023, while the scale of liberal and conservative thinking styles was applied to the same sample and in the same place. The next day, after that, the third exploratory experiment was conducted to test the transmission in the Great Hall of the College of Physical Education and Sports Sciences for Girls / University of Baghdad and on the volleyball court on 10/4/2023. The purpose of the experiment is:

1. Identify the suitability of standards and testing at the sample level.
2. Identify the difficulties that the researcher may face during the main experiment.
3. Knowing the efficiency of the assistant work team.
4. Know the time it takes to implement metrics and testing.

In light of the results of the exploratory experiment, the above was confirmed.

The scientific foundations for the standards and testing were found by presenting the standards to the experts. The experts agreed on the suitability of the standards and testing for the sample and for measuring what it was designed to measure at a rate of (100%). Thus, the validity of the standards and testing was achieved. As for the stability of the standards and tests, it was achieved through testing and retesting, as it was re-applied. Measures on the exploratory experiment sample 14 days after applying the first test, while the transmission test was re-applied after 5 days and by extracting The simple correlation coefficient between the results of the first and second applications showed that the results of the correlation coefficient for the variables (liberal and conservative thinking styles - mental fitness - mental motivation - transmission) were (0.78 - 0.85 - 0.88 - 0.92 - 0.97), respectively, thus achieving the stability of the measures and tests.

Main experiment:

After defining the standards and testing the study, a measure of liberal and conservative thinking styles was distributed to members of the main

research sample, which numbered (25) female students from Section (C) in one of the theoretical classrooms of the College of Physical Education and Sports Sciences for Girls - University of Baghdad, with the help of the assistant work team, on 25/4/ 2023 The details of the scale and the method of answering it were explained, with the necessity of answering all questions with great care and honesty and not leaving any paragraph unanswered. After distributing the scale and its explanation and giving sufficient time to answer, the questionnaires were collected from the sample members to empty their data based on the keys to correct the scale. In light of the sample's answers and their results, female learners with liberal thinking and conservative thinking were identified. As for the two measures of mental fitness and mental motivation, it was conducted on April 29, 2023. The same steps were followed that were taken when applying the thinking styles measure in terms of the sample and the place of implementation, as well as distributing the two measures and explaining them to the sample members, mentioning the method of answering and giving sufficient time to answer and after the end. Sample members from the response questionnaires were collected for statistical processing. After completing the application of the standards, the researchers conducted a volleyball serve test in the indoor hall of the College of Physical Education and Sports Sciences for Girls / University of Baghdad and on the volleyball court on 2/5/2023, and the test data was transcribed into special forms for statistical processing. This is to make a comparison between female learners with the liberal style and the conservative style in the dependent variables (mental fitness - mental motivation - transmission) to find out which of the two styles is better in these variables or whether there are no differences between the two styles in the variables under study. The researchers used the statistical package (SPSS) to extract the results using the following statistical methods (arithmetic mean - standard deviation - self-honesty coefficient - percentage)

Results:

Table .3 (Preparing the sample according to the two types of thinking (liberal - conservative)

Total number	Liberal style	Conservative style
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25

9

16

After applying a scale for the liberal and conservative thinking styles on the main experiment sample and comparing the results with the standard of the scale, it was found that the number of female students with the conservative style was greater than the number of female

students with the liberal style. This indicates that female students are more inclined to follow traditional and recognized methods and stay away from methods and strategies that are unfamiliar to them.

Table .3 shows the variables of fitness and mental motivation for the liberal thinking style

Variables	Arithmetic mean	Standard deviation	Hypothetical mean
mental fitness	61,32	1,65	48,5
Mental motivation	94,57	1,33	85
Transmitter	25,55	1,16	

It is clear from Table (3) that female students with a liberal style possess mental fitness, as well as mental motivation and serving performance, as the results showed that the value of the arithmetic mean is higher than the value of the hypothetical mean.

Table .4 shows the variables of fitness and mental motivation for a conservative thinking style

Variables	Arithmetic mean	Standard deviation	Hypothetical mean
Mental fitness	43,78	1,10	48,5
Mental motivation	11,79	1,36	85
Transmitter	18,34	1,14	

It is clear from Table (4) that female students with a conservative style do not possess (mental fitness - mental motivation), in addition to performing the serve poorly, as the results showed that the value of the arithmetic mean was less than the hypothetical mean.

