The psychological climate and its role in enhancing academic self-motivation among female students of the College of Physical Education and Sports Sciences

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Abstract

The psychological climate is one of the important psychological aspects that must be taken into consideration and paid attention to by specialists in the field of education. Whether the climate is negative or positive, it will be reflected in the student's behavioral attitudes when dealing, whether with his peers or with the teacher, during or outside the educational situation. Motivation is the activity or Effectiveness and energy. The importance of the current study becomes clear through the researchers' endeavor to identify the importance of the psychological climate of university students and its impact on the academic self-motivation of female students of the College of Physical Education and Sports Sciences for Woman /University of Baghdad. Therefore, the researchers relied on the descriptive approach using the survey method and correlational relationships to suit the nature of the study and its objectives. The two measures of the study used both psychological climate and motivation in the same way, as their number reached (312) female students, distributed as follows: (142) female students for the fourth stage, (170) female students for the third stage, and the researchers concluded There is a positive correlation between the psychological climate and the academic motivation of students at the College of Physical Education and Sports Sciences for Woman. Sports are an essential component of elements of sustainable development within the framework of the comprehensive educational system, knowing the extent of their impact climate change and sustainable development in physical education lesson. and this achieves one of the sustainable development goals of the United Nations in Iraq which is (Quality Education)

Keywords	Psychological Climate, Self-Motivation

Introduction:

The developed countries of the world are witnessing a wide interest in all psychological influences that serve the educational process and contribute to its improvement, since the learning process is in constant conflict and strong competition among them, and that developments are clear in the topics, research and theories of the various human sciences, especially the study of psychological, social and educational factors in... Students and take them into consideration for the purpose of achieving a high level of progress in their specialized field of study. The psychological climate, according to what many researchers in the field of group psychology have described,

point out, including (Nibras Yousef Muhammad Al Murad), that "the psychological climate is a psychological component or structure, and it is an internal representation or depiction of how the individual perceives situations and the internal relationships between members of the group, which not everyone can As an individual in the group, we evaluate it clearly" (9). The psychological climate is one of the important psychological aspects that must be taken into consideration and paid attention to by specialists in the field of education. Whether the climate is negative or positive, it will be reflected in the student's behavioral attitudes when dealing, whether with his peers or with the teacher, during

or outside the educational situation. Therefore, preparing physical education students Sports science provides comprehensive preparation in all physical, skill and psychological aspects. It must take into account all psychological, social and educational aspects. It is necessary to consider the level of the psychological climate that contributes to reaching the highest levels and after creating the appropriate conditions that serve students in the educational environment within the college, and the ability to Optimal use of them during the lesson. Motivation is considered a form of the individual's self-excitation process, which in turn works to create a kind of activity, effectiveness, and energy, or it is considered the individual's internal drive, which aims at the student's ability to set the correct goals and work to achieve them, and as stated by his response to me (the ability to organize... Tension, tension, or motivation in any muscle of the body is the basic rule for developing the performance efficiency of any movement pattern. (129) (Hanan Hussein Nimah) indicated (academic self-motivation as an internal process that activates and directs the student in order to maintain her behavior. Academic self-motivation in the field of learning is of interest to many researchers in the educational field, as it ensures the possibility of creating inclinations among students and taking them into meaningful academic activities. It is worth the effort, and the academic benefits and advantages resulting from it can be touched, and there are many factors that influence and contribute to the development of motivation for learning, including planning and focus, and academic self-motivation works to intensify the efforts and energy expended to achieve the goals related to learning, and determines whether the student has the ability in a particular task. With enthusiasm, longing, and perseverance to carry out a certain behavior until it is accomplished, or you will carry out the work with a kind of complacency (1), from here it is noted that motivation to learn requires more than just the desire to learn, as it includes strategies for effective and meaningful study such as: summarizing, expanding For basic ideas, drawing diagrams of the basic relationships between concepts, etc. This is what (Shahad Faiq, & Iqbal Abdul-hussein) emphasized, "Motivation is one of the important concepts that has an effective impact on the learning process, especially as it is linked to the level of achievement and performance, as motivation is one of the basic things on which achieving the goal in the learning process depends." In any of the various fields, whether in teaching thinking methods and characteristics, or in forming cognitive trends or collecting knowledge and information." (15). The importance of the current study is demonstrated by the researchers' endeavor to identify the importance of the psychological climate of university students and its impact on the academic self-motivation of female students of the College of Physical Education and Sports Sciences for Woman /University of Baghdad. The problem of the research shows that the educational process, especially in academic institutions such as universities, must enjoy a good psychological climate through which it contributes to helping its students acquire many psychological traits and qualities and their reflection on the intrinsic motivations and tendencies that serve the student and thus reflect positively on his scientific and cognitive level during his studies. Therefore, the student's psychology and acceptance in the university environment is a condition that must be met by female students, and this can only be achieved by creating a good, healthy and psychological climate. The more positive these conditions are, the more they lead in the final result to a process of psychological preparation and good learning. From here, the research problem emerged through the researchers' endeavor to identify the extent to which the availability of this climate among students at the College of Physical Education and Sports Sciences for Woman /University of Baghdad, and the extent of its impact on the students' academic self-motivation by asking the following question:

- Do the students of the College of Physical Education and Sports Sciences for Woman /University of Baghdad enjoy a good psychological climate?
- Do the students of the College of Physical Education and Sports Sciences for Woman / University of Baghdad have academic self-motivation?
- Is there a positive or negative effect of the psychological climate on academic self-motivation among female students of the

College of Physical Education and Sports Sciences for Woman / University of Baghdad?.

