



## Original Research

# Competitive Behavior and Its Relationship to The Achievement of The Discus Throwing Event Among Students of The College of Physical Education, University of Kufa

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### Abstract:

The introduction dealt with the importance of the research by studying competitive behavior and its relationship to the achievement of the discus throwing event among students of the College of Physical Education, University of Kufa, which is a topic that has not been studied before, which contributes to clarifying this relationship and placing its results in the hands of researchers and coaches in order to benefit from these results and apply them to teams. Sports on the field. The purpose of the study was to determine whether students at the University of Kufa's College of Physical Education and Sports Sciences' competitive behavior and discus throwing achievement were related. Using the survey approach, the researcher employed the descriptive method. Due to its suitability to the research problem and its solution and achieving the research objectives to solve the problem, the research population consists of second-year students in the University of Kufa's College of Physical Education for the 2021–2022 academic year, who number (89) students, and a sample of (30) students was chosen, representing (33.707%). From the community of origin by a simple random method, (10) students were selected for the exploratory experiment, which represents a percentage of (11.235%) of the community of origin. As for the fourth chapter, it included the results of the tests for the research. The research relied on the descriptive approach and selecting the sample by a random method. As for the fifth chapter, it included the conclusions. The following recommendations and conclusions: The majority of pupils in the second stage in the arena and field have a competitive behavior when performing the discus throwing event. A relationship has been seen between competitive conduct and discus throwing for second stage students during performance.

**Keywords:** Relationship, Competitive behavior, achievement, students.

## 1- Introduction:

### 1-1 Introduction and the importance of the research:

One of the applied fields of contemporary psychology is sports psychology, which seeks to promote the happiness and personal growth of the individual athlete by serving as a practical and scientific guide to help them make the best decisions possible. This process involves learning, personal development, and the acquisition of personal data that can lead to a better understanding of human nature and more effective behavior.

Therefore, by addressing the idea of competitive behavior among students, the current study considerably advances this area. This is because competitive behavior influences students' conduct and their capacity to manage the stresses they encounter throughout training, while also inspiring them to work hard and conquer obstacles. or rivalry, demonstrating a strong degree of.

Sports are among the crucial individual games that need a high level of emotional regulation from players throughout practice and competition. This is especially true when acquiring new abilities and competing. Thus, it is crucial to do study to understand how competitive behavior affects students' performance in the discus throwing sport.

### 1-2 Research problem:

Studying the factors that are used to identify an athlete's conduct is the focus of sports psychology. Among the most crucial factors for an athlete to consider during a race are psychological ones. As competition heats up in sports like athletics, where players must compete individually due to shifting conditions during the race, psychological factors become even more crucial. It is simpler to win when there are more of these and when both sides are more prepared. The researchers discovered that there are variances and disparities in the competitive behavior that athletes face both prior to and during the race time because of their background in sports and their keen interest in the

sport. This disparity has a big effect on the race's concentration and outcome, which causes performance anxiety to arise and cause bad behavior that ruins the outcome. Consequently, the researcher made the decision to investigate these factors and ascertain the participants' realities in a precise and scientific method.

### 1-3 The research objectives are to identify:

- 1- Competitive behavior among students of the College of Physical Education - University of Kufa.
- 2- The relationship between competitive behavior and achievement in discus throwing for students at the College of Physical Education - University of Kufa.

### 1\_4 Research areas:

**1-5-1 Human field:** The second semester of the University of Kufa's College of Physical Education (2021–2022).

**1-5-2 Temporal scope:** for the period from 11/1/2021 to 3/1/2022.

**1-5-3 Spatial field:** The outdoor stadium in the College of Physical Education - University of Kufa.

## 3- Research methodology and field procedures:

### 3-1 Research methodology:

The researcher used the descriptive method using the survey method. Because it suits the research problem and its solution and achieves the research objectives to solve the problem.

### 3-2 Research population and sample:

The second-stage students from the University of Kufa's College of Physical Education made up the research population for the 2021–2022 academic year, who numbered (89) students. A sample of (30) students representing (33.707%) of the original population was selected by a simple random method. (10) students for the exploratory experiment, which represents (11.235%) of the original community, and Table (1) shows this.

**Table (1) shows the research population and sample**

Number of individuals in the exploratory experiment	percentage	Number of subjects in the main experiment	percentage
10	11.235%	30	33.707%

**3-3 Tools, equipment, and techniques employed in the study:**

**3-3-1 Devices and tools used in the research:**

- 2 kg tablets, 2 pieces.
- Stopwatch number (1).
- Portable calculator (1).

**3-3-2 Methods of gathering data:**

- foreign and Arab sources.
- Standards and tests.
- Note .

