

COMPETITIVE BEHAVIOR AND ITS RELATIONSHIP TO ACHIEVEMENT GOALS AMONG TEAM SPORTS STUDENTS AT THE FACULTY OF PHYSICAL EDUCATION, MINIA UNIVERSITY

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Introduction and research problem:

Sports competition is one of the important and necessary factors for every sporting activity, whether competition with oneself, competition in the face of natural factors, competition in the face of a competitor face to face, competition in the face of other competitors, and other types of sports competition.

And as Muhammad Allawi (2002: 146) clarifies that the competitive motivational behavior of sports practitioners does not result from personal factors alone or situational factors alone, but rather results from the interaction of these two variables, and Fawzi Ahmed (2006: 242) adds that competitive behavior is a result of There is an interaction between two contradictory motives, as each behavior is linked to the possibility of success and the sense of pride it evokes, and the possibility of failure and the accompanying sense of shame, in the sense that competitive behavior is seen as a result of conflict and emotional interaction between aspirations of victory and fears of defeat.

Qatami Nayef, Adas Abd al-Rahman (2000: 422) indicates that it is part of the complex of the overall personality of the player and the successful competitive behavior of the team group. Partly on an individual's socioeconomic class and low-level teams or class compete in many situations more effectively than high-level groups or teams or class.



As Magdy Youssef (2016: 17) pointed out, Mihaly (1997) discovered in the last quarter of the last century, through thousands of personal interviews, a common self-experience that includes distinct perceptual and emotional combinations that flow within individuals, where he called it psychological flow as a feature, which is a phrase About the sensory sequence of the individual, starting from the balance between the perceived skills and challenges, through the process of focus and self-control, to the enjoyment through the practiced activity.

Motivation theories explain the cause of the event in functional terms by taking into account the results rather than the processes. They indicate a great motivational force when the player is fully integrated into the activity that reflects a high level of self-esteem that leads to enjoyment of the performance. The original motivation to practice the activity does not continue unless there is pleasure. .

"Ahmed Al-Harmleh" (2011) mentions that many researchers in sports psychology have indicated that the athlete's access to sports levels is based on what is called the motivation of sports achievement, which is intended by the player's readiness to meet the levels or standards of excellence and excellence by showing greater As much activity, effectiveness and perseverance as possible as an expression of the desire to struggle and struggle for supremacy and excellence in sports competition situations.

Hanem El-Sherbiny (2003: 146) indicates that achievement goals mean students' awareness of different learning activities and their integration into them. These goals are divided into learning orientation goals. Learning Orientation Goals. On their ability in the light of self-referencing, i.e. they see empowerment as a criterion for the self, as well as Performance Orientation Goals, which are students' perception of learning experiences as an opportunity to obtain grades and excel over others, and these students judge their ability in light of Normatively-Referenced, i.e. they judge their ability by comparison with others.

As Maryam Al-Enezi (2019: 310) sees, complete preoccupation with activity or work, with a weak sense of self; That is, self-forgetfulness, and in it the focus of interest in work with a decrease in awareness of time and place, and the feeling that the difficult has become easy and the peak performance

has become natural and normal, and the individual feels that he is far from boredom, boredom and indifference, and the use of emotions to the maximum degree in the service of performance, and spontaneous pleasure until ecstasy, and is accompanied by joy And real pleasure in work, or challenges, which drives the individual away from boredom, and encourages him to face challenges in new areas with hope.

As Osama Ratib (2005: 270) clarifies to focus on developing the goal of performance achievement motivation, i.e. the athlete's interest in developing regardless of the results of the competition or the results of others, and what follows his performance helps to achieve this level of not assigning the youngster with motor duties that exceed his capabilities. - Not to focus too much on the results of the competition, but rather to focus on the extent to which the youngster achieves the goals that he is required to achieve. Physical, motor, or psychological, and the importance of the coach using the parents' positive method in dealing with the youth in terms of providing appreciation and encouragement for his multiple achievements in sports.

Through the above, the research problem becomes clear, as the two researchers noticed that competitive behavior and goals of achievement are important topics, especially for university students for team sports, as sport is one of the variables that may have a positive effect on the psyche, which is reflected in the psychological flow, as indicated by "Noura Faraj" (2021). Maryam Al-Enezi (2019) Where psychological flow is considered one of the topics of positive psychology, as it represents an optimal human experience that embodies the highest degrees of mental health and quality of life in general, as it is a state that means the dedication of the individual in the tasks and actions that he performs, which results in forgetting oneself and the center It is accompanied by a state of happiness and joy that pushes its owner to perseverance, diligence, and distinguished work, to finally reach a state of creativity, as indicated by "Fatima Khashaba" (2017) in writing Beyond Boredom and Anxiety at Work, Performance, and Competitive Behavior. With a series of studies under the name of self-activities, which means that the individual performs the activity for the sake of the activity itself and not for an external purpose, and you may ask why people spend in performing many activities that may be difficult, dangerous and time-

consuming and do not receive any external rewards for it. Are they equal to others who do not participate in sports, and do their motivations for participation differ towards goals of achievement? As indicated by "Hanem El-Sherbiny" (2003) and Osama Ratib "(2005) that goals of achievement mean that students are aware of different learning activities and their integration into them, and these goals are divided into goals Orientation towards learning Students' perception of learning experiences as an opportunity to acquire knowledge and master information, and these students judge their ability in the light of self-reference, i. Their ability in light of the standard reference, i.e. they judge their ability by comparing with others.

Sports activities need a noticeable psychological and physical effort, as the interest in achieving achievement for individuals, whether they were participating or not participating in sports activities, achieves achievement through enjoying the activity that leads to the ability to train, compete and win, and the extent of its impact on the positive results, whether at the individual level. And at the general level, such as the victory of the team, introducing joy when winning, knowing the motives of participation between individuals, depending on the surrounding circumstances, and creating a general atmosphere of balance between them. As the psychological flow depends mainly on directing the emotion.

The research is one of the important topics related to the sports field in particular, where competitive behavior and goals of achievement occupy an important position in positive psychology because it is the basic component to reach the feeling that individuals feel when they act with complete integration into the work or activity that they do. And the fact that individuals reach this state, we find an improvement in performance and skills, followed by the achievement of the highest life and sports achievements.. and the realization of the individual's acquired motives and the achievement of self-realization or its goals. The mathematical level that the individual reaches is one of the factors that affect motivation. And trying to advance them and also raise their level and give them experiences in addition to the emotional experiences associated with sports. The research problem of competitive behavior and its relationship to the goals of

achievement among students of team sports at the Faculty of Sports Education, Minia University has been formulated.

