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Some Motivational Traits and Their Relationship to the Performance of Passing Skills in Basketball among Female Students

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Abstract. This study aimed to identify selected motivational traits among female students and examine their relationship with the performance of passing skills in basketball. Motivation represents an important psychological factor in sports performance, as it influences students' willingness to learn, participate in training, persist in performing tasks, and improve their skill level. The study focused on motivational traits associated with achievement, persistence, self-confidence, and the desire to perform successfully, while examining their relationship with the accuracy and effectiveness of basketball passing skills. The researchers adopted the descriptive approach using the correlational method because of its suitability for investigating the relationship between psychological variables and skill performance. The research sample consisted of female students who practiced basketball as part of their academic program. Appropriate measures were used to assess the selected motivational traits, while standardized skill tests were applied to evaluate passing performance. The collected data were analyzed using suitable statistical methods to determine the levels of motivational traits and the strength of their relationships with passing performance. The results indicated that the participants demonstrated varying levels of motivational traits and passing ability. The findings also showed significant relationships between several motivational traits and the performance of basketball

passing skills, indicating that students with higher levels of motivation tended to demonstrate better skill performance. The study concluded that psychological and motivational factors should receive attention alongside physical and technical preparation in basketball instruction. It recommends integrating motivational strategies into teaching and training programs to support skill acquisition, increase student participation, and improve the performance of passing skills among female students.

Keywords: Motivational Traits, Basketball, Passing Skills, Female Students, Skill Performance.

1.1. Introduction

One of the sports that has received a lot of attention and popularity around the world is basketball. The nature of the game and the thrill, fun, and competitiveness it provides for players and spectators are responsible for this attraction. Because of this, coaches, researchers, and experts work tirelessly to advance and enhance the game, as shown by the numerous studies and research projects carried out in different facets of basketball.

Female students must have a high degree of comprehension and proficiency in the motor skills related to basketball's core competencies. Passing skills are among the most crucial of these abilities, and their effective performance rely on a number of psychological elements, such as self-assurance, drive, tenacity, and the drive to succeed. These elements are crucial for improving technical and skill performance.

The researcher's endeavor to determine the nature of the association between specific motivational factors and the performance level of basketball passing skills among female students is what makes this study significant. One of the psychological factors that is thought to have a major impact on the growth and enhancement of skill performance is motivation. Additionally, the study of this relationship is crucial in the field of physical education and sports sciences because passing is one of the fundamental basketball abilities that both individual and team performance heavily rely on.

The observed variation in the passing skill performance level among female students at the College of Physical Education and Sports Sciences, even when they meet the required technical and physical standards, is the research problem. This variance may be explained by deficiencies in specific motivational attributes or a lack of focus on their development in practical sessions, which can have a detrimental impact on skill performance. Thus, it is necessary to look into the connection between specific motivational characteristics and female students' passing abilities in basketball. Thus, the research aims to address the following query:

Does the performance level of basketball passing skills among female students at the College of Physical Education and Sports Sciences significantly correlate with specific motivating traits?

One of the most significant psychological elements affecting the acquisition and proficiency of sports skills is motivation. It motivates athletes to put forth more effort, endure, and keep training in order to reach their objectives. Variations in skill performance levels among female students may also result from differences in motivating traits. While poor motivation can lead to limited engagement and slower performance growth, some students have a strong drive for excellence and a high accomplishment motive, which favorably improves the speed of learning and skill acquisition.

This study is significant because it attempts to determine the connection between specific motivational characteristics and female students' passing skill performance in basketball. Knowing this link can help coaches and educators choose training and instructional strategies that boost motivation and improve basketball skill performance.

1.2. Research Problem

Despite having some of the physical and motor abilities required for success, female students in Colleges of Physical Education and Sports Sciences sometimes struggle to reach a respectable level of performance in basketball skills, notably passing skills. Since motivation directly affects the propensity to learn, engage in training, and put out effort during practical classes all of which are reflected in skill performance this could be explained by variations in certain motivational features.

Through observing the performance of female students in basketball passing skills, the researcher noticed a clear variation in performance levels that may be associated with certain motivational traits. Accordingly, the research problem is represented by the following question:

Is there a relationship between certain motivational traits and the performance of basketball passing skills among second-year female students in the College of Physical Education and Sports Sciences?

1.3. Research Objectives

1 To identify some motivational traits among the research sample.
2 To determine the relationship between certain motivational traits and the performance of the chest pass skill in basketball among female students.
3 To determine the relationship between certain motivational traits and the performance of the bounce pass skill in basketball among female students.
4 To determine the relationship between certain motivational traits and the performance of the overhead pass skill in basketball among female students.

1.4. Research Hypothesis

The performance of basketball passing skills among second-year female students in the College of Physical Education and Sports Sciences is statistically significantly correlated with specific motivating factors.

1.5. 1.5 Research Scope

Human Scope: Female second-year students at the College of Sports Sciences and Physical Education.

