



Constructing A Scale For Sports Psychological Integration Of Games Team Players In Mosul City Clubs

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Abstract

Research aims to constructing a scale of psychological sport integration for team games players in Mosul, define psychological sport integration for team-games players in city of Mosul's clubs, setting standards for scale of psychological sport integration. Researcher used descriptive survey method . Society of research was (298) elite team games players in clubs of Mosul for 2025-2026 season , as registered in administrate of youth and sport in Nineveh All players were registered in (8) clubs. Sample was (230) players, (68) were excluded due to absence. Sample was intentionally chosen and redivided into pilot (170) and application (60) members. A Scale of sport psychological integration of team -games players prepared by researcher was used . Construction procedure included first pilot test of scale, modeling blue print of each item of every domain, surface validity of scale, second pilot test of scale, validity of construction statistical analysis of items, using two extreme groups, internal coordination and stability using re-test. Statistical means were arithmetic means, standard deviation, mode, Karl Pearson coefficient of skewedness formula, simple conjunction factor, standard deviation, t-test, Spearman -Brown equation and hypothetical means. Researcher concluded that efficiency of suggested scale of sport-psychological integration for team-games players of clubs of Mosul, generally speaking, team-games players have normal level of sport psychological integration, standards were set for sample members in scale.

Keywords: F Building Psychological Integration, Team Games, Clubs.

1.1 Introduction

Psychological as well as pedagogical disciplines put a lot of attention on setting individual's personality and enhance their psychological and social growth, in order to deliver balanced individuals able to positively adapt to various aspects of life , specially sport field . Seen societies spare no effort to eliminate economical inequality , ethnic variance and social discrimination , need increased to have innovative tools to strengthen unity and cohesion . One of these tools was sport , a global means able to eliminate linguistic , cultural , social , economic boundaries . Sport activities in particular are recommended , not just for its entertaining value but also for efficiency to unite all walks of society , develop mutual identity and create integrated interactive spaces (Kiseleva 2017) . Currently as social variety and cultural diversity deepens , integration took a highly esteemed value as a means to realize sustainable social development (Bayramyadow , 2013)

Psychological integration , a new psychological concept that became increased interest in academic literatures as an important scale reflects degree of individual's conceptual , emotional , and behavioural involvement in his daily activities alongside his motivation , continuity , and effective performance (Fredricks et al 2004) .

Sport activities are fertile social and pedagogical means that contribute to provide athletes with necessary skills and expertise as well as strengthen social relations , , belongings and team work . All the above mentioned help athletes to face whatever psychological provoking , build their abilities to adopt positive emotional and behavioural responses within their teams (Lonslade , 2007) , points out that sport psychological integration is a positive psychological aspects , reflects in vitality , trust , dedication and concentration in performance (Lonslade et al , 2007)

Collective activities in cooperative environments , such as sports , can ncrease trust , decrease discrimination and enhance social ties (Stepanov , 2017) . Despite all these results , a huge gap still exists in understanding mechanisms of integrating socially margined sectors specially in local communities via sport (Muratora , 2020)

Despite conclusions and limited results provided by case studies followed in previous works , we don't have enough inclusive experimental researches combining quantitative and qualitative sides . Unlike this study aiming at bridging the gap through studying contribution of sport activities in strengthening social inclusion . (Setoodegan and Peterson 2021) . Through questionnaires , interviews , analysis of case studies , current research handles experiences of participants from different social and demographic backgrounds to put a hand on factors elaborating or hindering integration Method used in this study is a multi-level analysis of visions and behavioural results of related parties (Hogland and Brulin , 2024) . On the other hand research showed a strong relation between psychological integration and other emotional conceptual and skill variables Psychological integration of subjects in learning activities give them positive emotional state , optimists , enthusiasm , curiosity and ready to act whenever given chance . On the contrary , resentful , in contempt people , feel resentment , negative reactions , don't give their full effort , feel depressed , anxiety , boredom or even anger (Hathoor , 2023, 100) . Integrated people have psychological serenity and health , one of occupational coordination factor . So they can face obstacles , solve their problems in all life and worl aspects , optimistic and steadfastness (Zainuldeen & Sabr , 2014 , 147) . Pedagogical

experts see psychological integration as an indicator of healthy psychological state (AlMahameed and Arabyat , 2005 , 155) (Appleton et al 2008) state : psychological integration leads to good and distinguished performance in tests and academic success not to forget to mention good peer relations as well as with his surroundings due to social awareness (Appleton , 2003 , 380) Social integration connects people , help them to live in a society providing a state of balance leading to continuity and stability (Abdulkadir , 2011 , 37)