-research importance:

The importance of research is due to the following points:

- 1- Shedding light on the concept of sports competition, goals of achievement and the relationship between them.
- 2- Shedding light on the most important achievement trends of team sports students in competitive behavior.
- 3- Highlighting the important role of sport in the processes of motivation for achievement.

-research aims:

The current research aims to identify:

1. The relationship between the dimensions of competitive behavior and the dimensions of achievement goals orientations for team sports students at the Faculty of Physical Education, Minia University.
2. Differences between team sports players (foot-basket-volleyball-hand) at the Faculty of Physical Education, Minia University in the dimensions of competitive behavior, and the dimensions of achievement goals orientations.

-Research hypotheses:

In light of the research objectives, the researchers assume the following:

3. There is a statistically significant correlation between the dimensions of competitive behavior and the dimensions of achievement goals orientations for team sports students at the Faculty of Physical Education, Minia University.
4. There are statistically significant differences between team sports players (foot-basket-volleyball-hand) at the Faculty of Physical Education, Minia University, in the dimensions of competitive behavior.



5. There are statistically significant differences between team sports players (foot-basket-volley-hand) at the Faculty of Physical Education, Minia University, in the dimensions of achievement goals orientations.

Search terms:

competitive behaviour:

Fawzi Ahmed (2006: 242) knows that competitive behavior is a result of the interaction between two opposing motives, as each behavior is linked to the possibility of success and the sense of pride it evokes, and the possibility of failure and the accompanying sense of shame, meaning that competitive behavior is seen as a result of conflict and emotional interaction. Between hopes of victory and fears of defeat.

The researchers define it procedurally as a mental, motor, emotional, or social behavior that the player performs to satisfy his needs, solve his problems, and make him compatible with his environment. This behavior includes two directions:

Positive Competitive Behavior: It refers to the positive image in which the player places himself before and during matches, such as competence, confidence, focus, better performance, and steadfastness in times of adversity.

- **Negative competitive behavior:** It means the negative image that controls the player's thinking towards competitors, the competitive attitude, or even towards himself, and is controlled by anxiety, tension, attacking himself and others, and difficulty concentrating.

Achievement goals directions:

It is meant by Hassan Abdo (1998) that it is the beliefs and perceptions related to the goal of sports situations, and these beliefs include two dimensions, namely, the task goal orientation and the ego goal orientation, which lead to various methods to reach the goal or approach it, participate and respond differently to situations of achievement or successful performance.

-Previous studies:

The researcher conducted a reference survey to identify the most important previous studies related to the subject of the research, and found (11) Arab studies. These studies will be presented from the newest to the oldest as follows:

1- A study conducted by "Ayman Aladdin Khalil" (2021) entitled: "The relationship of some physical attributes to the level of competitive behavior among football players, class Amal - Ittihad Al-Shawiya Club." The study aimed to find out the relationship between a group of physical attributes and the level of competitive behavior. In Riyadh, among football players, the descriptive-relational approach was relied on in this study, and the research sample and society were represented in the players of Al-Shawiya Union in the city of Umm Al-Bawaqi, the state of Umm Al-Bawaqi, class Amal, and their number reached (16) players, who were chosen in a deliberate way, and the researcher used the behavior scale The study reached a set of conclusions and recommendations, the most important of which is that there is no statistically significant relationship between some physical attributes and the level of competitive behavior, and the need to pay attention to the development of the psychological aspect by the trainers and to prepare for it well like the rest of the other training aspects, opening the way for psychologists in the field Athlete in order to improve the level of Algerian football, follow up on talented and young people from an early age, and schedule counseling meetings between players and a sports psychologist in order to assess the psychological state of the players and work to improve and raise it.

2- The study of "Hebrew Riya" 2021 The current study aimed to examine the relationship between the orientations of achievement goals and psychological adjustment in the light of the beliefs of academic self-efficacy as a mediating variable. The results of the path analysis showed that there are direct effects of the attitudes of achievement goals and the beliefs of academic self-efficacy that can predict psychological compatibility, and the possibility of academic self-efficacy beliefs mediating the relationship between the attitudes of achievement goals and psychological adjustment, as it indicated that there are Positive indirect effects from the tendencies of mastery of courage in psychological adjustment through the beliefs of

academic self-efficacy and indirect negative effects from the tendencies of mastery of reluctance and performance of reluctance in psychological adjustment through the beliefs of academic self-efficacy and the absence of any indirect effect from the tendencies of performance of courage in psychological adjustment.

3- A study conducted by "Habara Muhammad, Aman Allah Rashid, Bin Salem Salem" (2021): entitled Competitive Behavior and its Relationship with Some Mental Skills of Football Players, the study aimed to identify the type of relationship that exists between competitive behavior and some mental skills during The sports match, and the descriptive approach was used due to its suitability to the nature and quality of the research, and the research sample consisted of 72 players distributed over four football teams in the state of M'sila, and as a means of data collection, the study tools, the competitive behavior scale and the mental skills scale, which were Arabized by Mohamed Hassan Allawi, were used. The study concluded To a set of results, the most important of which was the existence of correlations between competitive behavior and the skill of each of the focus of attention, mental perception and relaxation skill of soccer players.

4- A study conducted by "Adnan Latif" (2017) entitled "Sports Achievement Motivation and its Relationship to Competitive Behavior and Psychosocial Anxiety among Futsal Players". Using the survey method and correlational relationships to suit the nature of the research, the research sample was chosen by the intentional method by the researcher, and they are futsal teams players from middle school students participating in the Basra Governorate Center Championship for the academic year 2016-2017, whose number is (65) students, where the researcher By applying the measures of motivation of sports achievement, competitive behavior and social anxiety to identify their level of motivation and to determine the relationship between motivation and both competitive behavior and psychological anxiety as a tool for data collection, the researcher reached a set of results, the most important of which is that the players participating in this tournament have a high level of motivation and that The correlation between their motivation and their competitive behavior is significant, and it is a direct relationship, meaning that the level of their competitive behavior is also high. As for the correlation between motivation and social

anxiety of these players, it is also a significant correlation, but it is an inverse relationship, as the level of anxiety they had was of the same level. Relatively low or acceptable, which is called the objective or useful anxiety that drives the achievement of sporting achievements.

5- A study conducted by "Jacob Ashasha" (2017) entitled: "Competitive behavior and its relationship to the performance of soccer players during sports competition", and the study aimed to know the nature of the relationship that distinguishes competitive behavior to the performance of soccer players during sports competition. Due to its suitability to the nature and quality of the research, the study sample consisted of the players of the two senior teams, ES Setif and Defense Tagnant from the first professional association Mobilis, and as a tool for data collection, the competitive behavior scale was used, and the study reached results and conclusions, the most important of which is that there is a correlation between positive competitive behavior and the performance of football players .

