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ABSTRACT

The research aims to identify the level of competitive behavior among students of Mosul University, and to identify the significance of the difference in competitive behavior according to the gender variable (males and females), the specialization variable (scientific and humanitarian), and the grade variable (first and fourth). The research sample reached (600) male and female students from the first and fourth grades of Mosul University colleges from both disciplines (scientific and humanitarian) and gender (male and female), where the researchers built the competitive behavior scale and the psychometric characteristics were extracted, as well as extracting the discriminatory power and internal consistency of the scale items, and the results showed: -

1- The research sample does not possess competitive behavior.

2- There are no statistically significant differences in the research sample according to the variables (gender - grade), while there was a statistically significant difference between the students of the two specializations (scientific and humanitarian) and in favor of the humanitarian specialization.

The researcher came out with a set of recommendations and proposals in light of his findings.

Keywords: scientific and humanitarian

Research problem:

The competitive behavior of students is one of the important and influential things in academic achievement and excellence, and the current research problem highlights that students who have a strong incentive to compete constitute a sound belief and a positive motivation to exert effort and perseverance in order to achieve their desired goals, and that competition requires an assessment and organization of their ideas and how to perceive and preserve topics (Abdullah, 2018: 16).

Little research has been done that focuses on academic competition and how motivation affects students to participate in competitive processes, especially at the university level. The incentives that lead to competition among students are many, the most prominent of which is the attempt to obtain higher rates among students. Since the research is very few, this is a driving force for conducting such studies that discuss the competitive nature of students.

Significance of research:

The educational system seeks to take into account targeted educational methods in order to build students cognitively, and social processes such as (competition, cooperation, adaptation) are an effective and important element in academic achievement, in addition to being a vital part that helps students to build relationships that make them an effective member of society (Obada, 2014: 8).

Competition is one of the main features that distinguish man in different areas of life and it is the competition between individuals about the possibilities and resources available for different motives ranging from achieving survival to achieving well-being and a decent life for the individual, family and society. The concept of competition is linked to the desire of individuals to achieve success or various gains, whether material or moral, as the character of competition is strengthened early in the family and school and then at different stages of life (Payte, 2017: 41).

The research confirms that the desire to make progress in academic and non-academic competition prevails in daily family life, and it affects the relations between university students and the rule of interactions with peers and because of the impact of its impact on the social class and the attitude of individuals towards others and society, this concept has worked to shape the social, moral and civil scene of society (Zhao&Luke,2019:5).

Competitive behavior may increase students' motivation to achieve a better level in both cognitive achievement and achievement, through their follow-ups and competition with each other, as each of them will try to outperform his competitors (colleagues) through tests conducted between them (Al Bayati, 2012: 2).

Research objectives :

1. Identifying the level of competitive behavior among students of the University of Mosul.
2. Identifying the level of competitive behavior among university students according to variables of (gender, scientific specialization, classroom).

The limitations of the research :

The current research is limited to the students of the faculties of Mosul University for specializations (scientific – humanitarian), of both genders (male - female), and of the two grades (first – fourth) for the academic year (2021-2022).

Research Terminology :

- Cohen(1982)

"A situation in which an individual's goal conflicts with the goals of others, as they struggle with each other to reach the goal before him" (Eto, 2012: 136).

- Zayed (2006)

"One way to achieve an individual's personal and social identity, is because the individual is in constant comparison with others in his or her life" (Alatom, 2009: 294).

- Gracia, Tor & Schff, 2013)

"An individual's behavior to achieve self-prominent positions in relation to personal goals" (2019:10, Maryatmi).

The researchers identified that competitive behavior in theory:

(Self-activism in which the individual makes the maximum effort possible to achieve his goal before others within the limits of the multiple interactive situations that he is going through).

Procedurally defined (the total score obtained by the respondent through his response to the items of the competitive behavior scale used in the research).

Psychology required that human behavior be the main focus in psychological studies. It highlighted all forms of behavior, whether the behavior is acceptable or unacceptable, and the reasons behind the emergence of this behavior, and shows behavior in the form of behavioral responses either acquired or learned through training and observation, and through exposure to previous experiences (Al-Habash, 2007,3).

Competition will help to achieve the personal and social identity of the individual because he is in a state of constant comparison with others , and it helpshim to assess himself and his ability because it determines his position with other groups andhelps him to know his social identity in determining the pattern of his relations with others around him (Ba 'yt,2017: 41).