Importance of current research comes from need to lay a hand on standardized measurement tool to diagnose sport psychological integration for team games players Modern studies necessitates constructing scales of good psychometric features (i.e. Validity and stability) to provide reliable accurate data for scientific research and field works (Appleton et al 2008)

Ai of current research is to build a scale for psychological sport integration for tam games members in clubs of Mosul in a way that allows trainers and experts in physiological psychology to know level of psychological integration of players , set appropriate consulting and training programs to promote athletic performance and achieve a social psychological coordination inside sport teams Current research will be a launching point for other researchers to incorporate variables handled in this research into consideration due to scarcity of researches written in athletic field about psychological integration as far as researcher's knowledge . This research is a contribution in theoretical and practical debate about sport and social integration by giving empirical evidence , methodological innovation , policy related recommendations to transcend to sport . Results of researches lead to wider applications to enhance integration in ethnically varied societies. By using unifying power of athletic researches, societies can create more flexible, compassionate and connected social environment.

1.2 Problem of Research

Psychological sport integration is considered a contemporary concept in sport psychology due to its vital role in enhancing efficiency of athletic performance , increase mental concentration , conceptual and emotional participation in while train and competitions specially in team games that require high level of social interaction , rapid decision making , commit to planned duties . Despite increased importance of psychological sport integration , researcher realizes absence of accurate and standardized academic measurement tools in clubs that can draw exact level of such variables for team-game players . Most studies and values depend on general notes , unspecialized scales , thus decrease diagnose accuracy and efficiency of psychological and training interventions . Absence of academic scale based on sound psychometric bases coincide with particularity of club members of team games hinders exact knowledge of their levels of psychological sport integration , set obstacles of putting psychological and training programs based on objective data contribute to enhance athletes individual and team performance Thus comes problem of research : to build an academic scale of psychological sport integration with high levels of high validity and stability coincides with nature of team game members in clubs to exactly diagnose their levels of sport psychological integration and serves as a reference to turn to in athletic psychological evaluation , academic research and planning .

1.3 Research Objectives

1.3.1 build a scale of psychological sport integration for team-games members in clubs of Mosul

1.3.2 know levels of psychological sport integration for team games members in clubs of Mosul

1.3.3. set standard levels of sample regarding scale of psychological sport integration

1.4 Domains

1.4.1. Human : elite team games members enrolled in clubs of Mosul

1.4.2 Time : from 14/4/2025 until 1/2/2026

1.4.3 Place : sport facilities in Mosul shown in society of research

1.5terminology

1.5.1 Psychological Integration: Abdulghani (1978 cited in Hathoor 2023) defined as “ continued dynamic relation where an individual aims at changing behaviour , coordinate with surrounding . Psychological integration is a continuous process where individual continually seeks coordination within himself first , then hs surrounding “ (Hathoor 2023 , 354)

2.1 Research Method

Survey descriptive method due to its appropriateness

2.2 Society and Sample

2.2.1. Society: (298) elite team games members in clubs of Mosul for 2025-2026 season approved by administrate of youth and sport in Nineveh chosen from (8) clubs shown in table (1).

Table 1. Research’s society

No.	Name of game	Number of elite players registered in clubs								Total	%
1	Football	Mosul	Futowa	Nineveh	Workers of Nineveh	Bright future	Mosulian waves	Girl of Nieveh	Alhadbaa	192	64,4
2	Basketball	-----	-----	-----	12	-----	-----	-----	-----	12	4
3	Handball	-----	15	-----	-----	-----	-----	-----	-----	5	15
4	Futsal	12	-----	12	-----	12	14	12	9	21	24
5	Bicycles	-----	-----	-----	-----	-----	-----	-----	4	4	1,2
6	Beach volleyball	-----	-----	-----	-----	4	-----	-----	-----	4	1,3

Total		42	27	24	36	42	38	34	35	298	100
%		14	12,4	11,4	12	14	12,8	11,4	12		100

2.2.2. Basic sample

(230) players represented basic sample . (68) were excluded due to absence . Sample was intentionally chosen , (74%) of which represented pilot sample , chosen randomly from basic sample whereas residue represented empirical sample as shown in table (2)