Time Scope: The period specified for conducting the study during the academic year.

Place Scope: The sports hall or basketball court of the College of Physical Education and Sports Sciences.

2. Research Methodology and Field Procedures

To achieve the objectives of the study, the researcher adopts an appropriate scientific method for addressing the research problem. A research methodology is considered the systematic approach that leads to the discovery of facts through a set of general principles and procedures that guide the research process toward acceptable scientific conclusions.

Because the descriptive method was thought to be appropriate for the nature of the study problem, the researcher used the correlational approach.

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2.1. Research Method

Because the descriptive method with a correlational approach is appropriate for examining the relationship between the study variables, it was used.

2.2. Research Population and Sample

Forty-two female second-year students from the University of Kufa's College of Physical Education and Sports Sciences made up the research population.

Twenty-one female students made up the research sample, which was chosen at random using a lottery procedure. As a result, 50% of the population was represented in the sample, which is considered an appropriate proportion for accurately representing the population.

2.3. Instruments, Tools, and Means Used in the Research

2.3.1. Research Means

Questionnaire.
Observation.
Arabic and foreign references and sources.
Internet resources.
Tests and measurements.
Score recording forms.
Personal interviews.

2.3.2. Instruments and Equipment

The University of Kufa's College of Physical Education and Sports Sciences has an indoor basketball court.
Dell laptop computer.
Ten basketballs.
Papers and pens.

2.4. Field Procedures

2.4.1. Determination of Tests Related to the Research Variables

First Test: Motivation Scale

The researcher used a motivation scale to measure several traits, including motivation, determination, self-confidence, responsibility, and leadership. The scale consists of (20) items, and students respond by placing a mark (✓) next to the statement that best describes them.

Second Test:

Assessment of skill performance in the basketball skills under investigation.

The skill performance level of basketball passing skills was evaluated by presenting the students' performances to three female referees specialized in basketball. Each student was awarded a score out of (10) for each skill. In addition, each student was given three attempts to perform the passing skills under investigation, which included:

Chest Pass Skill.

Overhead Pass Skill.

The highest score obtained by each student from the three attempts for each skill was adopted for statistical analysis purposes.

2.4.2. Pilot Study

On May 12, 2025, the researcher used a sample of five female students chosen from the same research population to conduct a pilot study. The pilot study's objectives were to confirm the suitability and effectiveness of the tools and equipment used in the tests, identify any challenges or barriers that might arise during the main experiment's execution, identify suitable solutions to overcome such challenges, and estimate the amount of time needed to complete the main experiment.

2.5. Main Experiment

2.5.1. Pre-Tests

The pre-tests were administered by the researcher on Tuesday, December 11, 2025. In order to gather information and findings pertaining to the pre-test stage, the tests were used to gauge specific motivating characteristics and evaluate the technical performance of basketball passing skills.

2.6. Statistical Methods

The researcher processed the research data, analyzed the findings, and obtained the statistical indicators needed to meet the study's goals using the Statistical Package for the Social Sciences (SPSS).

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3. Presentation, Analysis, and Discussion of Results:

No.	Variables Under Investigation	S−	+P	Chest Pass Skill S−	Chest Pass Skill +P	Correlation Value	Sig. Value	Test Significance
1	Motivation	10.3	0.36	9.11	0.30	0.81	0.00	Significant
2	Determination	12.1	0.60	9.11	0.30	0.83	0.01	Significant
3	Self-confidence	15.2	0.48	9.11	0.30	0.71	0.02	Significant
4	Taking Responsibility	17.7	0.39	9.11	0.30	0.84	0.01	Significant
5	Leadership	14.9	0.61	9.11	0.30	0.76	0.00	Significant

The significance level value is (0.05).

Table (2)

The correlation coefficient between certain motivational traits and overhead passing skill is shown.

No.	Variables Under Investigation	S−	+P	Chest Pass Skill S−	Chest Pass Skill +P	Correlation Value	Sig. Value	Test Significance
1	Motivation	14.3	0.30	8.9	0.49	0.87	0.02	Significant
2	Determination	11.7	0.41	8.9	0.49	0.89	0.01	Significant
3	Self-confidence	17.2	0.45	8.9	0.49	0.72	0.00	Significant
4	Taking Responsibility	13.4	0.33	8.9	0.49	0.88	0.00	Significant
5	Leadership	19.7	0.67	8.9	0.49	0.84	0.00	Significant

The significance level value is (0.05).

4. Discussion of Results:

The results of the study revealed the presence of positive statistically significant correlations between several motivational traits and the level of performance of passing skills in basketball among female students. This indicates the important role of psychological factors in developing skill performance and enhancing achievement during learning and practical application of basic skills.

The findings showed a significant correlation between the motivation trait and the performance level of passing skills. A higher level of motivation contributes to increasing students' desire to learn and actively participate in the lesson, which encourages them to exert greater effort and maintain a high level of focus and attention during skill execution. In addition, strengthening motivation through continuous encouragement and support positively improves accuracy of performance and accelerates motor skill acquisition, which was clearly reflected in the passing performance of the sample.