6- A study conducted by "Atwi Abdullah" (2017) entitled: "The relationship of some psychological skills to the competitive behavior of football players", the aim of the study is to identify the level of psychological skills and competitive behavior of football players, and the descriptive approach was used for its suitability to the nature The quality of the research, and as a tool for data collection, the psychological skills scale, the tuberculosis scale, was used And the results revealed a set of results, the most important of which is the existence of a correlation between psychological skills with its three dimensions that have been focused on (self-confidence, mental perception, relaxation) and competitive behavior.

7- Study "Heba Mohamed" 2017. The study aimed to identify the relationship of psychological flow with motivation to participate in sports activities for Kafr El-Sheikh University students. The researcher used the descriptive approach and applied it to a sample of 100 players from Kafr El-Sheikh University teams. The researcher used the psychological flow scale prepared by Magdy Youssef for Arabic (2007) and a measure of motivation to participate prepared by the Arab Magdy Youssef (2014). In light of the limits of the data obtained and then processed statistically using the arithmetic mean - standard deviation - median torsion coefficient - Pearson correlation coefficient - tests for differences, the results revealed a

correlation between dimensions Psychological flow and motivation to participate, where it became clear that there is a link between psychological flow and motivation to participate in the individual sports athlete at Kafr El-Sheikh University, and it was also clear that there is a correlation between psychological flow and motivation to participate in the team sports athlete.

8- The study of "Fawzia Al-Shubaili" 2016 The study aimed to predict future goals through goals of achievement, self-esteem, and perseverance. Translated by (Jaradat, 6002), and (Darwish's scale, 200) for perseverance. Then, they applied these measures to a sample of 511 male and female students from Qassim University. The study reached the following results, as it is possible to predict the internal future goals of Qassim University students through self-esteem, and the objectives of proficiency mastery. The external future goals of Qassim University students can be predicted through proactive performance goals, self-esteem, and proactive mastery goals.

9- A study conducted by "Sherif Murad" (2016): entitled "A study of the level of competitive behavior trait in light of the level of sporting achievement for football players", and the study aimed to shed light on the levels of competitive behavior traits - athletic achievement - according to the levels of sporting achievement for football players Football, and the study followed the descriptive approach due to its suitability to the nature and quality of the study. The study sample consisted of two teams - senior class - playing in the first regional team represented by (25 players), the second team "Wad Khalouf in the Wilayat of Al-Burj", and as a tool for data collection, the two measures of competitive behavior were used And the athletic achievement to determine their level in each team, where the statistical treatment was carried out using the SPSS system and the percentage ratio, and the study reached results and suggestions, the most important of which is proving the existence of a relationship between some competitive behavior and the level of athletic achievement of football players in sports competitions among members of the research sample, and it is possible to exit By suggesting the need to pay attention to psychological preparation programs for football players, starting from the smallest groups, to form a healthy sports personality.

Ali Hussain (2016) conducted a study to identify achievement motivation and its relationship to competitive behavior and the performance of some basic skills in football. The basic skills of the Darto Youth Center players in football. As for the research method, the researcher used the descriptive approach in the style of mutual relations for its suitability and the research method. The researcher identified the research community with the players of youth centers in the center, districts and districts of Erbil Governorate in football, which numbered (17) centers, and the researcher By choosing the Dartow Youth Center by the deliberate method as a sample, the sample consisted of (23) players, and (5) players were excluded because they were members of the reconnaissance experiment, and the basic experiment was applied to (11) players, and (7) players were excluded for not completing the tests, and the researcher used Statistical means to obtain the results (percentage, arithmetic mean, standard deviation, Pearson correlation coefficient) and after conducting the statistical means, the researcher was able to obtain the following most important conclusions: 1- High motivation leads to positive competitive behavior because it is based on setting competitive goals. 2- The good psychological state that characterizes the player makes him more inclined to positive thinking, as he remembers the tasks and events in which he succeeded and vice versa. 3- Mental programming leads to directing the learner's attention and focusing it on performing the motor skill and keeping it in memory for the purpose of benefiting from it in directing the movements of the body's organs when implementing the skill. 4- Practicing any kind of sport accelerates intellectual, physical, emotional and motor maturity. All of this helps the individual athlete to achieve psychological and social compatibility. According to the results reached by the researcher, the researcher recommends the following: - Emphasizing the need for coaches and workers in the field of football in youth centers to focus their training on basic skills that did not show a relationship with achievement motivation related to the game. Emphasis on environmental testing procedures for the psychological variables researched within the training units. Emphasis on increasing attention to psychological requirements in general, achievement motivation and competitive behavior in particular. - Carrying out similar studies on other age groups in the clubs under discussion.

10- A study conducted by "Naji bin Saeed" (2016) entitled: "Competitive behavior and its relationship to thinking patterns of adult soccer players", and the aim of the study is to identify the relationship between competitive behavior and thinking patterns of athletes, and to identify the relationship between competitive behavior and thinking patterns. Positive, and to identify the relationship between competitive behavior and negative thinking pattern, and the study followed the descriptive analytical approach, and the research was applied to soccer

Aspects of benefiting from previous studies: The researchers benefited from these studies as follows:

1. Determine the research problem and its objective.
2. Determine the most important methods of designing and building standards.
3. Determine the research methodology.
4. How to test the research sample in line with the research objectives and hypotheses.
5. Shedding light on the most important statistical methods, and choosing the most appropriate one to address the results of this research.

Research plan and procedures:

The researchers followed the following steps:

A- Research Methodology:

The researchers used the descriptive approach, the "survey method", as it is the appropriate method for the nature of the research, which relies on describing, analyzing and interpreting the data.

B- Research community and sample:

The research community includes students of team sports, Faculty of Physical Education, Minia University, whose number is (209) two hundred and nine students, male and female, in collective disciplines in football, basketball, volleyball, and hand sports in the academic year (2022:2023), and the research sample was randomly selected for (80) students. With the different sports teams (foot - basket - plane - hand) of males (20 feet - 20

basket - 20 hands - 20 planes), and the number of (25) twenty-five other students for the reconnaissance experiment.