The researchers adopted the following social components explaining competitive processes:

a- Objective position of the competition:

It is all the objective triggers related to the position of competition, and it includes the type of duties required, the level of the competitor, and the rules and conditions for performance, and because the position of competition is objective determined by the requirements of the environment for the individual, some of the sources of threat for the individual may include what is related to social factors, and what is related to physical factors, as competition is a corrective position for the individual's capabilities, it does not include many sources that are a kind of threat to the individual .

B . The subjective position of the competition :

It means how an individual perceives, accepts or evaluates the substantive aspects surrounding competition. If we really want to understand how individuals behave in competition situations, we must know the differences between them in terms of how competition situations are, i.e. you know the subjective aspect of competition situations as individuals themselves perceive it.

C. Response :

The degree of the individual's response to the objective position of competition is determined by his self-awareness of the position of competition, and the individual responds according to three levels as follows :

Behavioral responses

I.e good performance, physiological responses : such as increased hand sweating, psychological responses: such as increased competition anxiety.

d. Results:

Evaluating the results of the competition in the light of two tests: success and failure, success is a positive result, while failure is seen as a negative result, and following the results achieved by an individual during previous

competition situations is useful to help predict the degree of his or her reluctance to participate in the following competitions (Ratib, 2000 : 160-162).

Competitive processes are based on many principles, the most important of which are:

1. Competition is an ongoing and permanent process in society .
2. Competing individuals may not feel competitive.
3. The goal of competition for an individual or group is to get the largest share of limited things.
4. There is no competition for abundant things.
5. Competition goals and motivations vary from individual to individual and from community to community
6. Intergroup rivalry is less harmful than interpersonal rivalry (obada , 2014: 54-55).

There are many factors that affect the competitive process, the most important of which are:

1. Social environment (centers, roles and stratification), and plays a role in pushing individuals or groups towards competition.
2. The prevailing cultural pattern, man learns to compete from the culture in which he is raised, so education and socialization have an important role in guiding the individual to areas that require competition.
3. The degree of social awareness, as the higher the degree of social awareness among individuals and groups, the more things turn towards honest competition and construction and vice versa.
4. The nature of the parties to the competition (age, gender, personal characteristics, and social backgrounds) as studies indicate that competitive behavior appears more as the individual ages and that male children are more competitive than female.
5. The prevailing ideals and values, whose role is the extent and direction of competition. Where individual values and capitalism prevail, individual competition is activated. Where collective human values prevail, cooperation is activated and competition is reduced (Ibrahim, 2014: 213-214).

Theories that explained competitive behavior:

1- Competitive behavior according to social comparison theory:

The theory of social comparison was developed by (Festinger 1954). The main hypothesis of the theory is that people want to evaluate their abilities, potentials and means to achieve this by comparing themselves with others. The theory of social comparison assumes that individuals compare their views and abilities with others in order to assess themselves, and in order to know the possibility of their competition with them, and comparisons are a perception and measurement in terms of direction may be negative or positive, and the tendency to make comparisons with themselves or others is known to compare with others, so the social comparison is an important role in assessing because it is most negative and especially harmful to others. (20219):

Individuals are driven by a basic one-way motivation to improve their performance and at the same time reduce or avoid inconsistencies between their performance level and other people. This measure to reduce inconsistencies interacts with the one-way payment to do better and better work. Thus, competitiveness is one of the manifestations of the social comparison process that has been widely studied. For example, progressive comparison. When students compare their performance, for example, in an exam, with results that are somewhat better – this leads to competition (Garcia, 2013:2).

In individual competitive behavior, students work individually and each student seeks the information and ideas he needs to achieve his goal, and each student makes the utmost effort to excel, as he is in a semi-permanent comparison with his other peers, where he is rewarded in light of his performance in relation to the performance of other students (Al-Jabali, 2003: 139).

2- Competitive behavior according to the theory of expectation :

The theory of expectation or procedural theory developed by (From 1964) is one of the latest and most scientifically acceptable theories of motivation among researchers, and it is one of the most clear and precise theories, the theory of expectation in its basic form is related to the behavior of choice, and it shows specifically that individuals evaluate different strategies of behavior and then choose a specific strategy according to their expectations and belief in obtaining results related to work (Karima, 2008: 70).

According to the theory of expectation, the individual determines his or her expectations (and the probability of receiving the reward) in light of two basic factors:

1. Estimates his abilities He may feel that he does not have the abilities to do the work necessary to obtain the reward (and can make a mistake and exaggerate or reduce his abilities) However, he acts on the basis of this estimate and he builds this estimate on his previous experiences in performing similar work
2. Appreciating the behavior of the management and the party that gives the incentive: It may feel that it is of the type that promises but does not fulfill the promise and it builds this appreciation on its previous experiences with it.