Table .5 It shows the correlation between the study variables

Variables	Liberal style	Conservative style
Mental fitness	0,89	0,77
Mental motivation	0,91	0,80
Transmitter	0,86	0,75

Table .6 It shows the comparison between the two styles of liberal and conservative thinking in the variables of the study

Variables	Liberal style		Conservative style		T calculated	Error level	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Mental fitness	61,32	3,65	43,78	3,10	34,39	0.000	Sig
Mental motivation	94,57	2,33	79,11	2,36	35,95	0.000	Sig
Transmitter	25,55	1,16	18,34	1,14	6,61	0.000	Sig

Discussion:

It is clear from Table (5) that there are significant differences between the two thinking styles (liberal - conservative) in the study variables (mental fitness - mental motivation - sending), in

favor of female students with a liberal thinking style.

The researchers attribute the reason for this to the fact that female learners with a liberal style tend to be liberal and stay away from the ordinary, and

thus they have a greater ability to think and use mental processes, and thus they possess (mental fitness - mental motivation), and this in turn will lead them to perform the skill and think about it correctly. (Shahad)and Iqbal explained, “Mental motivation has a significant correlation with the acquisition of some safety concepts for fifth-grade primary school students” (9).

The liberal, as (Al-Kharashi) points out, “is the intellectual system that does not aspire to anything other than describing free human activity, explaining its aspects, and teaching about it” (2). (Al-Zumairi)also pointed out that it is “an intellectual doctrine that exchanges absolute freedom in all fields and focuses on the principle of independence.” (4) While we find from the previous tables that there is a weakness in the variables of the study (mental fitness - mental motivation - transmission), the researchers attribute the reason for this to the fact that the conservative line tends to follow everything that is familiar and common, and thus the process of thinking and searching for newness and creativity is weak and therefore the This will cause a weakness in the variables (mental fitness - mental motivation) and in turn will reflect negatively on the skill performance of the serving skill, and this is what(Ula Salam)and Salma explained: “The greater the mental motivation, the better the performance of the artistic gymnastics skills of the students of the College of Physical Education and Sports Sciences for Girls” (10) The conservative style, as (Dhouqan) point out, is “thinking that adheres to rules and traditions. Conservative thinking is characterized by its adherence to the prevailing laws and conditions and does not wish to bring about rapid changes, but rather believes that natural development alone is sufficient to bring about change (3), and that mental motivation helps learners to highlight their abilities.” In addition, their ability to continue performing, as the greater the motivation, the greater the activity, and thus correct learning.

As(Wejdan)pointed out, “mental fitness is more complex and requires great effort and long-term investment and only appears in people who have a strong motivation and reasons that make them strive to achieve distinction from others and provide them with greater opportunities in their lives, which affects their standard of life

positively” (8) Therefore, a person who has mental fitness will have motivation, and this in turn will contribute to improving mental fitness and motivation towards performing the skill of serving. As (Mar’i) pointed out, “employing mental motivation with a high degree of arousal for the purpose of achieving the best results” (7) (Ali) indicated that mental motivation stimulates the individual’s action and directs his mental behavior towards solving the problems facing him or evaluating situations and making decisions using higher mental processes and expressing his tendency towards thinking, and that it is a condition that qualifies its owner to accomplish serious innovations (5). All of this contributed positively to better performance of the serving skill. As mentioned in the similar studies (11), (12) & (13)

Conclusions:

- The number of female students with a conservative thinking style exceeds the number of female students with a liberal thinking style, and therefore the conservative thinking style is dominant.
- Female students with a liberal thinking style have mental fitness and mental motivation, as well as performing the serving skill.
- Female students with a conservative thinking style have weakness in study variables (mental fitness - mental motivation - transmission).
- Liberal and conservative thinking styles have a positive role in mental fitness, mental motivation, and performance of the volleyball serving skill.
- There is a difference between the liberal and conservative thinking styles in the variables of the study (mental fitness - mental motivation - transmission).
- Female students with a liberal thinking style outperformed students with a conservative thinking style in the study variables (mental fitness - mental motivation - transmission).

Recommendations:

- It is necessary to measure female students’ thinking styles to know each type of female students
- Identifying students’ thinking patterns to test learning methods that suit their styles
- Conduct similar studies on similar samples

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Appendix(1)

Liberal thinking style scale

Scale instructions: First: Read the scale instructions carefully. **Second:** Read each paragraph of the scale carefully, then put a check mark in front of each paragraph and below the choice that most applies to it.