Moderation of the distribution of the research sample:

The researchers made sure of the moderation of the distribution of the research sample members in the dimensions of competitive behavior and the dimensions of the orientations of achievement goals, and Table (1) shows this:

Table (1)

The arithmetic mean, median, standard deviation, and skewness coefficients In the dimensions of competitive behavior and goals of achievement (n = 80)

NO	variants		MAIN	median	standard deviation	skewness
1	competitive behaviour	Positive competitive behavior	25.23	26	2.52	٠,٩١-
		NEGATIVE competitive behavior	23.1	23	1.34	٠,٢٢
2	Achievement goals	TASK	26.61	26	2.86	٠,٦٣
		Ego orientation	15.91	16	3.50	٠,٠٧-

It is clear from Table (1) that:

The skewness coefficients for the variables ranged between (0.63 and - 0.91), which are values limited to (+3), which indicates the moderation of the sample distribution in those variables.

Data collection tools:

To collect data for the research, the researchers used the following tools:

- 1- Competitive behavior scale, prepared by the two researchers
- 2-Achievement goals orientation scale. Prepared by "Buda", "Nichols (1992) and translated into Arabic by" Hassan Hassan Abdou.

First, the competitive behavior:

The two researchers designed this scale in order to identify the most important competition trends in which players compete, and a set of the following steps were followed:

1- Define the goal:

The goal that the researchers seek is to measure the most important positive and negative competitive behaviors that players perform during and after matches.

2- Data collection:

Through the reference survey of some studies, such as the study of Hafeez Khaled Shams Al-Din (2015), Mustafa Rashad (2003), Ali Hussein (2015), Naji bin Saeed (2016), Sherif Murad (2016), Atwi Abdullah (2017), Yaqoub Ashasha (2017), Adnan Latif (2017), Habara Muhammad, Aman Allah Rasheed, Bin Salem Salem (2021), Ayman Aladdin Khalil (2021), which pertain to this field. Two dimensions of the scale were identified: positive competitive behavior and competitive behavior. negative competitiveness.

3- Determine the components of the scale:

Referring to previous studies and the theoretical readings referred to previously, two dimensions of competitive behavior were developed in the expert opinion poll form to define them and set procedural definitions for each attached component (3), and (2) two dimensions were (positive competitive behavior - negative competitive behavior).

4- Presentation of the components of the scale to the experts:

The two researchers designed an expert opinion poll form to determine the appropriate components of the aforementioned appendix (3) scale. The percentages of agreement on these components were unloaded, and (4) dimensions were identified that obtained an approval rate of more than 80%. The two dimensions, which are positive competitive behavior and negative competitive behavior, were approved. Accordingly, the scale has become composed of two dimensions of measurement, and here the researchers chose the following basic components:

- Positive competitive behavior: It means the positive image in which the player puts himself before and during matches, such as competence, confidence, focus, better performance, and steadfastness in the face of sports adversity.

☐ Negative competitive behavior: It means the negative image that controls the player's thinking towards competitors, the competitive attitude, or even towards himself, and is controlled by anxiety, tension, attacking himself and others, and difficulty concentrating.

5- Review and Amendment:

In this step, the amendments referred to by the experts were reviewed and a set of statements that measure these components, numbering (23) statements, were formulated. The statements were in the form of a self-report, and it was presented to (6) experts from specialists in the field of psychology and sports psychology. Appendix (1) In order to express an opinion on the extent to which each phrase relates to the dimension included within it according to its procedural definition and by reference to the experts' amendments, and the number of phrases for each dimension of the scale reached (10) phrases for each dimension, and the deletion of (3) phrases became (10) positive competitive behavior. Phrases, negative competitive behavior (10) phrases.

6- Instructions and terms of the scale:

This scale is graduated in intensity (1: 3), and the researchers formulated the appropriate instructions for the scale, and there is no right or wrong answer, instructions for applying the scale, and personal data for the research sample, such as name, gender, and sports in relation to the subject of the research, and not leaving any question unanswered, etc., and settled on using the Likert scale. The trio, so that the subject chooses one of three alternatives, which are (always (3) degrees - sometimes (2) degrees - rarely (1) degrees in the case of positive competitive behavior and vice versa in the case of negative competitive behavior.

7- Exploratory experience:

Here, the two researchers applied the scale to an experimental sample of (20) students for team sports at the Faculty of Physical Education, Minia University, to identify the suitability of the scale for application in terms of

clarity, formulation, and the purpose that it measures in preparation for application to the basic research sample. It is consistent with the scientific transactions of the scale, as the two researchers made sure of the validity and stability of the scale and the suitability of its components for what it was set for as follows:

1- Validity: To calculate the validity of the scale, the researchers used two types of validity: logical validity and hypothetical formation validity through internal consistency as follows:

Logical validity: Here, the two researchers verified the validity of the components of the scale by presenting it to a group of experts in the field of psychology and sports psychology in its initial form, which consisted of (23) statements, and after modification, (3) statements were deleted, so the scale became composed of (20) statements. (10) A statement for each component of the scale, noting that some phrases have been modified in their formulation to suit the objective of the scale and what it was developed for.

2- Validity of internal consistency: To calculate the validity of the scale, the researchers used the validity of internal consistency, as it was applied to an exploratory sample of (25) twenty-five students in team sports from the research community and other than the main sample by finding the correlation of the degree of each statement with the total degree of the dimension under which it falls and the tables (3, 2) The results show, respectively:

Table (2)
Correlation coefficients between the degree of each statement with positive competitive behavior (n = 25)

NO	sentence	correlation
١	I implement the coach's instructions during both competitive and training situations.	٠,٧٦
٢	I find myself steadfast in any situation or competitor and I am not worried about that.	٠,٧٨
٣	My performance is characterized by strength, seriousness and confidence in the most difficult situations.	٠,٧٢
٤	I collaborate with my teammates to deliver the best performance.	٠,٧٦
٥	I do my best in the game without fear of injury.	٠,٦٩
٦	I have a clear mental picture of the game and everything that goes on even after it is over.	٠,٧٢
٧	I do not consider loss as the end, but I soon learn from it how to face it again with strength.	٠,٦٦
٨	I don't pay attention to the upcoming matches, but I think about how to win them.	٠,٧٧
٩	I am well aware of my condition in competition, depending on the circumstances of the competitive situation.	٠,٩٠
١٠	I try to win in innovative ways that don't fall into the mind of competitors.	٠,٧٧

The tabular value of (t) at the degree of freedom (23) and the level of significance (0.05) = 0.404

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It is clear from Table (2) that:
The correlation coefficients ranged between the score of each statement and the positive competitive behavior dimension between (0.90, 0.72). . They are the values of a statistical function, which indicates the validity of the statement with the dimension it belongs to.