The research objectives were: preparing a measure of the psychological climate for students of the College of Physical Education and Sports Sciences for Woman /University of Baghdad, preparing a measure of academic self-motivation for students of the College of Physical Education and Sports Sciences for Woman /University of Baghdad, identifying the degree of psychological climate and academic self-motivation for students of the College of Physical Education and Sports Sciences for Woman / University of Baghdad, identifying the relationship between the psychological climate and academic self-motivation among female students of the College of Physical Education and Sports Sciences for Woman / University of Baghdad. Research fields: The human field: third and fourth year students in the College of Physical Education and Sports Sciences for Woman / University of Baghdad. The time field: 11/7/2021 - 2/28/2022. The spatial field: the classrooms of the College of Physical Education and Sports Sciences for Woman / University Baghdad. It was to define the terms: psychological climate: - which represents the environment that the individual perceives, appears to him, and feels about, and he responds to it in the light of this perception and feeling. This environment is the realistic environment of the individual, which may be the same for a number of individuals, but it constitutes different

psychological environments for each individual in society. (7). Academic intrinsic motivation: It is a group of psychological forces that determine the direction of the learner's behavior, the level of effort he exerts, and the level of his determination to continue the learning process in the face of the obstacles he faces. (11).

Method and procedures:
Research Methodology:
The researchers relied on the descriptive approach using the survey method and correlational relationships to suit the nature and objectives of the study.

Research sample:
The research community was identified, which was represented by the students of the College of Physical Education and Sports Sciences for Woman / University of Baghdad for the academic year 2021-2022, as their number reached (312) students, distributed by (142) students for the fourth stage, (170) students for the third stage, and these two stages were selected from The researchers accepted that female students would be more specific about their psychological and educational goals, as well as the possibility of learning about the psychological climate within the college as they continue to study for more than two years. Therefore, the researchers determined each of the preparation, application, and exploratory experiment samples, which were chosen randomly by lottery according to the table below.

Table .1 shows details of the study sample

No.	Number of female students	Preparing Sample		
		Preparing	application	exploratory experiment
third level	142	50	55	10
The fourth stage	170	50	55	10
the total	312	100	110	20
percentage	%100	%32.05	%35.25	%6.41

Methods, devices and tools used in research:
The research methods included: Arab and foreign sources and references, a questionnaire by experts and specialists for the two study scales, data release forms, as well as the two scales used.

The devices and tools used included: an HP computer, a manual electronic calculator, Excel 2016, and various office tools.

Field research procedures:
- Preparing a psychological climate scale for students of the College of Physical Education and Sports Sciences for Woman /University of Baghdad.
- Preparing an academic self-motivation scale for students of the College of Physical

Education and Sports Sciences for Woman /University of Baghdad.

Steps for preparing the study scales
The two measures of the study
- Psychological climate: The researchers relied on the scale prepared by (Rajaa Hassan) (3), which includes 49 Paragraphs distributed over 6 areas: (psychological pressures 7 Paragraphs, the area of teaching method and curricula 6 Paragraphs, the area of social relations 8 Paragraphs, the area of educational goals). The behavioral field contains 7 Paragraphs, the morale field contains 7 Paragraphs, the respect and feeling of virtue field contains 5 Paragraphs), and the field contains negative and positive Paragraphs, as the number of negative Paragraphs in the field is 22 Paragraphs.
- Academic self-motivation: The researchers relied on (Zahraa's) scale (4), which included 28 Paragraphs, distributed over 7 fields, the Paragraphs of which were distributed equally, 4 Paragraphs for each field. The fields are (weak motivation, superficial organization motivation, inculcated organization motivation, and conforming organization motivation, Excitement motivation, achievement motivation, and knowledge motivation)

Testing the validity of the Paragraphs of the two study scales
The researchers modified the paragraphs that required change while maintaining the same meaning and purpose for which they were developed, and demonstrated the validity of the change by presenting these original and modified paragraphs to a group of experts and specialists in the field of educational and sports psychology. After reviewing the opinions, the researchers found that these paragraphs obtained Complete agreement by experts about its validity.

Determine the style and wording of the scale Paragraphs:
The researchers relied on the modified five-point Likert method in formulating the Paragraphs of the two scales (psychological climate, academic self-motivation), as it provides the student with a greater opportunity to express his behavior and opinion and asks him to determine his answer by choosing an alternative from several alternatives with different weights. In addition, the researchers, in order to reduce Regarding the possibility of falsification of the testers' answers, by not mentioning the name of the tester, and the possibility of trusting that the answer will be in complete confidentiality, reliance was placed on the answer alternatives for the scale Paragraphs, and after agreeing with the experts' opinion on them with them, there were five alternatives for each item, as shown in Table (2). and (3)

Table .2 shows the answer alternatives and correction key for the Paragraphs of the psychological climate scale

No.	Paragraphs	Very agree	Agree	Neutral	Disagree	Very disagree
1	Positive paragraphs	5	4	3	2	1
2	Negative paragraphs	1	2	3	4	5

Table .3 shows the answer alternatives and the correction key for the Paragraphs of the academic self-motivation scale

No.	Paragraphs	Applies to me always	Applies to me a lot	Applies to me sometimes	Applies to me a little	Does not apply to me
1	Positive paragraphs	5	4	3	2	1
2	Negative paragraphs	1	2	3	4	5

Preparing instructions for answering the scale:
The researchers developed special instructions to clarify how to answer the Paragraphs included in

the scale. In preparing these instructions, the researchers took into account that they should be clear, easy and understandable. To increase

clarity, they included instructions on how to answer the Paragraphs of the scale, and it was indicated in the instructions that the answer is important. In accordance with the requirements of the laboratory actually.