Table 2. Details of basic sample of research

Sample players	First pilot experiment sample	Second pilot experiment sample	Discrimination sample	Stability sample	Total construction sample	Application sample	Total number
	20	10	100	40	170	60	230
Percentage of sample	8,7%	4,3%	43,5%	17,4%	74%	26%	100%

2.3 Tool

Due to absence of scale of athletic psychological integration for team games members in Mosul , and solely for academic goals , researcher constructed the following scale to be applied on current society , coincide with characteristics of this athletic sector (mentally , socially and psychologically) . Researcher resorts to construct scales and tests when readymade tests in specialized periodicals and references can not be applied locally (Radhwan , 2006, 461)

2.4 SET ASPECTS

After reviewing some theoretical references and definitions regarding athletic psychological integration as well as some models and theories explaining psychological integration , researcher realized that all the above mentioned were pedagogically oriented and irrelevant to athletic field . In order to set dimensions of athletic psychological integration , researcher adopted Fredrick's et al model (2004) , giving complete idea about psychological integration , a multi-dimensional construction with three main components (behavioural , emotional and cognitive) . Such model is inevitable to understand how an individual reacts depending on these components as main dimensions , each was defined .

First : athletic behaviour integration: Indicates real organized participation of player in , physical , training activities , competitions and activities related to any athletic event . It includes commitment to be present , do exercises and motor duties , respect laws and rules , persistence in performance . Such integration is a direct , tangible indicator on level of positive athletic interaction , closely related to developing skilled performance , decrease abstention , or withdraw from athletic activity.

Second : emotional athletic integration: Indicates emotional responses of player toward sport activity like enthusiasm , pleasure , contentment and team belonging . These positive feelings contribute to enhance inner motivation , increase continuity n practice , develop psychological coordination during training and competition , to positively reflect on athletic performance.

Third : athletic cognitive integration: Represented in degree of use of players for his mental powers whilst learning, practice and apply motor skills, through concentration, use of mental strategies, correct mistakes, solve motor and planning problems, know requirements of professional and planning requirements. Such a factor is a key to reach perfect performance. It reflects deep mental process of skill. (Fredrick et al , 2004)

After applying previous dimensions in athletic field , defined , and forming them as a closed and open questionnaire , these dimensions were given to (7) experts in educational , psychological measurement and evaluation about reliability , suitability for title of these dimensions . After analysis of opinions and notes of experts , there was an agreement of (90%) on both suitability and validity of previous dimensions .

2.4.1 First pilot experiment

To get items of athletic psychological integration , researcher sent open questionnaire based on previously mentioned dimensions , to players asking them to record situations and cases where the player coincided with his colleagues whilst playing . This pilot sample was (20) players chosen randomly from main sample.

2.4.2 Forming items of each dimension

Reviewing literatures of building scales , some items were formed based on studies and scales of psychological integration , and players' correspondences . It was found that scale's main dimensions coincided with nature of study . Thus (55) draft terms were formed for each pre-set three dimensions to be (18) each . First dimension (18) items with (14) positive and (4) negative . Second (11) positive and (7) negative . Third (19) with (13) positive and (6) negative . Researcher followed Likert model due to being widely used method that doesn't need many experts , accuracy guaranteed because of various alternatives (Alken 1980 , 6) . Answer alternatives were (always , usually , sometimes , rarely , never) graded (5,4,3,2,1,) respectively for both positive and negative items . The following conditions were taken into consideration :

- Items must be clear and abbreviated
- Items must measure one dimension at a time
- Items must be connected directly to dimensions and features in question
- Items must be formed according to first person perspective (De Villes R.F.2017)

2.4.3 Reliability :

2.4.3.1 Face reliability: After preparing (55) items of scale as a draft of questionnaire, it passed a panel of (9) experts in sport , education and psychological discipline , to evaluate , determine its validity and suitability , to adjust linguistically whenever needed to coincide with society of research , to state validity of suggested answers or add and determine alternative hierarchy . Such a procedure is a suitable way to determine

reliability of scale . After analyzing responses and notes of experts , their reliability was found using percentage . Taken their notes into consideration , items agreed by experts in a ratio of 75% were approved . Some items were omitted or linguistically adjusted to coincide with sample . According to literature reviews , if a certain scale gets a rate of 85% or more of agreement it is reliable . (Bloom et al , 1983, 126) . 5 items were omitted. Thus , draft form of scale consisted of (50) items distributed in systematic random way to rely on during pilot experiment of scale and extract its psychometric features.