The dimensions of this theory of designing a system of incentives are to ask them for tasks that they feel they can accomplish, and provide important incentives for them, while making sure that these promises are implemented, that is, that they fulfill what they promise (Zahabia, 2009: 37).

Local studies

1) Abdullah Study (2015) :

(Competitive behavior among fourth stage students in the Department of Psychological Counseling and Educational Guidance)

The study aimed to identify the competitive behavior of students and identify the differences in competitive behavior between males and females. The research was conducted on students of the fourth stage in the Department of Psychological Counseling and Educational Guidance at the Faculty of Education for Human Sciences, University of Basra for the academic year (2014-2015). The number of the selected sample was (40) male and (20) female. The study required the construction of a measure of competitive behavior. The study reached the following results: The research sample has a characteristic of competitive behavior. There are no statistically significant differences in competitive behavior among the members of the research sample according to the gender variable. In light of these results, some recommendations and proposals were made.

Grum 2014/Slovenia Study

(Academic motivation, competitive attitude and self-esteem among university students in Slovenia)

The study aimed to identify the relationship between academic motivation, competitive attitude and self-concept. This study was done on a random sample of university students from different disciplines by preparing intelligence to measure these variables. By comparing students in different fields of study, the researcher reached a set of results: that students of social sciences and the arts have much more self-motivated than students of scientific disciplines, have higher levels of self-esteem and their general psychological needs are more satisfied. On the other hand, students of natural sciences and technology express much higher levels of motivation and the attitude of excessive competition. The results of our research can be useful in improving the study process in some colleges through motivation and fundamental competition personal development.

Search procedures

Research population :

The research population is the students of the University of Mosul for the academic year (2021-2022) and their number is (48240) male and female students distributed over (13) scientific colleges and (11) humanitarian colleges, and in line with the limits of the research, the number of students in the first stage is (13,693) male and female students, with a total of (6855) males and (6838) females, and (10421) male and female students in the fourth stage, with a total of (5413) males and (5008) females.

2. Research samples

A- The exploratory sample: The researcher applied the scale to a random exploratory sample of students from the University of Mosul - the research community - numbering (80) students, the goal of the application to this sample is to identify the items and tool validity of the and the clarity of the instructions of the answer and the time taken.

B - Samples of statistical analysis: It is a random sample of (400) male and female students ,which included the sample of distinction and the sample of statistical analysis.

C- Stability Sample:

For the purpose of extracting the stability by the method of application and reapplying the sample of stability, it was (80) male and female students from the Faculty of Arts and the Faculty of Education for Pure Sciences.

D- The basic research sample:

The researcher relied on the stratified random sample in the selection of the research sample, where he chose (12) colleges from the colleges of the university to represent the final application sample, and the reality of (6) scientific colleges represented by the Faculty of Pharmacy, the Faculty of Nursing, the Faculty of Oil Engineering and Mining, the Faculty of Environmental Sciences and its technologies, the Faculty of Computer Sciences and Mathematics, the Faculty of Sciences, and (6) human colleges represented by the Faculty of Arts, the Faculty of Management and Economics, the Faculty of Law, the Faculty of Basic Education, the Faculty of Fine Arts, and the Faculty of Political Sciences, from which a stratified randomized sample was chosen with a percentage of (2.4%) and consisted of (600) students from the first stage and students from the fourth stage of colleges, with a total of (50) students from each college (25) for the first stage and (25) for the fourth stage) equally of both sexes .

Research tools

For the purpose of measuring competitive behavior and the lack of a measure to measure competitive behavior in the Iraqi environment and the inappropriateness of foreign and Arab standards that the researchers saw with the current research sample, the researchers built a measure of competitive behavior to suit the research sample of the students of the University of Mosul, and the researchers followed specific steps in the process of building a measure of competitive behavior according to a theoretical framework synthesized from previous theories and studies that dealt with this concept, the construction of the scale went through the **following stages:**

First: Defining the concept of competitive behavior

The researchers reviewed previous studies and theories that dealt with competitive behavior, through which the following concept was identified:

(Self-activism in which the individual makes the best effort possible to achieve his goal before others within the limits of the multiple interactive situations that he is going through)

Second: Identifying the areas of the Competitive Behavior Scale

After reviewing the theoretical literature, especially the social processes, because competitive behavior is one of the forms of social interaction, the researchers agreed to choose the following areas and dimensions:

1- **Positive competition:** One form of competition is conducted in an objective manner between two or more individuals according to specific standards and rules to which all competing parties are committed and includes the following dimensions:

- **Cooperation :** A process between two or more persons aimed at achieving a desired end through which all parties involved in that process interact.
- **Social interaction:** A mutual effect between two individuals or groups that takes different forms and methods that results in social relations between those parties aimed at achieving different goals.