Exploratory experiment:
The researchers conducted the exploratory experiment, accompanied by the assistant work team, in order to identify the clarity of the paragraphs and words contained in each paragraph of the two study scales (psychological climate and academic self-motivation) before the researchers went through the main experiment procedures, and the researchers came out with the results of this experiment, which were clearly represented. For all the statements, the average answer for the psychological climate scale ranged from (16) minutes, while the average answer for the academic self-motivation scale ranged from (9 minutes), in addition to the ability of the assistant work team to manage the main experiment.

Main experience:
Applying the two study scales to the population sample
The researchers applied the two measures of the study to a population sample of (100) students from the College of Physical Education and Sports Sciences for Woman /University of Baghdad for the third and fourth stages, with 50 students for each stage, as the researchers were keen to

emphasize by the assistant work team the necessity of the members of the preparation sample to commit to reading Instructions and paragraphs accurately and to answer honestly and honestly all the Paragraphs of the scale. This was done during the period from Tuesday (23/11/2021) to Monday (29/11/2021).

Correction of study scales:
After applying the scale to the sample number, collecting the questionnaires and extracting the total scores for it using the correction key, which is the correction key (1-5) for the positive Paragraphs and (1-5) for the negative Paragraphs, according to what was prepared in advance for this purpose, and the total score was calculated on the basis of the sum of the weights of the answers to the Paragraphs. The psychological climate scale is (42) Paragraphs for the scale, as the lowest score for the scale was (42), the highest score for the scale was (210), and the hypothetical mean was (126); As for the academic self-motivation scale, which has (28) Paragraphs, the lowest score for the scale was (28), the highest score for the scale was (120), and the hypothetical mean was (74). The researchers then collected these scores to find the total score for each field and then the score. College for each form using the correction key prepared for that purpose.
Statistical description of the two study scales

Table .4 shows the statistical description of the sample responses to the two study scales

Scale	Arithmetic mean	Standard deviation	Median	Skewness	Highest score	Lowest score
Psychological climate	204.657	19.74	206	0.491	219	176
Academic self-motivation	112.865	8.583	116	0.932	129	89

Through the table above and the values shown by the table, both measures have a normal distribution for the sample numbers according to the results of their answers based on the value of the skewness coefficient and according to the normal distribution curve, both measures had a value of the skewness factor within the normal limits of ±3, and thus the researchers set out to find the scientific foundations for both measures. .

Scientific foundations for the two study scales:

Validity:
Discriminatory ability (the two extreme groups) of the two study scales:
The researchers used one of the most reliable types of validity in descriptive research, which is discriminating ability, by revealing the ability of each item of the scale in its ability to distinguish between the upper category of respondents on the scale and the lower category by means of the law (t) for independent samples, as the sample numbers were adopted The number of students is

(100) students from the College of Physical Education and Sports Sciences for Woman /University of Baghdad. The discriminatory ability was calculated after the researchers collected the questionnaires in descending order. After that, the researchers selected a percentage that constitutes 27% of the total number of questionnaires. What represents (27) questionnaires for each of the upper and lower groups, and the process of calculating the discrimination coefficient for each of the Paragraphs of the two study scales, which numbered (49) Paragraphs for the psychological climate scale, and (28) Paragraphs for the academic self-motivation scale, was calculated based on the Statistical Portfolio for the Social Sciences. (Spss) The value of the significance level (sig) was considered statistically significant to less than (0.05), and Table (5) shows the test results for all Paragraphs.

Table .5 shows the arithmetic mean and standard deviation for the upper and lower groups, the calculated T-value, and the statistical significance of the psychological climate scale.

No.	Upper limits 27%		Lower limits 27%		T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
1	4.431	0.728	3.745	1.339	3.215	0.002	Sig
2	4.139	1.280	3.216	1.154	3.414	0.001	Sig
3	4.392	0.723	3.394	1.133	5.344	0.000	Sig
4	4.843	0.418	3.476	1.206	7.660	0.000	Sig
5	3.960	1.086	2.826	1.090	5.319	0.000	Sig
6	4.579	0.856	3.023	1.304	7.023	0.000	Sig
7	4.517	0.925	3.265	1.394	5.443	0.000	Sig
8	4.569	0.608	3.078	1.412	6.921	0.000	Sig
9	4.512	0.612	3.440	1.073	6.054	0.000	Sig
10	4.529	0.731	2.912	1.246	7.945	0.000	Sig
11	4.726	0.610	3.316	1.316	7.346	0.000	Sig
12	4.284	0.832	2.786	1.319	7.354	0.000	Sig
13	4.474	0.644	3.546	1.026	5.434	0.000	Sig
14	4.743	0.483	4.492	1.362	1.201	0.912	Non sig
15	4.519	0.703	3.059	1.095	8.180	0.000	Sig
16	4.852	0.382	3.676	1.029	7.780	0.000	Sig
17	4.589	0.700	3.265	1.266	6.388	0.000	Sig
18	4.274	0.832	4.261	1.078	0.346	0.126	Non sig
19	4.364	0.787	3.442	0.963	5.179	0.000	Sig
20	4.539	0.608	3.433	1.211	6.509	0.000	Sig
21	4.476	0.578	3.485	1.173	5.356	0.000	Sig
22	4.028	0.990	3.430	1.329	2.619	0.010	Sig
23	4.663	0.476	3.313	1.257	7.189	0.000	Sig
24	4.373	0.799	3.147	1.233	6.004	0.000	Sig
25	4.624	0.564	3.422	1.004	7.541	0.000	Sig
26	4.627	0.528	4. 370	0.979	0.421	0.611	Non sig
27	4.647	0.589	3.528	1.172	6.191	0.000	Sig
28	4.474	0.731	3.660	1.033	4.538	0.000	Sig
29	3.807	0.610	1.747	0.682	5.521	0.000	Sig
30	2.128	0.613	1.656	0.715	4.914	0.000	Sig
31	3.651	0.622	3.255	0.576	0.740	0.448	Non sig
32	4.765	1.847	3.770	0.672	4.334	0.000	Sig
33	4.288	0.670	4.178	0.690	0.130	0.644	Non sig
34	4.138	0.573	3.214	0.781	4.833	0.000	Sig