2.4.3.2 Content reliability: Such reliability takes place o reviewing previous studies and researches that handled suggested feature to determine basic elements (Farahat , 2007 , 115) . Achieved via elaborating concept of each dimension , classify items of scale's dimensions , set , define and reset items of each dimension.

2.4.4 Second pilot experiment: After systematic random distribution of items of scale to eliminate effect of each type of each dimension on correspondent ad prepare rough copy of laws of replying , scale was applied on a sample of (10) players to :

- know how clear items are and their degree of response
- know if scale's instructions were clear
- know obstacles and negative sides
- appropriateness of response alternatives
- calculate speed of answer , time laps by researchee to answer . Time allocated to answer (22-25) minutes . Pilot experiment showed no vagueness regarding scale items.

2.4.5 Psychometrical features of scale

2.4.5.1. Reliability of construction : (statistical analysis of items)

2.4.5.1.1. Two extreme groups method: Discrimination feature of each item was found using two opposite groups method Discrimination sample was (100) players . After applying scale , two extreme groups of which were taken after arranging their grades in descending order to achieve that a (27%) of highest and lowest grades is chosen to have two contradicted groups . Each high an low group consisted of (27) payers with a total of (54) representing discrimination group . Calculated t -test was adopted to test significance of variance between means of answers of highest and lowest group on scale items as shown in table (4).

Table 4. Results of t-test to find discrimination factor

Item	Disc factor	Sig values	Var sig	item	Disc factor	Sig values	Var sig	item	Disc factor	Sig values	Var sig
1	5.060	0.000	moral	18	5.151	0.000	Moral	35	3.936	0.000	Moral
2	3.252	0.002	Moral	19	6.324	0.000	Moral	36	4.789	0.000	Moral
3	3.672	0.001	Moral	20	9.469	0.000	Moral	37	4.790	0.000	Moral
4	5.602	0.000	Moral	21	5.317	0.000	moral	38	0.341	0.735	Immoral
5	5.349	0.000	Moral	22	4.779	0.000	Moral	39	4.197	0.000	Moral

6	3.949	0.000	Moral	23	0.107	0.915	Immoral	40	4.123	0.000	Moral
7	3.556	0.001	Moral	24	3.914	0.000	Moral	41	4.311	0.000	moral
8	6.918	0.000	Moral	25	4.094	0.000	Moral	42	4.549	0.000	Moral
9	3.707	0.001	Moral	26	4.007	0.000	Moral	43	7.157	0.000	Moral
10	3.555	0.001	Moral	27	5.404	0.000	Moral	44	1.429	0.159	immoral
11	4.713	0.000	Moral	28	5.993	0.000	Moral	45	6.307	0.000	Moral
12	4.330	0.000	Moral	29	6.454	0.000	Moral	46	7.995	0.000	moral
13	5.958	0.000	Moral	30	11.193	0.000	Moral	47	9.085	0.000	Moral
14	5.711	0.000	moral	31	5.336	0.000	Moral	48	0.700	0.487	Immoral
15	6.086	0.000	Moral	32	4.840	0.000	Moral	49	1.159	0.252	Immoral
16	5.483	0.000	Moral	33	7.626	0.000	Moral	50	5.226	0.000	Moral
17	4.204	0.000	Moral	34	6.101	0.000	Moral				

Significant at level (0.05)

Table (4) shows that (t) values were (0.107-9.085) , reviewing significance values , its found to range from (0.000-0.002) less than significant level of (0.05) . (5) items didn't show discrimination value (i.e. 23, 38,44,48,49) . Their significance ranged (0.159-0.915) higher than moral level of significance of (0,05).

2.4.5.1.2. Inner coordination factor

The coordination coefficient between each item score and total score of scale was computed for same discrimination sample of (100) players . Simple correlation coefficient was used as shown I table (5).