No.	Paragraphs	It does not	It does not apply	Applies to it simply	It applies to him	Apply it well	It applies to a	It applies to a

		apply to him at all	to it clearly		to some extent		high degree	very high degree
1	I like to work on projects that allow for practicing good working methods							
2	I like modes that allow me to practice good routes							
3	I like to change the routine to improve the way I do work							
4	I like to challenge old ways and ideas and search for new ones							
5	I prefer projects that allow me to approach situations from a new perspective							
6	When I face a problem, I tend to use new strategies to solve it							
7	Love searching for old problems to solve them with new methods							
8	Love doing things in a new way that no one has done before me							

Appendix(2)

Conservative thinking style scale

N o.	Paragraphs	It does not apply to him at all	It does not apply to it clearly	Applie s to it simply	It applie s to him to some extent	Appl y it well	It applie s to a high degree	It applies to a very high degree
1	I like doing things the way they were before							
2	When i am responsible for a task, i follow methods that were rarely followed							
3	I like businesses that have established traditions and rules							
4	I don't like dealing with new problems that arise at work							
5	Adhere to specific laws and rules							
6	I like situations that require going according to routine							
7	When i have a problem, i prefer to solve it using traditional methods							
8	I like situations that provide me with a traditional role							

Appendix (3)
Mental fitness scale items

No.	Paragraphs	A	B
1	When you do a certain job and succeed in it, is this?	It leads you to achieve another success	Don't care about another success
2	When life offers you an opportunity, do you?	You are good at taking advantage of this opportunity	You are not good at taking advantage of this opportunity
3	When you find someone who is better than you in studying, is this?	He pushes you to be on his level	You don't care if you are on his level
4	When you start a certain job and encounter difficulty, is this?	You undo what you started	You look forward and do not back down from what you started
5	Do you want to develop your intellectual and cultural ability?	I want to develop my intellectual and cultural ability	I do not want to develop my intellectual and cultural ability
6	If you learned that there are new methods that raise your academic level, would you?	You follow new methods that raise your scientific level	I do not want to follow new methods that raise my academic level
7	Do you feel that excellence leads you to?	More fatigue in life	Makes life easier for you
8	When you try to remember the things you put down, do you?	You draw a specific map that helps you remember	You don't draw any map
9	When you are nervous or upset in social gatherings, do you?	You can remember names very well	You can't remember names very well
10	If several events occur at different times After a while, he asked you to remember those events. Do you?	You remember the events in every detail	You remember very little
11	If you read a good book would you?	You find it difficult to remember information	You do not have any difficulty remembering information
12	When you go to the library and look for books, do you?	You remember well the titles of the books you took out of the library catalogue	You don't remember the titles of the books
13	When you read a certain book, do you?	You make a special mark to help you remember what you read	You don't need a sign
14	When he asks you a question, do you?	Your answer will be quick	Your answer will be hesitant
15	When others borrow certain items from you, do you?	Forget the items that others borrowed from you	You remember well the items that others borrowed from you
16	How would you feel if one of your colleagues asked you to provide a service for him?	I feel comfortable providing a service	I don't feel anything
17	If your feelings differ from others' feelings, would you?	You respect the feelings of others	Don't care about other people's feelings
18	If you knew that one of your friends Will your close friends at the university move to another university?	You are in pain and affected for a long time because of its transmission	Don't be affected by the move
19	If your friend asked you for a big favor at the expense of your time, would	You provide her service even if it causes you a lot of	You refuse to help her and ignore her