35	4.008	0.511	2.188	0.621	8.022	0.000	Sig
36	3.359	0.620	2.116	0.750	3.333	0.000	Sig
37	3.678	0.601	1.144	0.684	5.754	0.000	Sig
38	4.565	0.537	2.716	0.781	4.813	0.000	Sig
39	2.338	0.600	2.220	0.572	0.820	0.524	Non sig
40	3.617	1.141	1.713	1.416	5.763	0.000	Sig
41	4.512	0.642	2.746	1.351	4.833	0.000	Sig
42	3.758	0.614	2.195	1.393	4.568	0.000	Sig
43	3.667	1.007	1.933	1.116	6.771	0.000	Sig
44	4.444	1.010	2.006	1.040	4.660	0.000	Sig
45	4.151	0.891	2.415	1.288	4.639	0.000	Sig
46	3.933	0.831	2.004	1.365	5.226	0.000	Sig
47	3.839	0.894	3.300	1.464	0.830	0.787	Non sig
48	4.519	1.153	2.636	1.501	3.881	0.000	Sig
49	4.121	0.891	3.481	1.160	4.234	0.000	Sig

When analyzing the results of the scale's Paragraphs, we found that the value of the significance level (sig) for each item had a significance level of (0.05) and a degree of freedom (52). The results of the statistical analysis showed that 7 Paragraphs were excluded, as shown in the table above, which are (14, 18, 26, 31,33,39,47) because these Paragraphs did not have the ability to be distinguished by relying on the (sig) value that was greater than 0.05, and thus the scale now contains 42 Paragraphs.

Table .6 shows the arithmetic mean and standard deviation for the high and low groups, the calculated T-value, and the statistical significance of the academic self-motivation scale.

No.	Upper limits 27%		Lower limits 27%		T value Calculated	Level sig	Type sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
1	4.822	0.395	3.744	1.163	4.542	0.000	Sig
2	4.669	0.679	3.560	1.250	4.057	0.000	Sig
3	4.958	0.192	4.152	0.818	5.037	0.000	Sig
4	4.631	0.629	3.744	1.059	3.748	0.000	Sig
5	4.368	0.741	3.180	1.110	4.611	0.000	Sig
6	4.340	0.784	3.411	1.009	3.762	0.000	Sig
7	4.487	0.642	3.743	1.227	2.778	0.008	Sig
8	4.232	0.933	3.269	1.129	3.414	0.001	Sig
9	4.768	0.506	4.113	0.640	4.244	0.000	Sig
10	3.787	0.3756	2.880	0.974	4.203	0.000	Sig
11	4.776	0.423	3.822	0.833	5.354	0.000	Sig
12	4.598	0.500	3.597	0.888	5.190	0.000	Sig
13	3.730	0.525	3.113	0.992	3.790	0.003	Sig
14	4.454	0.640	3.969	1.018	2.080	0.043	Sig
15	4.624	0.492	4.152	0.818	2.624	0.011	Sig
16	4.477	0.448	3.748	1.318	3.730	0.000	Sig
17	4.714	0.747	3.598	1.366	2.739	0.009	Sig
18	4.534	0.621	3.909	0.777	4.131	0.000	Sig
19	4.249	1.022	2.969	0.828	2.310	0.031	Sig
20	3.482	0.362	3.035	0.453	2.420	0.044	Sig
21	3.950	0.571	2.681	0.751	5.160	0.000	Sig
22	4.741	0.512	2.522	0.574	8.891	0.000	Sig
23	4.396	0.622	2.772	0.722	3.616	0.000	Sig

24	4.850	0.606	2.685	0.652	6.284	0.000	Sig
25	3.951	0.579	2.685	0.759	5.162	0.000	Sig
26	3.683	0.600	2133.	0.571	5.824	0.000	Sig
27	3.452	0.681	2.847	0.670	3.972	0.000	Sig
28	4.741	0.514	3.011	0.572	5.891	0.000	Sig

When analyzing the results of the scale's Paragraphs, we found that the value of the significance level (sig) for each item had a significance level of (0.05) and a degree of freedom (54). The results of the statistical analysis showed that all Paragraphs had the ability to be distinguished by relying on the value of (sig), which was less than 0.05.

Internal consistency of the two study scales:
The researchers extracted internal validity, which is represented by the internal consistency index, by relying on correlations using the Pearson correlation coefficient between the score of each item and the total score of the scale, the score of the item with the total score of the field, the total score of the field with the total score of the scale, and for all individuals in the sample. Construction and preparation. They number (100) students from the College of Physical Education and Sports Sciences for Woman /University of Baghdad, with internal consistency ensured through:

First: The correlation between the item score and the total score for the field and scale for the two study scales:
The researchers used the simple correlation coefficient (Pearson) in order to reach the extent of achieving the moral significance of the correlation coefficient between the scores of the sample of (100) female students, on each item of the two scales of the study (psychological climate, academic self-motivation) and their total scores for the scale. Through the sig, value corresponding to the correlation coefficient, which showed that all Paragraphs were statistically significant because the calculated value for all Paragraphs for the two study scales was greater than the tabulated value of (0.295), in addition to that, all the significance levels were less than (0.05) at the degree of freedom (98). and the table (7, 8) below shows the correlation coefficients between the item score and the total score for the field and scale.