Table (3)

Correlation coefficients between the degree of each statement with negative competitive behavior (n = 25)

NO	sentence	correlation
١	Get extra nervous when the game is running out of time.	٠,٧٧
٢	When I am put in an important situation, my abilities do not let me down.	٠,٨٠
٣	I can't focus when I'm being criticized by others.	٠,٧٧
٤	I blame myself a lot when I make a mistake.	٠,٨٠
٥	My performance level decreases during competition when others are watching me.	٠,٧٣
٦	The opponent confuses me a lot with his good play.	٠,٧٥
٧	I go beyond the limits of playing with the opponent to attack and confuse him.	٠,٨٠
٨	I feel during the match that time is not passing quickly.	٠,٧٧
٩	I ignore the opponent's congratulations after winning.	٠,٨٩
١٠	I think I'm not ready to face the opponent.	٠,٧٦

The tabular value of (t) at the degree of freedom (23) and the level of significance (0.05) = 0.404

It is clear from Table (3) that:

- The correlation coefficients ranged between the degree of each statement and the negative competitive behavior dimension between (0.73, 0.89). They are the values of a statistical function, which indicates the validity of the statement with the dimension it belongs to.

B- Stability: To calculate the stability of the dimensions of the competitive behavior scale using the half-partition method using the (alpha-Cronbach) coefficient, by applying it to an exploratory sample of (25) twenty-five students in team sports, other than the main sample. Table (4) shows this:

Table (4)

**Stability coefficient using split half by alpha-Cronbach coefficient
Dimensions of the competitive behavior scale (n = 25)**

NO	Dimensions	Alpha-Cronbach
1	Positive competitive behaviour	٠,٩٠
2	negative competitive behaviour	-٠,٧٧

It is clear from Table (8) that:

- The alpha-Cronbach coefficient for the two dimensions of positive competitive behavior and after negative competitive behavior was between (-0.90 and -0.77), which are values that indicate that the scale has an acceptable degree of stability.

Applying the final image of the scale to the main sample:

The scale was applied in its final form, Appendix (2), on a sample of (80) students for team sports, and their scores were subjected to appropriate statistical analyzes. 11, 13, 15, 17, 19, negative competitive behavior (degree - sometimes (2) degree - rarely (1) for positive competitive behavior, while negative competitive behavior is the opposite) always (1) degree - sometimes (2) degree - rarely (3) so that this allows the subject to express his opinion.

Second: A questionnaire about the orientations of achievement goals in sports:

A- Description of the scale: It was designed by "Buda", "Nichols (1992) and transferred to Arabic by" Hassan Hassan Abdou. It was developed to estimate the degree of individuals' tendency to indulge in the task. The ego is in the atmosphere of sports and the questionnaire is one page that includes instructions. (13) Thirteen positive statements in front of each statement is a Likert scale designed with five alternatives in order for the subject to choose one of them, which is (strongly disagree - disagree - neutral - agree - strongly agree). The answer is included from:

1. Strongly disagree and rate it (1) one point
2. He does not agree and appreciates it (2) in Janan
3. Neutral and has (3) three degrees
4. Agree, with (4) four marks
5. Strongly agree and rate it (5) five marks

The resolution ranges between (13-65) degrees.

The questionnaire also includes two dimensions:

Task Orientation: The degree of this dimension reflects the emphasis on the process of learning the activity through diligence, enjoyment of practice, serious attempt, and the dependence of success on self-improvement. This dimension includes (7) seven number phrases (2, 5, 7, 10, 8, 12, 13). .

Ego-orientation: In contrast to the task-orientation, the ego-orientation includes the individual's ability perceptions. It tends to be based on a normative basis or comparison with others and a greater interest in results, and in this case success is judged by superiority or defeating others, and this dimension includes (6) number phrases (11, 9, 6, 4, 3, 1).

B- Scientific Transactions of the Questionnaire:

Reliability: Hasan Abdo (1998) calculated the stability of the questionnaire in two ways, namely, "re-application, Cronbach's alpha coefficient." The alpha coefficient reached (0.839) for the task orientation, (0.865) for the ego orientation, when applied to a sample of (192) one hundred and ninety-two. A male and female player in the sports teams at the faculties of Minia University, and the correlation coefficient was (0.716) for the task orientation, (0.748) for the ego orientation when applying the questionnaire and reapplying it on a sample of (62) sixty-two male and female players in the sports teams at the faculties of Minia University, with a time interval of A week between the first and second applications, and all these values are statistically significant, which means that the questionnaire has suitable stability

Validity: Hassan Abdo (1998) verified the validity of the questionnaire using several methods: content validity, formative validity, and proximity validity. The questionnaire achieved an acceptable degree of validity.

C- Scientific transactions of the questionnaire in the current research:

Validity: To calculate the validity of the scale, the two researchers used the internal consistency validity, as it was applied to an exploratory sample of (25) twenty-five students in team sports from the research community and other than the main sample by finding the correlation of the degree of each statement with the total degree of the dimension under which it falls and tables (6, 5) The results show the following:

Table (5)

Correlation coefficients between the degree of each statement with the task orientation dimension (n = 25)

NO	sentence	correlation
١	I'm learning a new skill and it makes me want to practice more	٠,٦٨
٢	I learn something, it's fun for me to do it	٠,٧٠
٣	I learn a new skill by trying hard	٠,٨٠
٤	I strive to practice	٠,٧٧
٥	I'm learning something and it makes me want to practice more	٠,٦٦
٦	The skill I am learning will be a perfect fit for me	٠,٧٨
٧	I do my best	٠,٧٦

The tabular value of (t) at the degree of freedom (23) and the level of significance (0.05) = 0.404

It is clear from Table (5) that:

- The correlation coefficients ranged between the degree of each statement and after the orientation of the goal of achieving the task for the achievement goals orientation scale between (0.66, 0.80). They are the values of a statistical function which indicates the validity of the statement with the dimension it belongs to.

Table (6) Correlation coefficients between the degree of each statement with the ego orientation dimension (n = 25)

NO	sentence	correlation
١	I feel most successful in sports when I am the only one performing the game or skill efficiently	٠,٦٠
٢	I can perform better than my friends	٠,٧٧
٣	Others can't perform as well as me	٠,٧٠
٤	Others make mistakes and I don't	٠,٦٦
٥	Score the most points, goals, hits	٠,٦٠
٦	I will be the best	٠,٧٠

The tabular value of (t) at the degree of freedom (23) and the level of significance (0.05) = 0.404

It is clear from Table (6) that:

- The correlation coefficients ranged between the degree of each statement and after the ego goal orientation of the achievement goals orientation scale between (0.60, 0.77), which are the values of a statistical function, which indicates the validity of the statement with the dimension it belongs to.