2 - **Negative competition:** It is one of the forms of competition and usually involves intolerance, hatred and hatred, which is contrary to the legitimate customs and laws of competition and often aims to win the competitive position in any way and includes the following dimensions:

- **Conflict :** An emotional state resulting from conflicting desires or goals that the parties seek to achieve and resulting in tension, anxiety, and cessation of performance or achievement of goals.
- **Intolerance :** A passive-emotional, subjective tendency to form prejudices against an individual or group of individuals that is often not based on sufficient knowledge or logical truth and is not easy to change.

After reviewing a number of standards, previous studies, reference books, and identifying the areas that make up the competitive behavior measure, and defining those areas, the researchers derived items for each of the areas that fit their definition .

Based on the above, the researchers formulated (32) items distributed over the scale areas by (16) items for each field, and the items were distributed within the fields on the four dimensions, each paragraph corresponds to five alternatives .

Validity scale

1- **face validity:** face validity was extracted by presenting the items to a group of arbitrators to judge the validity of the items of the scale .

2 items discrimination power:

For the purpose of obtaining the distinguished items , the scale was applied to (400) male and female students from the University of Mosul. After correcting the scale and calculating the total score of each respondent , the sample responses were arranged incrementally. The highest grades, representing (27%) of the total number of the discrimination sample, and (27%) of the grades, represented the lowest group. The number of students in the upper and lower groups reached (216) . The identification of (27%) of the forms that obtained the highest grades and (27%) of the forms that obtained the lowest grades gives a representation of the two groups with the largest size and maximum differentiation (Anstasi, 1976: 283)

Stability scale : The researcher used the following paper for the purpose of achieving the stability of the scale of competitive behavior :

1- **The method of retesting:** It is to re-apply the scale to a sample of examiners and then calculate the stability coefficient, which is the correlation coefficient between the scores of the first and second applications of the scale , and it is called the coefficient of stability, which is calculated in this way the temporal stability coefficient. The two researchers extracted the Pearson correlation coefficient between the scores of the sample in the first application and the second application on the same sample after the passage of (15) days, and the Pearson correlation coefficient factors reached the value of the correlation coefficient between the scores of the first and second application of the scale (82%) degree, and this value is a good indicator of the stability of the tool,

B- Interval halving method : The method of halving depends on dividing the items of the scale into two parts and then calculating the correlation coefficient between the grades of the two parts, and correcting the

correlation coefficient with the Spearman Brown equation. The scale was divided into two parts: a part that includes individual items and a part that includes even items of the scale. The correlation coefficient was (78%) and after correcting it with the Spearman Brown equation, the stability coefficient of the scale as a whole was (87%), which is a good coefficient of stability according to the test of the percentage of common explanatory variation (Issawi, 1985: 212). With this procedure, the tool is ready for application .

competitive behavior measure in its final form and its correction:

The measure of competitive behavior in its final form consists of (31) items , and its items are answered through alternatives (always applied to me, often applied to me, sometimes applied to me, rarely applied to me, never applied to me), and the scales are (1, 2, 3, 4, 5) For the positive items and vice versa for negative ones , and the highest total score of the scale is (155) degrees, and the minimum total score of the scale is (31) degrees and a theoretical average score of (93).

13. Results and Discussion

The first objective: To identify the level of competitive behavior among university students.

To verify this goal, the researcher concluded that the arithmetic mean and the standard deviation of competitive behavior among the members of the research sample in general, and then the researcher applied that the T-test of one sample to compare the achieved arithmetic mean and the default average of the tool, and Table(1) shows this.

Table (1) Results of the T-test to measure the level of competitive behavior of the total sample

Quantity	Achieved arithmetic average	Default Average	Standard Deviation	T value		Significance
				Calculated	tabular	
600	76.445	93	14.715	27.558	1.960 (0.05) (599)	There's a statistically significant difference.