Table .7 shows the correlation coefficient between the Paragraphs score and the total score for the total field and scale score for the psychological climate scale

No.	Paragraph's correlation to the field	sig Level	Type sig	No.	Paragraph's correlation to the field	sig Level	Type sig
1	0.497	0.000	Sig	1	0.350	0.000	Sig
2	0.577	0.000	Sig	2	0.526	0.000	Sig
3	0.488	0.000	Sig	3	0.351	0.00	Sig
4	0.393	0.000	Sig	4	0.293	0.003	Sig
5	0.592	0.000	Sig	5	0.523	0.000	Sig
6	0.653	0.000	Sig	6	0.505	0.000	Sig
7	0.439	0.000	Sig	7	0.458	0.000	Sig
8	0.558	0.000	Sig	8	0.388	0.002	Sig
9	0.613	0.000	Sig	9	0.511	0.000	Sig
10	0.457	0.000	Sig	10	0.306	0.002	Sig
11	0.514	0.000	Sig	11	0.493	0.000	Sig
12	0.676	0.000	Sig	12	0.553	0.00	Sig
13	0.684	0.000	Sig	13	0.493	0.003	Sig
14	Non sig			14	Non sig		
15	0.517	0.000	Sig	15	0.500	0.000	Sig
16	0.569	0.000	Sig	16	0.418	0.000	Sig
17	0.475	0.000	Sig	17	0.381	0.000	Sig
18	Non sig			18	Non sig		

19	0.539	0.000	Sig	19	0.369	0.003	Sig
20	0.362	0.000	Sig	20	0.303	0.002	Sig
21	0.699	0.000	Sig	21	0.472	0.000	Sig
22	0.570	0.000	Sig	22	0.323	0.001	Sig
23	0.653	0.000	Sig	23	0.457	0.000	Sig
24	0.673	0.000	Sig	24	0.444	0.000	Sig
25	0.588	0.000	Sig	25	0.596	0.000	Sig
26	Non sig			26	Non sig		
27	0.636	0.000	Sig	27	0.283	0.004	Sig
28	0.635	0.000	Sig	28	0.357	0.000	Sig
29	0.660	0.000	Sig	29	0.527	0.000	Sig
30	0.605	0.000	Sig	30	0.396	0.00	Sig
31	Non sig			31	Non sig		
32	0.632	0.000	Sig	32	0.456	0.000	Sig
33	Non sig			33	Non sig		
34	0.661	0.000	Sig	34	0.451	0.003	Sig
35	0.654	0.000	Sig	35	0.440	0.003	Sig
36	0.561	0.000	Sig	36	0.442	0.001	Sig
37	0.654	0.000	Sig	37	0.457	0.001	Sig
38	0.566	0.000	Sig	38	0.607	0.000	Sig
39	Non sig			39	Non sig		
40	0.457	0.000	Sig	40	0.590	0.000	Sig
41	0.435	0.001	Sig	41	0.611	0.000	Sig
42	0.735	0.000	Sig	42	0.562	0.000	Sig
43	0.433	0.032	Sig	43	0.663	0.000	Sig
44	0.572	0.000	Sig	44	0.574	0.000	Sig
45	0.457	0.000	Sig	45	0.519	0.000	Sig
46	0.435	0.001	Sig	46	0.623	0.000	Sig
47	Non sig			47	Non sig		
48	0.491	0.021	Sig	48	0.367	0.046	Sig
49	0.359	0.041	Sig	49	0.471	0.003	Sig

Table .8 shows the correlation coefficient between the Paragraphs score and the total score for the total score of the field and the scale for the academic self-motivation scale.

No.	Paragraph's correlation to the field	sig Level	Type sig	No.	Paragraph's correlation to the field	sig Level	Type sig
1	0.432	0.000	Sig	1	0.380	0.000	Sig
2	0.532	0.000	Sig	2	0.260	0.009	Sig
3	0.587	0.000	Sig	3	0.420	0.000	Sig
4	0.549	0.000	Sig	4	0.536	0.000	Sig
5	0.616	0.000	Sig	5	0.539	0.000	Sig
6	0.652	0.000	Sig	6	0.458	0.000	Sig
7	0.759	0.000	Sig	7	0.499	0.000	Sig
8	0.674	0.000	Sig	8	0.444	0.000	Sig
9	0.711	0.000	Sig	9	0.644	0.000	Sig
10	0.557	0.000	Sig	10	0.641	0.000	Sig
11	0.319	0.001	Sig	11	0.267	0.007	Sig
12	0.282	0.004	Sig	12	0.309	0.002	Sig
13	0.336	0.000	Sig	13	0.258	0.010	Sig
14	0.642	0.000	Sig	14	0.480	0.000	Sig
15	0.703	0.000	Sig	15	0.590	0.000	Sig
16	0.723	0.000	Sig	16	0.489	0.000	Sig

17	0.694	0.000	Sig	17	0.561	0.000	Sig
18	0.625	0.000	Sig	18	0.431	0.000	Sig
19	0.465	0.000	Sig	19	0.274	0.006	Sig
20	0.653	0.000	Sig	20	0.421	0.002	Sig
21	0.634	0.000	Sig	21	0.565	0.000	Sig
22	0.542	0.000	Sig	22	0.633	0.000	Sig
23	0.514	0.002	Sig	23	0.621	0.00	Sig
24	0.721	0.000	Sig	24	0.532	0.003	Sig
25	0.664	0.000	Sig	25	0.621	0.000	Sig
26	0.622	0.000	Sig	26	0.531	0.001	Sig
27	0.674	0.000	Sig	27	0.722	0.000	Sig
28	0.761	0.000	Sig	28	0.731	0.000	Sig

Second: The correlation between the total score for each field and the total score for the scale.
The process of consistency was found between the total scale of the scale and the field by finding the correlation between the scores of the two sums, for each of the two scales of the study, as the (R) equation was used, which in turn showed the significance of all the correlation coefficients, because the calculated (R) value is greater than Its tabular value is (0.215) and at a degree of freedom (98) and a significance level of (0.05), it turns out that all fields are statistically significant, and Table (9) shows this.