- Reliability: to calculate the stability of the dimensions of the scale of achievement goals orientations using the mid-partition method by means of the (alpha-Cronbach) coefficient by applying it to an exploratory sample of (25) twenty-five students in team sports, other than the main sample, and table (7) shows that:

Table (7)

**Stability coefficient using split half by alpha-Cronbach coefficient
Dimensions of the achievement goals orientation scale (n = 25)**

NO	Dimensions	Alpha-Cronbach
1	Mission orientation goal	٠,٨٧
2	The goal of ego orientation	-٠,٧٥

It is clear from Table (7) that:

- The alpha-Cronbach coefficient for the two dimensions of the task-completion-orientation goal and the ego-orientation dimension reached between (-0.75, 0.87), which are values indicating that the scale has an acceptable degree of stability.

Steps to carry out the search:

A - Exploratory Study: Where the two researchers conducted a prospective study. To design a research tool and collect data on an experimental sample during the period from 1-10-2022 to 10-20-2022. From the research community and other than the main sample of (20) players to verify the scientific transactions of the tool.

B - Application of data collection tools: After defining the sample and selecting the data collection tools and ensuring their validity and reliability, the application took place from 11-2-2022 to 12-20-2022 on all members of the main sample.

C - Correction of data collection tools: After completing the application, the two researchers corrected the scales and unloaded their scores according to their evaluation scale. After completing the correction process, the scores were monitored in preparation for statistical treatment.

D- The statistical methods used: In processing the results, the researchers used the appropriate statistical methods through the "" spss, 26 program, to calculate the previous statistical coefficients, at the level of significance (0.05).

Display search results:

The researchers presented the results of the research as follows:

1- **The results of the first hypothesis:** which states that there is a statistically significant correlation between the dimensions of competitive behavior and the dimensions of achievement goals orientations for team sports students at the Faculty of Physical Education, Minia University.

Table (8) shows that:

Table (8)
the values of the correlation coefficients between competitive behavior and dimensions of achievement goals orientations among sports students Collegiate at the Faculty of Physical Education, Minia University (n = 80)

variants		competitive behaviour	
		Positive competitive behaviour	negative competitive behaviour
Achievement goals	Mission orientation goal	٠,٨٨	-٠,٦٦
	The goal of ego orientation	-٠,٧٣	٠,٦٨

Tabular t value at a degree of freedom (78) and a significant level (0.05) = 0.224

It is clear from Table (8) that:

- There is a positive and statistically significant correlation between the dimension of positive competitive behavior and the dimension of the orientations of the goals of completing the task among students of team sports at the Faculty of Physical Education, Minia University, where the value of (R) between them was (0.71), while it was negatively related to the dimension of the orientations of the goals of the ego, as the correlation coefficient reached (0.71). (-0.66), which are statistically significant correlation values, which indicates the existence of a statistically significant correlation between those variables.
- There is a positive and statistically significant correlation between the negative competitive behavior dimension and the ego goals orientation dimension for team sports students at the Faculty of Physical Education, Minia University, where the value of (R) between them was (0.68), while it was negatively associated with the goal achievement goals dimension, as the correlation coefficient reached (0.68). 0.73), which are statistically significant correlation values, which indicates the existence of a statistically significant correlation between those variables.

2- **The results of the second hypothesis:**, which states that "there are statistically significant differences between the team sports players (foot-basket-volley-hand) at the Faculty of Physical Education, Minia University, in the dimensions of competitive behavior, and my tables (9,10) illustrate this:

Table (9)

Significance of statistical differences by means of the (q) test between team sports players (foot - basket - plane - hand) in the dimensions of competitive behavior (n = 80)

Variables	Source of variance	Sum of squares	Degrees of freedom	Mean of squares	F
Positive competitive behaviour	between groups	112.238	3	37.413	*7,249
	within groups	392.250	76	5.161	
	the total	504.488	79		
negative competitive behaviour	between groups	5.500	3	1.833	1,012
	within groups	137.700	76	1.812	
	the total	143.200	79		

* Significant at the level of 0.05

It is clear from Table (9) that:

- There are statistically significant differences between the team sports players (football - basket - volleyball - hand) in the dimensions of positive competitive behavior, where the value of (F) was statistically significant, at the level of significance (0.5), while there were no statistically significant differences in the behavior dimension Negative competitiveness, which indicates that there are differences between them, and to find out the direction of these differences, the researchers will conduct a comparison test (Teuki).

Table (10) shows the results as follows:

Table (10)

Test (Tioki) between team sports players (foot-basket-volley-hand) In the dimension of positive competitive behavior (n = 80)

variants		football	Basketball	Volley ball	handball
MAIN		27,000	24,900	25,250	23,750
1	football		*2,150	1,800	*3,300
2	Basketball			0,3500	1,150
3	Volley ball				1,500
4	handball				

* Significance level for the least significant difference

It is clear from Table (10) that:

- There are statistically significant differences between team sports players (football, basket, hand) in the dimension of positive competitive behavior, and these differences are in the direction of football players, while there are no differences in the rest of the comparisons.

3- **The results of the third hypothesis:**, which states that "there are statistically significant differences between the team sports players (foot-basket-volley-hand) at the Faculty of Physical Education, Minia University in the dimensions of the orientations of achievement goals, and table (11-13) shows this:

Table (11)

Significance of statistical differences by test (P) between team sports players (foot - basket - plane - hand) in the dimensions of the directions of achievement goals (n = 80)

Variables	Source of variance	Sum of squares	Degrees of freedom	Mean of squares	F
Mission orientation goal	between groups	335.738	3	111.913	*٢٧,٣٢٦
	within groups	311.250	76	4.095	
	the total	335.738	٧٩		
The goal of ego orientation	between groups	328.337	3	109.446	*١٢,٩٩٦
	within groups	640.050	76	8.422	
	the total	968.387	79		

* Significant at the level of 0.05

It is clear from Table (11) that:

- There are statistically significant differences between the team sports players (football, basket, volleyball, hand) in the dimensions of the directions of achievement goals, where they came. These differences, the researchers will conduct a comparisons test (Teuki), and my tables (12, 13) show the results as follows:

Table (12)

**Test (Tioki) between team sports players (foot-basket-volley-hand)
In the goal dimension of task orientation (n=80)**

variants		football	Basketball	Volley ball	handball
MAIN		٣٠,٠٥٠٠	٢٦,٦٥٠٠	٢٥,٧٥٠٠	٢٤,٧٥٠٠
1	football		١,٣٥٠٠٠	٠,٢٥٠٠	*٤,٠٥٠٠٠
2	Basketball			١,١٠٠٠٠	*٥,٤٠٠٠٠
3	Volley ball				*٤,٣٠٠٠٠
4	handball				

* Significance level for the least significant difference

It is clear from Table (12) that:

- There are statistically significant differences between team sports players (foot-hand) in the goal dimension of the task orientation and these differences are in the direction of football, while there are no statistically significant differences between the rest of the comparisons.