	you?	distress and problems	
20	When do you show your feelings to others?	Depending on the situation	You don't show any emotions at any time
21	When your feelings towards one of your friends are disturbed, do you?	Hold yourself accountable	You don't care about it and consider it normal
22	If you hurt the feelings of one of your colleagues, would you?	You get upset	Don't care about it
23	If one of your colleagues talked about her feelings towards one of her colleagues, would she?	You are affected by your colleague's feelings	Don't be affected by her feelings
24	Are you able to put yourself in the shoes of others and feel what they feel?	Capable of that	Unable to do so
25	If you face a difficult situation, are you able to?	Express your feelings	Unable to express your feelings
26	If your colleague was exposed to emotion, would she?	You sympathize with his emotions	Don't care about her emotions
27	Are you able to make friends?	Easily	With difficulty
28	If a problem occurred in the classroom, would you be?	Collaborate with your colleagues Solve the problem	Don't care about what's happening in the hall
29	If you wanted to spend free time, would you like it?	Stay alone	Spend it with family and friends
30	If your colleague invited you to her birthday party, would you prefer?	Going to a party	Stay home
31	If you were asked to work on an activities committee at the college, would you prefer to work?	Alone	With your colleagues
32	If your colleague asked you to help her explain a subject to her, would you?	You explain it	You refuse to help her
33	If you do work with your colleagues, do you feel?	Harmony with them	You don't get along with them
34	Do you feel that your teachers?	They love you and respect you	They don't like you
35	Do you feel that the professors?	Biased with some students	Not biased toward some students
36	If guests came to your house, would you prefer?	Stay with guests	Isolate and stay away from them
37	If you want to make new friends, do you?	You take the initiative	You wait for them to come to you
38	If you were offered a sum of money to get happiness?	You refuse money. You do not need more money. Money is secondary to you	You accept money, as it is the true source of happiness
39	In your opinion, what is the relationship between health and happiness?	There is a simple relationship between them	Health is an important factor in happiness
40	If you are offered a difficult job?	You accept because it makes you happy	You refuse because it is difficult work
41	What quickly affects your happy mood?	When you don't get as much attention from others as you had hoped	Influence
43	Are you one of those who rejoice and have a smile on their faces and joy in their hearts over the smallest things?	Yes, i rejoice from my heart	My happy mood is one thing

	Like hearing a joke or seeing a child?		
44	Are you one of those who rejoice and have a smile on their faces and joy in their hearts over the smallest things?	- i am happy with my academic major	No, i feel that these things bother me
45	Like hearing a joke or seeing a child?	I live a monotonous life	I am not happy with my major
46	Are you happy with your specialized studies?	With family and friends	I don't live a monotonous life
47	Do you live a monotonous and unhappy life?	I feel happy when i buy something new	When you stay away from others
48	When do you feel happiest when you are?	Happiness	I don't feel happy when i buy something new
49	Do you feel happy when you buy something new?	You leave the decision to someone older than you	Greatness
50	If you had to choose between happiness and greatness, what would you choose?	You tend to submit to their opinion	You decide for yourself and bear the consequences
51	If you encounter a situation that requires a decisive decision, what would you be?	Rely on yourself	You insist on your decision even if it angers them
52	When you are convinced of something and make a decision about it, and your parents oppose you, then you?	You make a plan for how to complete the work on your own	You depend on others to solve your problem
53	If you encounter a problem in your studies, what do you decide?	Stay away from him	You consult with your close colleagues to accomplish it
54	How do you describe your decisions towards others?	Take their feelings into consideration	Relying on realistic logical ideas
55	If you felt embarrassed by a situation, what would your decision be?	Withdrawing from the position	Hold the position
56	If you discover an unwanted situation that causes harm to you and your colleagues?	Don't act personally and settle the matter by making a quick decision	You leave it because you can't make a decision
57	If you were asked to make a decision about a scientific issue, what would you do?	Verify the information before making a decision	You make your decision without consulting me
58	Steps to follow?	Before collecting information about them	Scientific sources
59	Are you a judgmental person?	You can't face the problem	After collecting information about them
60	When you encounter a problem, what do you do?	You feel frustrated	You are trying to reach
61	When you find that your ability does not help you face life's problems, do you?	Help from others	Solution quickly
62	When you encounter a certain problem, do you ask?	Solve it randomly	Life's problems will not affect you
63	If a problem occurred between you and your colleague?	You are looking for the reasons for the dispute and clarifying the solution mechanism	You consider this to be normal and it happens to most people
64	When you face a family problem, you look into?	Important factors in its occurrence	You study it from all sides and find out how to solve