Table 5. Correlation factor between items and total score of scale of athletic psychological integration using inner coordination factor

Item	Coord	Sig. values	Sig. type	Item	Coord	Sig. values	Sig. type	Item	Coord	Sig. values	Sig. type
1	0.456	0.000	moral	18	0.458		Moral	35	0.447	0.000	Moral
2	0.410	0.000	Moral	19	0.530	0.000	Moral	36	0.466	0.000	Moral
3	0.401	0.000	Moral	20	0.587	0.000	Moral	37	0.534	0.000	Moral
4	0.487	0.000	Moral	21	0.430	0.000	Moral	38	Discrimination omitted		Immoral
5	0.499	0.000	Moral	22	0.483	0.000	Moral	39	0.436	0.000	Moral
6	459**	0.000	Moral	23	Discrimination omitted		immoral	40	0.439	0.000	Moral
7	0.389	0.000	Moral	24	0.388	0.000	Moral	41	0.457	0.000	Moral
8	0.613	0.000	Moral	25	0.418	0.000	Moral	42	0.403	0.000	Moral
9	0.386	0.000	Moral	26	0.476	0.000	Moral	43	0.578	0.000	Moral
10	0.384	0.000	Moral	27	0.502	0.000	Moral	44	Discrimination omitted		Immoral
11	0.471	0.000	Moral	28	0.521	0.000	Moral	45	0.567	0.000	Moral
12	0.486	0.000	Moral	29	0.546	0.000	Moral	46	0.592	0.000	Moral
13	0.501	0.000	Moral	30	0.614	0.000	Moral	47	0.686	0.000	Moral
14	0.472	0.000	moral	31	0.490	0.000	Moral	48	Discrimination omitted		Immoral

15	0.582	0.000	Moral	32	0.551	0.000	Moral	49	Discrimination omitted		Immoral
16	0.527	0.000	Moral	33	0.514	0.000	Moral	50	0.523	0.000	Moral
17	0.516	0.000	moral	34	0.530	0.000	Moral				

Moral at significance level of (0.05)

Table (5) shows that correlation factor between items and total degree of scale was (0.384-0.686) . Reviewing significance values that were (0.000) less than moral value of significance of (0.05) . So all items proved to be correlated. Thus final items of scale reached (45) , see appendix.

2.4.6 Stability

To obtain stability , researcher used re-test . Time lapse between both tests was (three weeks) . Adams points that duration between first and second tests mustn't be more than two to three weeks (Adams, 1964,85). Scale was applied on a sample of (40) players and re-applied after three weeks. Using Pearson conjunction factor , stability scored (86) acceptable.

2.4.7 Discrimination and correction of scale :

This scale aims at providing a reliable stable measurement tool to find level of athletic psychological integration . Final form of scale consisted of (45) items covering three dimensions . First consisted of (15) items , (11) of which were positive Second dimension with (16) items , (9) are positive while (5) are negatives . Third dimension with (14) items , (9) positive while rest are negatives . Correspondence alternatives were (always , usually , often , rarely , never) graded (1,2,3,4,5) respectively . Highest grade of scale was (225) while total low score was (45) . Hypothetical means of scale was (135).

2.5.Final application of scale :

Scale was applied on real sample reaching (60) players . Subjects were told to tick the appropriate alternative according to them , and leave no item unanswered . Answer would take place on same scale paper . Thus grade of each player would be total grade on scale items.

2.6. Statistical tools :

- Arithmetic means
- Standard deviation
- Pearson simple conjunction factor
- T-test for one and two independent samples
- Hypothetical means
- Percentage
- Skewness coefficient

3- Results and Discussions

3.1 Results of showing level of psychological athletic integration of sample: Such an aim was done by extracting arithmetic means of sample answers on scale , compare this level with hypothetical means of scale . Psychological athletic integration score were high and low depending on value of arithmetic means , if it is higher than hypothetical means of scale morally is a high psychological athletic integration positive immoral value is considered psychological integration parallel to hypothetical means . Any value lower than arithmetic means is considered negative as shown in table (6).

Table 6. Means , standard deviation , hypothetical means , calculated (t) value , an sig value of correspondents of research on scale of athletic psychological integration

Statistical features Scale	Sample	Hypothetical means	Arithmetic means	Standard deviation	Calculated (t) value	Sig.
Psychological athletic integration	60	*125	176	14	22	0.000

Moral at level of significance of (0,05)

Table (6) shows that significance value is (0.000) lower than moral significance level of (0.05) . Meaning variance is moral and in favor of arithmetic means of sample. Given facts mentioned , results showed that , generally speaking , players have a level of psychological athletic integration more than scale's hypothetical means , meaning that results relatively positive , meaning they enjoy a good level of affecting positively on their performance . Thus increase their professional and planning performance.