Table (13)

**Test (Tiuki) between team sports players (foot-basket-volley-hand)
In the goal dimension of ego orientation (n=80)**

variants		football	Basketball	Volley ball	handball
MAIN		١٢,٤٥٠٠	١٨,٩٥٠٠	١٦,٤٥٠٠	١٥,٨٠٠٠
1	football		*٢,٥٠٠٠٠	٢,٠٠٠٠٠	*٥,٦٥٠٠٠
2	Basketball			٠,٥٠٠٠٠	*٣,١٥٠٠٠
3	Volley ball				*٣,٦٥٠٠٠
4	handball				

* Significance level for the least significant difference

It is clear from Table (13) that:

- There are statistically significant differences between team sports players (football - basket) in the goal dimension of ego orientation, and these differences are in the direction of basketball.

- There are statistically significant differences between team sports players (foot-basket-volley-hand) in the goal dimension of ego orientation and these differences are in the direction of basketball, while there are no differences between the rest of the comparisons.

Discussion and interpretation of research results:

Through table (8), which shows the results of the correlation reached through the data collected from the research sample of soccer players, the majority of the facts that we have put forward through our research hypotheses and based on the first hypothesis were reached: There is a statistically significant correlation between the dimension of Positive competitive behavior and after the orientations of the objectives of completing the task, and this relationship is positive for the students of

team sports at the Faculty of Physical Education, Minia University, while it was negatively associated with the dimension of the ego goals orientations, and there is a positive and statistically significant correlation between the negative competitive behavior dimension and the ego goals dimension of the students of the collegiate sports at the College of Sports. Physical Education, Minia University, while it was negatively associated with the orientations of the objectives of completing the task.

The researchers attribute that the reason is due to the football players enjoying the high skills they acquired through the continuous training process during the public and private preparation periods and the participation in an abundant number of friendly and official matches, as well as the sports exercises that the players undergo in the training process and participation in various local competitions, which supports Competitive behavior is improved by the players' interpretation of self-importance on the one hand, and his skills and abilities in playing on the other hand, and this only comes through competition. Muhammad Allawi (1998) confirms that an athlete who has a positive self-concept is characterized by clear confidence in himself and in his ability and skill. He does not appear anxious, hesitant, or afraid to achieve and excel in unexpected locations, and this is also reinforced by the study of "Taymour Ragheb", where the latter concluded that the higher the player's level, the more he felt himself, as he found significant differences between international players and local players according to For the variable of the athletic level, as well as the presence of a significant significance between the players with high scores in personal characteristics, and the players with low scores in favor of the high scores, and this confirms that the player must have a strong will and believe in winning, regardless of the level of the players he faces, and this is related to the goal of the task that he undertakes This result agreed with the study of Jacob Ashasha (2017), which concluded that there is a correlation between competitive behavior and positive competitive behavior. The performance of football players during sports competition and the study of Habara Muhammad, Aman Allah Rashid, Bin Salem Salem" (2021). They have a significant correlation, which is a direct relationship, meaning that the level of competitive behavior they have is also high. As for the correlation between motivation and social anxiety that these players have, it is also a significant correlation, but it is an inverse relationship, as the level of anxiety they had was of a relatively low or acceptable level, which is what It is called objective or useful anxiety that drives the achievement of sporting achievements and the study of "Ayman Aladdin Khalil" (2021), Raya Al-

Abrieh "2021, Adnan Latif" (2017) and the researcher reached a set of results, the most important of which is that the players participating in this tournament have a high level of motivation as well. The correlation between their motivation and competitive behavior is of significant significance and is a direct relationship, meaning that the level of their competitive behavior is also high.

The researchers believe that the reason for the association of negative competitive behavior with the goals of the ego is due to the fact that football players, when they make efforts during sports competition, may have negative emotional aspects that affect behavior and sports performance or the team, and the player should have sufficient opportunities to compete through which he can have success experiences and avoid failure experiences, and he can positively develop his decision-making abilities, take responsibility, self-confidence and self-esteem, and coaches should avoid focusing on results as much as work is done on the football player possessing the volitional, moral and psychological characteristics suitable for practicing volleyball. And that competition or during training they lack speed due to the lack of sufficient responsibility for them and the presence of indifference, whether it is a loser or a winner, and thus difficulty in achieving excellence, and this is reflected in the strength of their will, their faith and their conviction in achieving the tasks required of them, and "Mohamed Allawi" believes that the effort made by the player in sports competition and the associated physiological changes associated with emotions help to strengthen the various vital systems of the player. On the other hand, these emotional aspects may have their negative impact on the behavior and performance of the athlete or team. Or it may not occur in any type of human activity the emergence of many emotional responses that differ in their quality, intensity and strength, as happens in sports competitions, because the latter is a fertile source for many multiple and changing emotional situations due to its association with the multiplicity of experiences of success and failure and the multiplicity of situations of victory, tie or Defeat from one moment to another during the competition, and these emotional aspects may have their benefit, as the effort made by the player in the sports competition and the associated physiological changes accompanying the emotions help to strengthen the various vital systems of the player, and on the other hand these emotional aspects may have their disadvantages as Negative impact on the behavior and performance of the athlete or team.

As shown in Table (10) - that there are statistically significant differences between team sports players (foot - basket - hand) in the dimension of positive competitive behavior and these differences are in the direction of football players while there are no differences in the rest of the comparisons. This is due al believe that soccer players and their social status may affect their lives if they fail in their performance. Therefore, we find them able to compete, as well as those variables and external conditions that they face, such as the audience, fame, rewards, encouragement, and media propaganda that make them in a race with all sports and outperform them.

The idea of football is one of the international sports that dazzles its fans, and this is a motivation to exert a lot of effort and high-level performance to reach a high degree of positive competition, as well as the player's exposure to many external confrontations, whether on the field or even outside the field, which makes them able to bear responsibility and try to achieve for other sports And we do not say that the rest of the sports do not do this, but the superiority in competitive behavior is for soccer players due to the large number of its variables, and this is consistent with the study of Sherif Murad (2016), Ali Hussein (2016), Naji bin Saeed (2016), where their results indicated that there is a relationship A direct (positive) statistically significant relationship between competitive behavior and positive thinking patterns, and there is a direct (positive) statistically significant relationship between competitive behavior and negative thinking patterns. The negative thinker focuses on his areas of weakness and then amplifies them until they become his main concern. Competitive behavior and the opposite is true with negative thinking.