Table .9 shows the correlation between the scores of the areas of the two study scales, the total score for each scale, and the (t) value.

	Fields	correlation coefficient	Level sig	Type sig
Psychological climate	Psychological stress	0.647	0.000	sig
	Teaching method and curricula	0.757	0.000	sig
	Social relations	0.466	0.005	sig
	Behavioral educational objectives	0.611	0.000	sig
	Morale	0.795	0.000	sig
	Respect and feeling favored	0.812	0.000	sig
Academic self-motivation	Poor motivation	0.886	0.000	sig
	Surface regulation motive	0.785	0.000	sig
	Inculcated organization motive	0.776	0.000	sig
	Conforming regulation motive	0.507	0.001	sig
	Excitement motive	0.481	0.002	sig
	Achievement motivation	0.516	0.000	sig
	Knowledge motive	0.686	0.000	sig

Stability: In calculating the stability method, the researchers relied on my method

1- **Split half:** The researchers divided the Paragraphs of each scale into two parts (odd and even Paragraphs, each of which represents a group). This method provides us with a consistent measure with regard to examining the content.

2- **Cronbach's alpha coefficient method**: Researchers have adopted another method in calculating reliability, which is the Cronbach's alpha method, since many specialists have indicated that it is the most accurate indicator in calculating reliability compared to other methods used.

- Psychological climate scale: The researchers created the semi-dividing by distributing the scale Paragraphs into two groups, the first grouping the individual Paragraphs of the scale and the second grouping the even Paragraphs of the scale (i.e. 21 odd Paragraphs and 21 even Paragraphs, equally. Before conducting the correlation process, the researcher calculated I contrasted the odd and

even paragraphs and subjected them to the (F) variance factor for ensuring the homogeneity of the two halves. I compared the calculated value of (1.708) with the tabulated value of (2.097) and a significance level of (0.154), at two degrees of freedom (98-98) and a significance level of (0.05). , showed its lack of statistical significance, and this means that the variance of both the odd and even Paragraphs of the scale was homogeneous. The researchers then calculated the correlation (Pearson) for each of the six areas of the scale. In addition, they calculated the correlation coefficient (Pearson) for the scale as a whole, as it reached Reliability for half the test is (0.670). In order to obtain complete reliability for the test, the Spearman-Brown equation was applied. The reliability coefficient reached (0.712), which is a good and fairly high value and indicates the stability of the scale. The researcher also calculated the Cronbach's alpha coefficient for the fields. In addition to that, he calculated the Cronbach's alpha coefficient for the scale as a whole, which reached a value of (0.816), which indicates that the scale has a high correlation coefficient.

- Academic self-motivation Scale: The researchers calculated the split-half by distributing the scale's Paragraphs into two groups, odd and even (i.e. 14 odd Paragraphs and 14 even), equally. Before conducting the correlation process, the researchers calculated the variance of the odd and even Paragraphs and subjected them to a factor (F) Variance for the purpose of ensuring the homogeneity of the two halves, as I compared the calculated value of (1.128) with the tabulated value of (2.097) and a significance level of (0.822), at two degrees of freedom (98-98) and a significance level of (0.05), indicating that it

was not statistically significant, and this This means that the variance of both the odd and even Paragraphs of the scale was homogeneous. The researcher then calculated the correlation (Pearson) for each of the seven areas of the scale. In addition, he calculated the correlation coefficient (Pearson) for the scale as a whole, as the reliability coefficient reached half of the test (0.715). In order to obtain complete reliability of the test, the Spearman-Brown equation was applied, as the reliability coefficient reached (0.796), which is a good value and indicates stability. The researchers also calculated the Cronbach's alpha coefficient for the three fields of the scale. In addition, they calculated the Cronbach's alpha coefficient for the scale as a whole, which reached a value of (0.826), which indicates that the scale has a high correlation coefficient.

Applying the two study measures to the application sample:

The researchers, with the assistance of the assistant team, conducted the process of applying the two study scales to a group of third and fourth stage students of the College of Physical Education and Sports Sciences for Woman /University of Baghdad, numbering (110) students and from outside the construction sample and the exploratory experiment. The application period took over two weeks, starting from Sunday, January 3, 2021, until Monday, January 18, 2021.
Statistical methods: The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Results and discussion:
Presenting and discussing the results of the two scales (psychological climate and academic self-motivation) for the application sample:

Table .10 shows the arithmetic mean, standard deviation, hypothetical mean, and T-value for the two study scales

No.	Variables	Sample volume	Arithmetic mean	Standard deviation	Hypothetical mean	T value Calculated	Level sig	Type sig
1	Psychological climate	110	177.276	16.057	126	22.420	0.000	Sig
2	Academic self-motivation		112.712	9.684	84	16.641	0.000	Sig