The results also indicated a positive correlation between the determination trait and the performance of basketball passing skills. This can be explained by the fact that persistence and the desire to achieve success push students to continue training and repeat practice until a higher level of mastery is reached. The higher the level of determination, the greater the ability of students to face difficulties and overcome errors that may arise during the learning process, which positively enhances skill quality.

Furthermore, the findings revealed a positive relationship between self-confidence and the performance level of passing skills. Self-confidence is considered an important psychological factor that enables students to perform skills with greater stability and accuracy, as well as reducing hesitation during execution. Confident students are also more capable of making appropriate decisions in different game situations, which contributes to improving skill performance and achieving better outcomes.

On the other hand, the results showed a positive correlation between responsibility and the level of passing skill performance. This can be attributed to the fact that students' sense of responsibility toward their academic and training tasks increases their commitment to active participation and regular practice, in addition to their keenness to develop their skill level in a way that supports team performance in general, thereby improving overall skill achievement.

The results further indicated a positive relationship between leadership traits and the performance of passing skills in basketball. This may be explained by the fact that students who possess leadership qualities have better abilities in communicating with teammates, organizing group effort, and making appropriate decisions during educational and practical situations, which positively reflects on their skill performance and enhances their efficiency in executing basic skills.

Based on the above, it is clear that motivational traits are influential factors in the level of passing skill performance in basketball. Traits such as motivation, determination, self-confidence, responsibility, and leadership all contributed to improving students' performance levels, which supports the research hypothesis stating that there is a positive statistically significant correlation between certain motivational traits and the performance of passing skills in basketball

5. 4. Conclusions and Recommendations

5.1. Conclusions

1- The chest pass ability of female pupils in basketball is positively and statistically significantly correlated with specific motivating characteristics.
1 2-There is a positive statistically significant correlation between certain motivational traits and the bounce pass skill in basketball among female students.
2- There is a positive statistically significant correlation between certain motivational traits and the overhead pass skill in basketball among female students.
3- Motivation traits such as motivation, determination, self-confidence, responsibility, and leadership contributed to improving the level of skill performance in passing skills.
2 4-Motivation plays an important role in enhancing motor learning processes and mastering basic basketball skills.
4- Higher levels of motivational traits among female students are associated with improved performance in the studied passing skills.

5.2. Recommendations

5- 1-Attention should be given to developing motivational traits among students during basketball lessons due to their positive impact on improving skill performance.
6- 2-The use of both moral and material reinforcement methods is recommended to enhance students' motivation toward learning and mastering passing skills.
7- 3-A supportive learning environment should be provided to help develop self-3-confidence and responsibility among students.
8- 4- Students should be involved in leadership situations within teams and learning groups to strengthen their leadership skills.
9- 5- Psychological aspects should be given equal importance alongside physical and technical aspects when teaching basketball.

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Appendix (1)

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Questionnaire for Measuring Some Motivational Traits among Female Students

In the Name of Allah, the Most Gracious, the Most Merciful

Dear Student,

Greetings,

You are presented with a set of statements that reflect your behavior in basketball. We kindly ask you to answer them honestly and clearly by placing a check mark (✓) in front of each statement according to the degree to which it applies to you.

Answer frankly and objectively by placing one check mark (✓) for each statement according to the following scale:

Applies to me to a great extent

Applies to me to a moderate extent

Applies to me to a slight extent

Does not apply to me

There are no right or wrong answers. Every response is considered correct as long as it honestly reflects your true feelings and opinions.

Your answers will be treated confidentially and will be used only for scientific research purposes.

It is necessary to answer all questionnaire items without leaving any item unanswered.

Thank you for your cooperation

No.	Paragraphs	Great	Medium	Few	Doesn't Apply to Me
1	I can always motivate myself during the lesson.				
2	I consider the lesson periods to be enjoyable and exciting times.				
3	I feel distressed when my performance is poor.				
4	I feel sensitive when my teacher criticizes me.				
5	I participate in the performance, and all my ideas involve self-confidence.				
6	I give up easily when my performance in the skill is poor.				
7	My colleagues describe me as a highly responsible person.				
8	I trust others easily.				
9	I try to show friendliness to my teacher so that he will be pleased with me.				

10	I am confident that my colleagues will cooperate for the benefit of performance.	
11	The lesson is more enjoyable for me with my classmates.	
12	I get anxious and find it difficult to return to my normal state when unexpected things happen during skill performance.	
13	I always strive for the best performance.	
14	When performing the skills, I think I put in more effort than most of my classmates.	
15	I blame others when I fail to perform basketball skills.	
16	I am easily suspicious of others.	
17	I often feel inadequate when my performance is poor.	
18	I suffer from a lack of confidence in performing some basketball skills.	
19	Repetition of the performance bores me.	
20	My confidence gradually fades as I get closer to performing the skills.	

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