**3-4 Field research procedures:**

**3-4-1 Competitive behavior measure:**

In order to reach the goals that were set, the researcher adopted the competitive behavior scale prepared by the researcher (Mohamed Hassan Allawi) (1). The scale consists of (20) items. Each item contains three alternatives, namely (always, sometimes, never). For these alternatives, the scores are (1,2,3) for the positive items and (3,2,1)

for the negative items, respectively. The highest score for the scale is (60) and the lowest score is (20) with a hypothetical average (40). Appendix (2) explains this.

**3-4-2 Discus throw test:**

Purpose of the test: The furthest distance reached (achievement).

Description of the performance: Through a performance from a throwing circle with a diameter of 2.5 m. Three cases are performed for each laboratory, and out of three attempts, the best effort is considered.

**3-4-3 Exploratory experience:**

The exploratory experiment was conducted on Thursday, January 12, 2022.

**3-4-4 Scientific foundations for measuring competitive behavior and testing the effectiveness of discus throwing:**

**3-4-4-1 Validity:** The researcher verified the apparent validity of the scale and test used in the research by presenting it to a group of arbitrators specialized in physical education sciences (see Appendix 1) to demonstrate its validity. When using the (Chi-square) test, it appeared that the calculated value of the scale was performance anxiety. Motor and discus throwing test (6), which, with a degree of freedom (1) and a significance level of (0.05), is greater than the tabular value (K2) of (3.84), and thus all tests were accepted (see Table 2).

**Table (2) shows the number of those who agreed, the calculated (k 2) value, and the statistical significance of the mental alertness scale and the discus throwing test for students.**

Test name	Validity		Calculated	Tabulation	indication
	Repair	Not Repair			
Competitive behavior	5	Zero	5	3.84	moral
Discus throwing accuracy	5	zero	5		moral

### 3-4-4-2 Reliability of tests:

The stability of the test was found by testing and retesting on the exploratory sample, as Thursday, 12/1/ 2022, was chosen, and the test was retested on 26/1/2022 for the Competitive Behavior Scale, and 12/1/2022, and the test was retested on 31/1/2022 regarding the free throw test, and after transcribing the data, extracting the value (R) from it, the researcher concluded that the competitive behavior scale and the free throw test enjoy high reliability, if the value of (R) for the competitive behavior scale reached (0.82), while for the discus throw it reached (0.84).

### 3-4-4-3 Objectivity of the discus throw test:

The objectivity of the discus throwing test was found through the use of arbitrators to record the test results. For the purpose of identifying the objectivity of the test, the researcher took the results of the second procedure with a reconnaissance experiment (re-test), during which the researcher commissioned two arbitrators to estimate the scores of the tests referred to, and after that the researcher treated the scores that he indicated. The arbitrators examined it statistically by using the simple correlation coefficient (Pearson), as all correlations were highly significant, with the correlation value reaching (0.85).

### 3-4-5 The main experiment to measure competitive behavior, the discus throw test:

**Table (3): shows the sample size, arithmetic mean, standard deviation, theoretical mean, and the second test for one sample.**

variable	Sample volume	Arithmetic mean	standard deviation	Theoretical mean	Degree of freedom	Test T		Significance level
						Calculated	Tabulation	
Competitive behaviour	30	49.433	10.545	40	29	3	2.055	moral

The table above makes it evident that the sample's arithmetic mean adult competitive behavior (49.433) is more than the theoretical mean, which

The researcher applied the scale and test referred to above to the participants in the study sample, which numbered (30) students on Monday, 6/2/2022.

### 3-4-6 Statistical methods

The researcher used the statistical package (SPSS) to extract statistical methods.

## 4- Presentation, evaluation, and discussion of the study's findings

### 4-1 Presentation, analysis and discussion of the results of identifying competitive behavior among the sample.

Concerning the study's primary objective, which is to pinpoint competitive behavior among second-stage students at the University of Kufa's College of Physical Education and Sports Sciences during the 2021–2022 academic year, the total score for each student was calculated. If the score exceeds (40) degrees, this indicates that the student possesses a characteristic competitive behavior: If the total score is less than (40) or equal to it, this indicates that the student varies in the level of competitive behavior. This is called the theoretical mean. To estimate whether the apparent differences reflect real differences, the second test for one sample was used in order to determine the significance. The statistics for these differences are as shown in Table 3.

indicates that the students have competitive behavior while performing the discus throwing event in athletics. In order to verify this, the

second test for one sample was used, and the result was significant. It was found that the value of the calculated second is greater than the tabulated one at a degree of freedom (29) and a level of significance (0.05), which indicates a significant difference, that competition is indispensable in any way, and that the causes of competitive behavior lie in motivations, learning

experiences, and maturity changes. Behavior is intentional and not random. There are purposes. Behavior seeks to achieve them, so satisfying needs is a goal that behavior works to achieve.