			it without delving into the details
65	When you face a family problem, you look into?	Know the causes of these problems	You ignore it and consider it normal
66	When you face a family problem, you look into?	Has the ability to link aspects of a problem	He does not have the ability to connect aspects of the problem
67	If there are many problems between you and others	A strong competitor to them	Just participate with them
68	So are you trying?	You seek to postpone some of them to get rid of the pressure	You prefer to perform it without worry and confusion
69	When you fail to solve a particular question, you?	You stay away from solving it as long as you have failed at it	You continue to solve it no matter how much effort or time it costs you
70	When you are assigned a job or task	You keep it up until the end	You leave it because it is difficult to continue
71	While you were doing it, you felt that it required effort and endurance, so what?	You leave it and don't care if you can solve the puzzle or not	You work hard to solve it and do not leave it until you reach a solution
72	When you find a difficult puzzle in a magazine that takes time	You challenge him and do the work despite all the consequences	You avoid doing work to get rid of problems
73	If you get an acceptable grade on a particular exam in a difficult subject, the professor offers it to you Immediately repeat the exam with questions that may be difficult?	Do not participate in the exam	You agree to participate in the exam May your rank rise
74	If you happen to know that there is someone who claims to be better than you at performing a certain game?	You challenge him and ask him to compete regardless of the result	You avoid confronting him in that game
75	If it happens that others fail to accomplish a certain job that you want to do, then this?	It makes you stay away from him for fear of failure	It motivates you to insist on succeeding in achieving it
76	If you are asked to give your vote and your approval on an issue that you do not believe in at a time when most others vote for it, then you?	You refuse to give your vote or approval, whatever the outcome	You give your vote or approval to avoid getting into trouble with others
77	If you find a question during the exam, it can be solved	The hard and rare way	The easy and usual way
78	In several ways, do you tend to solve it?	You apologize in any way you can because you can't do it	You use all your capabilities and abilities to succeed in explaining it
79	If you do not like a particular subject and the professor assigns you to explain it in the next lecture, then you?	It is characterized by openness and enlightenment	Rigid and non-negotiable
80	If new changes occur in society, will it? What are your opinions on a particular topic?	You change your mind	You insist on your opinion
82	If someone made a mistake against you, would you?	You forgive him	Unable to forgive him
83	If the discussion became heated between you and your colleagues,	You take the opinions of colleagues	Just stick to your opinion

	would you?		
84	If you do a job and get used to it, is it?	It's easy to do another job	It is difficult for you to do another job
85	The work you do?	It is characterized by enlightenment and change	B with stagnation and stability
86	Are you one of those people who cling?	Strict social traditions	Flexible social traditions
87	Do you prefer a relaxed lifestyle?	Change, whatever the reasons	Stay in the routine
88	Is the way you treat others characterized?	With consistency	By change
89	If you were asked to do a specific job, would you?	You hesitate to implement it	You implement it perfectly
90	If you saw one of your colleagues making a certain mistake?	You correct the error	You just look
91	If you were asked to discuss a topic and there were strong discussants, would you?	It will be easy	It will be difficult for you to defeat the debaters
92	What is your hope for the future?	You have to defeat the debaters	My hope for the future is strong
93	If one of your colleagues made fun of you, would you?	My hope for the future is weak	Don't care about his sarcasm
94	You were asked to give your opinion on a topic?	You feel insulted by his sarcasm	Give your opinion freely
95	If you were exposed to a difficult situation and overcame it, would you?	You feel embarrassed	Try it hard
96	What do you expect for most of the work you do?	You hesitate to try another position	Failure
97	If you met someone for the first time, would you?	Success	You meet him with great confidence

Appendix(4)
Items of the mental motivation scale

No.	Paragraphs	Ok	Fairly agree	Somewhat disagree	Not agree at all
1	I focus on the skills that interest me in volleyball				
2	I focus on alternative solutions when faced with a problem				
3	I find it difficult to concentrate when applying complex skills in volleyball				
4	I like to get the skill right				
5	I rely on myself to apply volleyball skills				
6	I will be careful to do everything the teacher asks of me				
7	I prefer to learn the skill on time				
8	I prefer to learn new things about the game of volleyball myself.				
9	The internet is a useful tool in searching for information related to the game of volleyball				
10	I am looking forward to learning more information regarding the game of volleyball.				
11	Pay attention to all the ideas the teacher gives about volleyball.				