Through the table above, which shows that the application sample, which was represented by students of the College of Physical Education and Sports Sciences for Woman, may enjoy a good psychological climate within the college environment, by comparing the value of the arithmetic mean, which is greater than the hypothetical mean, as well as the value of the sig corresponding to the value of T, which was less. With a moral value of 0.05, the researchers attribute this to the nature of the college and the nature of the subjects and lessons, especially the practical lessons that enable the student to enjoy a good psychological climate, since the majority of the lessons contain a spirit of competition, in addition to the fact that the majority of lessons enable the student to highlight many personal psychological traits such as leadership, self-confidence, competition, and others. Among the positive psychological aspects, as (Sahira Razzaq Kadhim and others) pointed out, is "the role of excellence in practicing sports activity in the physical education lesson and what it achieves in terms of increasing self-confidence, the effectiveness of the recreation factor, and reducing psychological pressures" (16). The nature of the college atmosphere and the lessons allows for the establishment of positive relationships with the students and also with the teaching staff according to frameworks of mutual respect. Therefore, it is natural for the female students to have a good psychological climate, and the good psychological climate is due to good treatment by the college and the teaching staff, which contributes to improving the psychological climate and the environment in which Female students spend their time in college for the sake of learning, and this is what (Souli Iman) pointed out, "The students' awareness of the reality of the psychological climate is a result of the relationships prevailing in it between colleagues, which generated human relationships filled with security and mutual respect that would raise the morale of students in particular and society in general." General (5). As for academic self-motivation, the table showed that the female students of the College of Physical Education and Sports Sciences enjoy self-efficacy because the value of the arithmetic mean is greater than the hypothetical mean. The researchers attribute this result to the fact that the female

students have good motivation and a flow of positive emotional experiences, as indicated by (Huda, & Raghdaa) (Warda Ali), which is the case. A pleasant psychological state in which emotional feelings flow and lead to an optimal level of excitement" (13) (12) in order to achieve themselves, and this is done by optimally utilizing their abilities and latent energy, especially in the situations they face in college, such as learning situations or dealing with others inside college, and based on the principle of motivation. Academic self is the total effort made by the individual (female students) to persevere and perform all the tasks assigned to them, such as school assignments or performance, applying exercises in practical lessons, and the ability to overcome all the difficulties and obstacles that confront them with flexibility and without sensitivity affecting their motivation, and this is what (Reem Faisal Rajab Sahira Razzaq Kadhim) emphasized. "This was reflected in the students' performance and their increased self-confidence, desire and motivation." (14). In addition, the researchers point out that the ability of female students to have good awareness and sound thinking in completing all the requirements with enthusiasm and good competition is a result of the nature of the lessons in the colleges of physical education and some of the educational methods used, which in turn work to increase their academic self-motivation, and this is what (Zahraa Muhammad) confirmed to: Academic self-motivation refers to the totality of the physical, psychological and social strength that contributes to urging and motivating female students to exert their utmost effort in order to overcome all obstacles and the activities associated with them" (4), and (Hisham Muhammad Al-Kholy) also points out that "the behavior related to achievement in academic work It is a function of two important factors: the motivation to achieve success, which makes the student move towards the goal, and the motivation to avoid failure, which makes the student move away from the goal (10).

Present and discuss the correlation between psychological climate and academic self-motivation?

Table .11 shows the values of the correlation coefficient between the psychological climate and academic self-motivation among individuals in the application sample

No.	Variables	The nature of the correlation	Correlation coefficient		Type sig
			Calculated	Level sig	
1	Psychological climate x academic self-motivation	Simple	0.534	0.001	Sig

Through the table above, which shows that there is a positive moral correlation between both the psychological climate and the academic motivation of students in colleges of physical education and sports sciences for woman , the researchers attribute it to the psychological climate as it represents the internal environment of the female students within the college, and since the results that showed that the female students enjoy a good psychological climate (2), as researchers attribute to environmental factors, especially factors that contribute to enhancing positive behaviors and traits in the individual, and this is what (Omar Al-Shaibani) confirmed, "The psychological climate is represented by two aspects: an external aspect of the environment in which the individual lives, such as feelings, sensations, attitudes, and thoughts, while the internal aspect is represented by "The individual's view of the elements and components of his external environment and his responses" (7), and since the psychological climate is linked to many characteristics such as self-confidence, perseverance, diligence, and the ability to continue, persist, and overcome all obstacles, in addition to the positive attitude, motivation, and love of belonging to the environment in which he lives, all of which are factors. It contributes to improving the individual's self-motivation, and this is what (Ali Al-Salami) pointed out: "The psychological climate requires the individual's possession of personality, love of the group, and awareness of human needs and how to link them with cognitive and emotional functions. This reflects human behavior, and it is also considered one of the important determinants of organizational and individual results. It is also considered one of the causes of Human behavior. Studies have indicated that climate affects outcome variables at the individual (effort, performance, citizenship, and behaviors) and

organizational (effectiveness and efficiency) levels (6). Therefore, female students' possession of a good psychological climate makes them able to confront all difficulties and obstacles by working within one team or cooperating, and this is an indicator of their possession of motivation and ability to strive to learn and develop their cognitive abilities in college, as (Mahmoud Saeed) points out, "The individual's possession of a high degree of adaptation in His environment can confront all difficult and critical situations better compared to an individual who has a lower degree" (8).

Conclusions:
- Students of the Colleges of Physical Education and Sports Sciences for Woman /University of Baghdad enjoy a good psychological climate in the college.
- Students of the Colleges of Physical Education and Sports Sciences for Woman /University of Baghdad enjoy academic self-motivation.
- Improving the internal environmental factors by allowing female students to have the positive characteristics associated with difficult situations contributes to improving their academic motivation.
- There is a positive correlation between the psychological climate and the academic motivation of students at the College of Physical Education and Sports Sciences for Woman .

Recommendations:
- Necessity of providing a good psychological climate in educational environments, including colleges of physical education and sports sciences.
- The need to pay attention to the psychological aspects related to learning, including academic self-motivation.

- Necessity of providing a healthy learning environment that contributes to improving the positive traits and behaviors of female students because they have positive effects on female students.
- Conducting further studies of both variables along with other psychological variables.