#### **4-2- Presenting, analyzing and discussing the results of the correlations between the research variables.**

**Table (4): shows the value of the correlation coefficient and the value of the moral significance of the correlation**

Variables	Correlation coefficient value	Degree of freedom	value of TR		indication
			Calculated	Tabular	
Motor performance anxiety and discus throwing	0.975	28	19.513	2.055	moral

As can be seen from the above table, there is a correlation between motor performance anxiety and effective discus throwing when the correlation coefficient value of (0.975) is higher than the tabular value of (0.361) at a degree of freedom (28) and a significance level of (0.05).

In order to confirm the significance of the correlation, the T-test was used, as shown in Table (2), where it appeared that the calculated value of (19.513) is greater than the tabulated value of (2.048) at a degree of freedom (28) and a significance level of (0.05). Which confirms the existence of this relationship. There are many factors that affect the player while he is trying to perform, which can be said to be his competitive behavior, and therefore these factors are what cause individual differences in the player's behavior in general competitive situations. When a large number of players are observed performing these attempts in a sporting activity to repel Some of them score constantly and others fail to score, and this is due to several factors (age, gender, culture, personal traits, competition situation, etc. factors that occur during competition).

#### **Conclusions.**

- In the track and field second stage, the majority of kids exhibit competitive behavior when participating in the discus throwing event.
- The results showed a significant correlation between competitive behavior and discus throwing for second-stage students during performance.

#### **Recommendations:**

Using the current research scale as an objective tool by researchers and using it in their research and studies.

#### **References:**

1. Muhammad Hassan Allawi: Encyclopedia of Psychological Tests, 1st edition, Dar Al-Fikr Al-Arabi, 1998.
2. Nizar Al-Talib and Kamel Al-Wais. Sports Psychology, Baghdad, Dar Al-Kutub Printing, 1992.



**Appendix (1) Names of the experts whom the researcher sought to conduct the research**

T	the name	The scientific title	Specialization	Workplace
1	Haider Naji Habash	Mr.	Square and square	College of Education for Girls / University of Kufa
2	Fadel Kurdi Al-Shammari	Mr.	Sports psychology	College of Physical Education - University of Kufa
3	Hassan Hadi Saleh	Mr.	Sports psychology	College of Physical Education - University of Kufa
4	Mohsen Mohamed Hassan	Mr.	Sports psychology	College of Physical Education - University of Kufa
5	Ayman Hani Abdel	Assistant Professor	Tests	College of Physical Education - University of Kufa
Arena and field experts				
	Ammar Makki is a star	Mr.	Square and square	College of Physical Education - University of Kufa
	Haider Naji Habash	Mr.	Square and square	College of Education for Girls / University of .Kufa
	Muhammad Nima Hassan	Mr.	Square and square	College of Physical Education - University of Babylon
	Muqdam Abdel Kazem	Mr. assistant	Square and square	College of Physical Education - University of Kufa
	Murtatha Muhammad Ali	Mr. assistant	Square and square	College of Physical Education - University of Kufa

T	Paragraphs	Always	Sometimes
1.	My performance level decreases in the competition that some people watch.		
2.	When I make some mistakes during competition, I do not find it difficult to regain my focus.		
3.	My confidence in myself increases as the competition date approaches.		
4.	I forgive myself when I make some mistakes during competition.		
5.	When my coach or one of my colleagues criticizes me during a competition, I find it difficult to focus my attention throughout the remainder of the competition.		
6.	My high ability is clearly evident during sensitive situations in the race.		

7.	In important competitions, I worry that I will not be able to perform well.		
8.	Before I participate in the competition, I do not need more time to prepare psychologically and mentally.		
9.	Competition I was very anxious before I entered		
10.	When things go wrong in competition, it does not cause confusion or anxiety.		
11.	My performance in sports competition is much better than my performance during training.		
12.	During the competition, when I think that the referee made a mistake in some of his decisions regarding me or my colleagues, I do not react.		
13.	After finishing the competition, I can remember everything that happened in the competition.		
14.	I fear that I may be injured while participating in the competition.		
15.	I try to avoid thinking about the upcoming competition because that causes me more distress.		
16.	Right before I participate in the competition, I feel like I can't remember anything.		
17.	My performance level is consistent in competitions and within the limits of my ability.		
18.	After the competition ended, I felt that I could have performed better		
19.	I find more pleasure during training than during competition.		
20.	He made some mistakes in sensitive moments in the competition.		

**Appendix No. (2) Competitive behavior scale applied to the research sample**

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