It is clear from Table (16) that the calculated T-value (27.558) is greater than the tabular T-value (1.96) at the level of significance (0.05) at the degree of freedom (599). This means that there is a statistically significant difference between the achieved average and the default average and in favor of the default average. This result indicates that the sample members do not possess competitive behavior. This is consistent with the study (Al-Hasnawi, 2009), which indicated that students tend to behave more cooperatively than competitive behavior. The researcher attributes this result to several reasons, including the loss of positive reinforcement of these behaviors , such as the lack of interest in the first and outstanding students by the concerned authorities. The systems resulting from the Corona pandemic also played a prominent role in the decline in competitive behavior, including the electronic examination system, which has become non-discriminatory between students and students who have low levels, causing frustration for the demanded students .

Second Objective: Identify the level of competitive behavior among university students according to variables (gender, scientific specialization, classroom)

To achieve this goal, the researcher used the T-test for two independent samples, and the calculated T-value was compared with the tabular value as follows:

1- According to the gender variable (males and females):

The arithmetic mean for males was (77.003) and a standard deviation of (15.169), while the arithmetic mean for females was (75.894) and a standard deviation of (14.256). The results showed that the calculated T-value of the gender variable is (0.923), which is smaller than the calculated tabular value (1.960) and B-value level of significance (0.05) and degree of freedom (598). This indicates that there are no statistically significant differences between males and females , and Table (2) shows.

Table (2) The arithmetic averages of competitive behavior in the research sample according to the gender variable

Variable		Quantity	Average arithmetic	Deviance Standard	T value		Significance
					Calculated	tabular	
Gender	Males	298	77.003	14.385	0.923	1.960 (0.05) (598)	There is no statistically significant difference
	Females	302	75.894	14.256			

This is consistent with the results of the study of (Abdullah, 2015) B There is no statistically significant difference between males and females in the level of competitive behavior, and the researcher attributes this result to the fact that the social and educational environment in which males and females live themselves and are subject to the same controls and instructions, as competitive behavior is a stand-alone property in human behavior and secondary variables (gender) do not play an intermediate role in it.

3. According to the scientific specialization variable (scientific - humanitarian):

The arithmetic mean of the degrees of students of the scientific specialization was (79.903) with a standard deviation of (15.255), and the arithmetic mean of the degrees of students of the humanitarian specialization was (72.986) with a standard deviation of (13.305), and the calculated T-value was (5.918) greater than the tabular value of (1.96). This indicates that there are statistically significant differences according to the variable of the specialization (scientific-humanitarian) and in favor of the humanitarian specialization. Table (3) shows this.

Table (3) T-test and the arithmetic mean of the research sample according to the scientific specialization variable

Variable		Quantity	Average arithmetic	Deviance Standard	T value		Significance
					Calculated	tabular	
Specialization	Scientific	300	79.903	15.255	5.918	1.960	There is a significant difference
	Humanitarian	300	72.986	13.305		0.05 (598)	

The researcher attributes this to the fact that competition in humanitarian disciplines is easier than competition in scientific disciplines. The nature of curricula and studies in humanitarian colleges provides opportunities for competition for all. Competition in humanitarian disciplines does not need innovation or invention, as is the case in most scientific disciplines, but depends heavily on indoctrination and some simple mental processes.

3- Depending on the grade variable (first - fourth):

The arithmetic mean of the grades of the first grade students was (76.303) with a standard deviation of (14.385), and the arithmetic mean of the grades of the fourth grade students was (76.586) with a standard deviation of (15.059), and because the calculated T-value (0.236) is smaller than the tabular value of (1.960). This indicates that there are no statistically significant differences according to the first -fourth grade variable and as in Table (4).

Table (4) Results of the test of one sample to compare the averages of competitive behavior in the research sample according to the grade variable

Variable		Quantity	Average arithmetic	Deviance Standard	T value		Significance
					Calculated	tabular	
Classroom m...	The First	300	76.303	14.385	0.236	1.960	There is no statistically significant difference
	The Fourth	300	76.586	15.059		0.05 (598)	

The researcher attributes this result to the fact that competitive behaviors are not limited to one grade rather than another. The university stage is an academic scientific stage that requires competitive behaviors in all its classes.

First: Recommendations:

1. Educational institutions should activate the role of positive promoters to develop competitive behavior to encourage students to perform better.
2. Expanding the scope of scientific, cultural and artistic competitions within the university environment.

Second :suggestions

1. Building an indicative program to develop competitive behavior among students of the University of Mosul.
2. Studying competitive behavior with other variables such as (achievement motivation, cognitive intelligence).

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