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Appendices (1)
Psychological climate scale

No.	Paragraphs	Very agree	Agree	Neutral	Disagree	Very disagree
1	I can control my emotions during the lesson					
2	Current curricula are no longer new and advanced					
3	I believe in the phrase forgiveness when possible					
4	I am afraid of injury when practicing basket class					
5	I think I am doing my best to learn					
6	I find it difficult to get to know others and I delay integrating with them					
7	Express my ideas boldly					
8	The traditional teacher method does not fit the current reality					
9	I feel comfortable when I carry out the teacher's instructions					
10	Implement administrative directives automatically					
11	The contents of the article are not clear					
12	I take criticism from my teacher and correct my mistakes in the light					
13	I fear challenge and danger					
14	I share the joys and sorrows of my fellow students outside the classroom					
15	The available tools do not keep pace with the number of practicing students					
16	I am confident that I can teach basketball in the future					
17	I refuse to reconcile with the student who abused me					
18	I take responsibility for others and defend them					
19	I feel hurt when my colleague gets into trouble with me					
20	The college administration does not allow us to participate in planning some administrative matters					
21	I respect teachers because they are dedicated to teaching others					
22	Behavioral goals were not achieved					

No.	Paragraphs					
	by the teacher					
23	Repeated failure to perform a skill does not lead me to despair					
24	The sequence in which the teacher gives vocabulary is inappropriate					
25	I feel happy when I succeed in reconciling disputes					
26	The time allocated for learning is very appropriate					
27	I am happy with my success in any way					
28	I trust my physical abilities and skills in learning					
29	If my colleague has a preference over me, I do not mention him					
30	Be proud of any achievement your colleagues achieve					
31	I avoid going into the unknown					
32	I feel grateful to everyone who gives me advice					
33	I feel afraid of others for no apparent reason					
34	I quickly regained my normal state after the teacher criticized me					
35	When I feel hate for someone, I harass them					
36	I respect the competing student when his performance is better than me					
37	Flexibility in modifying behavioral goals is not appropriate to the level of students					
38	I gained practical skills that helped me learn the system in everything					
39	My performance level decreases the more students around me					
40	I express my opinion clearly and avoid politeness					
41	Respect the competitor and do not underestimate his performance					
42	Classrooms are not suitable for practical lessons					

Appendix (2)
Self-motivation scale

No.	Paragraphs	Very agree	Agree	Neutral	Disagree	Very disagree

1	Good physical endurance						
2	I rely on myself to do my own things						
3	I care a lot about my academic excellence						
4	My sleep is intermittent and disturbed						
5	Most days I feel the value of the achievement I achieve						
6	I initiate conversations during social gatherings						
7	Most of the time I feel like I get sick easily						
8	I learn social skills easily						
9	I strive to succeed like most of my fellow students						
10	I care a lot about my superior physical ability						
11	I feel that he has the ability to be socially active in all life situations						
12	I feel like he has a number of good quality things						
13	He became very confused during exams						
14	I feel incompetent and weak in my personal abilities. I prefer to stay away from participating in class discussions						
15	I feel socially undesirable						
16	I have the ability to learn everything easily						
17	I feel that I have an influential role in society						
18	I'm fit enough to opt for most fitness tests						
19	When I make plans, I am confident of their success						
20	I find it difficult to deal with others.						
21	I attribute my high grades on the exam to my academic ability						
22	When I face a problem I can't find the solutions						
23	I feel that I have great physical strength						
24	I am struggling to succeed in my life.						
25	I am satisfied with my body as it is.						
26	Pay attention to class participation and activities						
27	I learn physical skills easily						`
28	I aspire to constantly develop myself						

المناخ النفسي ودوره في تعزيز الدافعية الذاتية الاكاديمية لدى طالبات كلية التربية البدنية وعلوم الرياضة

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5&4,3,2,1 جامعة بغداد / كلية التربية البدنية و علوم الرياضة للبنات

الخلاصة	ان المناخ النفسي هو احدى الجوانب النفسية الهامة المراد مراعاتها والاهتمام بها من قبل المختصين في مجال التعليم ، سواء كان المناخ سلباً او ايجابياً سينعكس بمواقفه السلوكية لدى الطالب عند التعامل سواء كان مع اقرانه او مع التدريسي خلال الموقف التعليمي او خارجه، اما الدافعية تعد النشاط أو الفعالية والطاقة, وتتضح اهمية الدراسة الحالية عن طريق سعي الباحثون في التعرف على أهمية المناخ النفسي لطلبة الجامعة ولما له تأثير على الدافعية الذاتية الاكاديمية لطالبات كلية التربية البدنية وعلوم الرياضة للبنات /جامعة بغداد . لذا اعتمد الباحثون على المنهج الوصفي بالأسلوب المسحي والعلاقات الارتباطية لملاءمته طبيعة الدراسة وأهدافها.وأستخدمت مقياسي الدراسة كل من المناخ النفسي والدافعية على عينه اذ بلغ عددهم (312) طالبة توزعت بواقع (142) طالبة للمرحلة الرابعة، (170) طالبة للمرحلة الثالثة, واستنتج الباحثون توجد علاقة ارتباط ايجابية بين المناخ النفسي والدافعية الاكاديمية لطالبات كلية التربية البدنية وعلوم الرياضة للبنات. أن الرياضة تشكل عنصراً أساسياً من عناصر التنمية المستدامة ضمن إطار النظام التعليمى الشامل، معرفة مدى تأثير التغيرات المناخية و التنمية المستدامة بدرس التربية الرياضية وهذا ما يحقق احد اهداف التنمية المستدامة للامم المتحدة في العراق (التعليم الجيد)

الكلمات المفتاحية	المناخ النفسي ، الدافعية الذاتية