It is clear from Table (12) that there are statistically significant differences between team sports players (foot-hand) in the goal dimension of the task orientation, and these differences are in the direction of football, while there are no statistically significant differences between the rest of the comparisons. Perhaps this confirms the previous result, where football players excel in positive competitive behavior. This matter may be related to the concept of the task that players focus on over other sports, as agreed with the study of Ali Hussein (2016), Sherif Murad (2016), Adnan Latif "(2017), Jacob Ashasha" (2017), Fawziah Al-Shubaily "2016 Where the internal future goals of Qassim University students can be predicted through self-esteem, proactive mastery goals, and perseverance External future goals among Qassim University students can be predicted through enterprising performance goals , self-esteem, and proactive mastery goals.

Thus, soccer players have a high degree of social responsibility towards their club and their fans, which makes them extremely challenging, competitive, and far from selfishness. Table (13) indicates that there are statistically significant differences between team sports players (foot-basket-volley-hand) in the goal dimension of ego orientation and these differences in the direction of basketball, while there are no differences between the rest of the comparisons. As basketball players may be due to it being a team game, while it needs individual efforts more than any other game, in which the player may achieve many points, and therefore his ego is higher than the rest of the games, so their search for fame through individual performance, which is very much a reason for success The team makes the player attentive to his personal condition, which is the only opposite of the various other collective games, and thus it is superior to its counterparts in other sports.

Research conclusions:

In light of the research results, the researchers conclude the following:

- 1- There is a positive and statistically significant correlation between the dimension of positive competitive behavior and the dimension of the orientations of the goals of completing the task, while it was negatively related to the dimension of the orientations of the ego goals of the students of team sports at the Faculty of Physical Education, Minia University.
- 2- There is a positive and statistically significant correlation between the negative competitive behavior dimension and the ego goals orientation dimension, while it was negatively related to the mission accomplishment goals dimension of team sports students at the Faculty of Physical Education, Minia University.
- 3- There are statistically significant differences between team sports players in the dimension of positive competitive behavior, and these differences are in the direction of soccer players.
- 4- There are statistically significant differences between team sports players in the goal dimension of the task orientation, and these differences are in the direction of football.
- 5- There are statistically significant differences between team sports players in the goal dimension of ego orientation and these differences are in the direction of basketball, while there are no differences between the rest of the comparisons.

Search recommendations:

In light of the research conclusions, the researchers recommend the following:

1. Linking all sports institutions to contain the players athletically and provide guidance services to contain the players socially and athletically.
2. Directing coaches, especially basketball coaches, to train with team spirit and focus on performing the task in integration with the team as a whole.
3. Directing the coaches' attention to focus on performance and not exaggerate focus on winning and results.
4. Work to instill a spirit of loyalty and belonging to the team's mission, not the player's mission alone.
5. Integration among the team members, convergence between points of view, and participation for all in decision-making, so that everyone knows that they are the reason for success and excellence.
6. Paying attention to the players in all stages of sports, from juniors to high levels, and others through the services provided by psychotherapists.

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22- Latif Jafarigilandeh¹ , Yaser Madani² , Mohammad Khabiri³ , and Masoud Gholamali Lavasani⁴ (2021) : Jafarigilandeh: Sport Psychology Studies, Volume 10, No 36, 2021

Research abstract in English:

Research Title: Competitive Behavior and its Relationship to Achievement Goals for Team Sports Students at the Faculty of Physical Education, Minia University

The current research aims to identify the relationship of competitive behavior trends (positive - negative) with achievement goals (task orientation - ego orientation) among students of team sports at the Faculty of Physical Education, Minia University. (Airplane - hand) and their number is (80) students. The two researchers used in collecting data for the research the competitive behavior scale prepared by them and the athletic achievement goals scale. The dimension of ego goals orientations among students of team sports at the Faculty of Physical Education, Minia University. There is a positive and statistically significant correlation between the dimension of negative competitive behavior and the dimension of ego goals orientations, while it was negatively related to the dimension of the orientations of the goals of task completion among students of team sports at the Faculty of Physical Education, Minia University. There are differences Statistical function between team sports players in the dimension of positive competitive behavior and these differences in the direction of soccer players. And the presence of statistically significant differences between team sports players in the goal dimension of task orientation and these differences in the direction of football, and the existence of statistically significant differences between team sports players in the goal dimension of ego orientation and these differences in the direction of basketball.

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مستخلص البحث باللغة العربية :

عنوان البحث : السلوك التنافسي وعلاقته بأهداف الإنجاز لدى طلبة الرياضات الجماعية بكلية التربية الرياضية جامعة المنيا

**أ. د/ إبراهيم ربيع شحاته

*/ أسماء شعبان محمد

يهدف البحث الحالي الى التعرف على علاقة توجهات السلوك التنافسي (الإيجابي - السلبي) مع اهداف الإنجاز (توجه المهمة - توجه الانا) لدى طلبة الرياضات الجماعية بكلية التربية الرياضية جامعة المنيا واستخدم الباحثان المنهج الوصفي وتمثلت عينة البحث في طلاب التخصصات الجماعية بالكلية (قدم - سلة - طائرة - يد) وعددهم (٨٠) طالب واستخدم الباحثان في جمع البيانات الخاصة بالبحث مقياس السلوك التنافسي من اعدادهما ومقياس اهداف الإنجاز الرياضي وأشارت اهم النتائج الى وجود علاقة ارتباطية موجبة ودال احصائياً بين بعد السلوك التنافسي الإيجابي وبعد توجهات أهداف انجاز المهمة , بينما ارتبط سلبيا ببعد توجهات أهداف الانا لدى طلبة الرياضات الجماعية بكلية التربية الرياضية جامعة المنيا .وجود علاقة ارتباطية موجبة ودال احصائياً بين بعد السلوك التنافسي السلبي ببعد توجهات أهداف الانا , بينما ارتبط سلبيا وبعد توجهات أهداف انجاز المهمة لدى طلبة الرياضات الجماعية بكلية التربية الرياضية جامعة المنيا .وجود فروق دالة احصائية بين لاعبين الرياضات الجماعية في بعد السلوك التنافسي الإيجابي وهذه الفروق في اتجاه لاعبي كرة القدم. ووجود فروق دالة احصائية بين لاعبين الرياضات الجماعية في بعد هدف توجه المهمة وهذه الفروق في اتجاه كرة القدم ، ووجود فروق دالة احصائية بين لاعبين الرياضات الجماعية في بعد هدف توجه الانا وهذه الفروق في اتجاه كرة السلة .

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