3.2. Standard levels of results of sample regarding psychological athletic integration

Researchers evaluated level of psychological athletic integration of sample by setting standards . These levels would explain raw grades to make grades meaningful , to be more objective while evaluation (AlJawadi ,1997,102) as shown in table (7).

Table 7. Raw grades , standard levels and percentage

Raw grade	Standard level	Number of players	Percentage
205 +	Very good	0	0
191-204	good	7	11,67
190-176	moderate	28	46,67
175-161	fair	14	23,33
146-160	weak	10	16,67
Less than 145	Very weak	1	1,66
S= 176	-+ number = 14	60	100%

Table (7) shows that level (very good) appeared once , level (good) repeated (7) times with a percentage of (11,67%) . Fair repeated (14) times and a percentage of (23,33%) , weak god (10) repetitions and a percentage of (16,67) , while very weak appeared once

with a percentage of (1,66%) . These results were taken from (60) players representing (100%).

4.CONCLUSIONS AND RECOMMENDATIONS :

4.1.Conclusions: Efficiency of suggested scale on team games members in Mosul. Generally speaking , team games members have normal psychological integration. Standard levels were set for sample regarding psychological athletic integration.

4.2. Recommendations: Depend on suggested scale for elite players by clubs to know degree of psychological integration of their players , to set their strength and weakness points. Make players psychologically , socially eligible by building relations with other players. Initiate similar study on other categories like youth and juniors. Make same study on solo games players.

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Appendix 1.

Scale of psychological athletic integration in its final form

No.	Item	Always	Usually	Sometimes	Rarely	Never
1	Practice sport regularly to keep my fitness and daily activity					
2	Find difficulty communicate or cooperate with colleagues during					

	exercises					
3	I achieve high both physically and professionally when commitment					
4	I don't exchange athletic ideas or skills with my colleagues during exercises					
5	Have good cooperative relations with my colleagues during exercises					
6	Exchange sport ideas and skills wit my colleagues during exercises					
7	I follow rules and regulations of stadiums and sport centers wen playing					
8	My family encourages me to play sport and do physical challenges					
9	I feel discomfort or boredom when doing sport activities					
10	Focus on developing physical abilities and do exercises efficiently and accurately					
11	I optimize when I achieve sport goals and enhance physical abilities					
12	Accept opinions of coach and colleagues when discussing performance styles or training plans					
13	Sport activities for me are boring not fun					
14	Always seek to enhance my athletic level and sharpen professional abilities					
15	I have an energy and physical activity higher than my peers					
16	I worry and pessimize when not fulfilling my sport goals					
17	I plan to continue					

	developing physical fitness and sort skills regularly					
18	Lack organization and discipline when performing motor activities leading to perform them unorganized					
19	Participate in motor activities with enthusiasm and discipline as well as organized and precise performance					
20	Ignore rules of stadiums and sport centers followed while playing					
21	Keep sport equipment clean and well handle them with care whist using					
22	I participate in athletic competitions and activities whenever possible					
23	Feel proud when achieve well in sport despite difficulties					
24	I reject others' opinions when discussing performance style or sport plans					
25	Proud to be part of my athletic group or team					
26	Renew my performance after every exercise or match to know my strength and weakness points to improve them afterwards					
27	Continue with my physical exercise doesn't play role in enhancing my athletic level					
28	I feel joy when playing with my team mates					
29	I do my exercises with accuracy and discipline					
30	Ignore coach when I don't understand the move while practice					
31	Use mental strategy to					

	improve my performance when exercising or competing					
32	Commit to participate in activities related to sport					
33	I don't keep sport appliances clean and don't handle them with care					
34	Enjoy exercise and sport activities that I participate in					
35	I get nervous when dealing with coaches					
36	Use my full mental potentials to have perfect performance not automatically					
37	Join new motor skills with my previous one that I learnt is hard					
38	Enjoy moments when I learn new sport skills					
39	Play sport activities in away that may be considered dangerous					
40	I put mental plans to apply skills correctly during matches or exercises					
41	I check my athletic self when failing to perform					
42	I attend all exercises regularly					
43	Respect coach's instructions during athletic activity					
44	Get depressed when facing obstacles to realize athletic achievement					
45	I rarely hesitate when participating in athletic exercises and competitions					