12	I like to learn the most important rules of the game.				
13	Sometimes i don't respond to the teacher's ideas.				
14	I would love to learn volleyball playing strategies.				
15	I'm quick to connect volleyball skills to each other				
16	I precede the teacher when he presents a solution to a problem				
17	I have the ability to solve the problem that the teacher presents to us.				
18	I like to help my colleagues reach the best solution				
19	My interest in my colleagues makes them treat me with politeness and respect.				
20	My love for my colleagues keeps me away from helping them.				
21	I am good at learning movements that require speed.				
22	I love mingling with athletic people				
23	It bothers me that i don't look good in a sports uniform				
24	I feel shy when speaking in front of a group of athletes				
25	I'm lucky to be as handsome as i am				
26	Meeting new sports people is a great pleasure for me				
27	I always look forward to it, and my self-confidence is greater than many people i know				
28	Many people find my physical appearance unattractive				
29	Make appropriate plans to solve problems				
30	I find that i am different from my friends in my physical abilities				
31	I have the ability to develop multiple models of problems				
32	My friends consult me to solve their own problems				
33	I have a desire to share with others to find new solutions				
34	Deep thinking helped me facilitate many learning difficulties				

دراسة مقارنة بين نمطي التفكير الليبرالي والمحافظ في اللياقة والدافعية العقلية وأداء مهارة الإرسال بالكرة الطائرة للطلّبات

لمى سمير حمودي 1 ، مريم لواء عبد الفتاح 2 ، مروة سعدي محمود 3 ، مروة لواء عبد الفتاح 4
1, 2, 3 & 4 جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات

تكمّن مشكلة البحث في صعوبة أداء الطالّبات لمهارة الإرسال بالكرة الطائرة وقد تعرّض الباحثات سبب ذلك الى وجود فروق فردية بين الطالّبات وقد تكون من أسبابها اختلاف أنماط تفكير المتعلمين واختلاف خصائص وصفات كل متعلم وهذا بدوره قد يسبب اختلاف بين الطالّبات في اللياقة والدافعية العقلية وهذا بدوره ينعكس على أداء المهارة قيد الدراسة. وهدف البحث الى التعرف على المتعلّقات من ذوي التفكير الليبرالي والمحافظ لدى عينة البحث والتعرف على (اللياقة العقلية- الدافعية العقلية- أداء مهارة الإرسال بالكرة الطائرة) لدى عينة البحث والمقارنة بين نمطي التفكير الليبرالي والمحافظ في (اللياقة العقلية والدافعية العقلية) لدى عينة البحث. وافترضت الباحثات تباين بين المتعلّقات في المتغيرات (انماط التفكير الليبرالي والمحافظ - اللياقة العقلية- الدافعية العقلية - أداء مهارة الإرسال) بالكرة الطائرة، ولا توجد فروق ذات دلالة إحصائية بين نمطي التفكير الليبرالي والمحافظ في اللياقة والدافعية العقلية لدى عينة البحث، ولا توجد فروق ذات دلالة إحصائية بين نمطي التفكير الليبرالي والمحافظ في أداء مهارة الإرسال بالكرة الطائرة لدى عينة البحث. وتم استخدام المنهج الوصفي بأسلوب العلاقات الارتباطية والمقارنات على عينة من طالبات المرحلة الرابعة في كلية التربية البدنية وعلوم الرياضة للبنات- جامعة بغداد والبالغ عددهن (25) طالبة من أصل (107) طالبة. وتمثلت أدوات البحث (مقاييس أنماط التفكير الليبرالي والمحافظ- اللياقة العقلية- الدافعية العقلية- الإرسال) بعدها أجريت التجربة الرئيسية وذلك بتنفيذ جميع المقاييس والاختبار على عينة التجربة الرئيسية وعلى ضوء النتائج تم التوصل الى الاستنتاجات وكانت من أهمها ان عدد الطالّبات اللواتي من نمط التفكير المحافظ يفوق عدد الطالّبات من ذوات النمط الليبرالي ولذلك فأن نمط التفكير المحافظ هو السائد. وتمتع الطالّبات من ذوات نمط التفكير الليبرالي باللياقة العقلية - الدافعية العقلية فضلا عن أداء مهارة الإرسال. فضلا عن ان الطالّبات من ذوات نمط التفكير المحافظ لديهن ضعف في متغيرات الدراسة (اللياقة العقلية - الدافعية العقلية - الإرسال). وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد).

مستخلص البحث

الكلمات المفتاحية | انماط التفكير ، النمط الليبرالي ، النمط المحافظ، اللياقة العقلية، الدافعية العقلية، الإرسال، الكرة الطائرة