



Science, Movement and Health, Vol. XIX, ISSUE 2, 2019
June 2019, 19 (2): 112 - 123
Original article

THE MOTIVES THAT DIRECT FEMALE STUDENTS TOWARD WEIGHT LIFTING COURSE IN PHYSICAL EDUCATION DEPARTMENT AT AL-NAJAH NATIONAL UNIVERSITY

RAFAT S.A. ELTIBI¹, LAYTH M.S. ISMAIL¹, QAIS YASEEN¹

Abstract

Aim. The study aimed to identify the motives that direct female students toward weight lifting course in physical education department at Al-Najah National University.

Methods. The study is based on descriptive approach. The study sample consisted of 81 female students in the physical education department at Al-Najah National University for 2018/2019 academic year.

Results. The result showed that health and body fitness, social and psychological motives scored high level.

Conclusions. Study hypothesis showed that there are statistically significant differences in the motives that direct female students towards weight lifting course, according to the level of the study and school years.

Keywords: motives, weight lifting, physical education.

Introduction

Studying the motivations of human behavior towards any activity is one of the most important, vital and exciting topics of psychology. The motives for any human activity differ according to the individual's desire, whether social, cultural, artistic, or sportive ones. Also, knowing the motivation of individuals to practice a particular activity is very important. The motives are defined as "internal forces that drive the individual to make an effort to achieve a certain goal" (Mufti, 2001). The term "motivational" refers to the dynamic relationship between the individual and his environment and includes many factors and situations that initiate, direct and sustain behavior until the desired goal is achieved (Allawi, 2002). Motivation is a function of liberating an individual's emotional energy and directing behavior towards a particular destination. The behavior of the individual stems from a set of interrelated motives and these motives change in the stages of individual development; motivation is not a material thing that can be seen directly, but rather situations within the individual that can be inferred from his behavior and activity (Allawi, 2002).

The significance of motivation is that it gives the individual enthusiasm and perseverance without fatigue and boredom, feeling of lost time and thinking about the good results achieved when the task is completed. Educational motivations also aim at reducing the tension of the individual and freeing

him from the state of imbalance and is considered as a major reason for excellence. Sportive excellence requires a strong impulse beyond the motivations behind learning and practice and the greatest motivation for exercise is success (Ratib, 2004). Motivation varies depending on physical or motor level. The motivation of the students toward the courses of physical education varies according to the school year and age, so that motivation changes and is characterized by instability, development and change in order to achieve the demands and the physical, psychological and social needs of the student (Allawi, 2002). The motivation is divided into two parts: *internal motives* (internal situations stemming from within the individual itself) and *external motives*. The Motives of female students of the Department of Physical Education embarking upon the weightlifting course are:

- *direct motives*: such as a sense of satisfaction and aesthetic pleasure, record numbers, championships and prove excellence.

- *indirect motives*: such as acquiring health and fitness, raising production and awareness of the social role of sport and the sense of the need to exercise sports.

The low level of motivation is bored, while the high level of motivation leads the student to fear and anxiety. The best state of motivation is called "psychological fluency" (Ratib, 2001).

The university education stage is one of the basic stages in building the personality of the university

¹Department of Physical Education and Sport, Al-Najah National University, Nablus, PALESTINE.

CORRESPONDENCE AND REPRINT REQUESTS: RAFAT SA ELTIBI;

Email: rafatsatibi@gmail.com

Received 15.04.2019 / Accepted 8.05. 2019

* the abstract was published in the 19th I.S.C. "Perspectives in Physical Education and Sport" - Ovidius University of Constanta, May 16-18, 2019, Romania

student, as it grants him different knowledge, experience and skills and helps prepare the student to meet the requirements of the society and carry out his duties to the fullest. In addition, the development of education cannot be achieved through the curriculum alone, but there must be a corresponding development in the rehabilitation and preparation of students before leaving to the community and to the labor market, as well as to prepare students properly for vocational training in optimal way, through courses, programs and plans affecting the work in an ideal way. Teaching is a process of shaping meaningful learning. The teaching of materials in physical education contributes to the development of personal aspects, the collection of information and the formation of convictions in the values of society and the development of abilities and skills (Joghdom and Ibn Sha'lan, 2009). There is the idea of teaching the courses of physical education taught in closed rooms in universities, where there are effects of the teacher of physical education and where is a huge amount of human knowledge and these effects are reflected on students. It can be said that there are efforts to develop the teaching process in physical education in terms of curriculum development and programs, the development of study plans and the vocabulary of each course and the creation of the basic capabilities. All this work will not bear fruit unless we pay real attention to the courses in a way that meets the needs of different students (Al-Okour, 2014).

The female students' interest in weightlifting course stems from that weightlifting sport has many health benefits and advantages. Women have the belief that weight lifting burns fat. Exercise helps them burn more calories and the advantage of weightlifting increases the aesthetic shape of females and builds muscles. Moreover, weightlifting increases the production of hormones, including a hormone that helps stimulate brain communication and enhance its cognitive function, as well as strengthening bone strength and connective tissue. This strength will help mitigate injuries and maintain a strong body. It can help to relieve symptoms of back pain, arthritis, chronic pain, anti-aging (Allawi, 2002).

Methods

Problem of the study

Since we are faculty members at An-Najah National University, we noticed that there is a tendency for female students towards the weightlifting course in the Department of Physical

Education. However - the girls attend this course with certain internal motives rather than external motives.

Questions of the study:

- What are the Motives of female students of the Department of Physical Education embarking upon the weightlifting course?
- Are there statistically significant differences at the level of significance 0.05 in motives of female students, attributed to the academic year?

The importance of the study

Identifying the motives of female students of the Department of Physical Education embarking upon the weightlifting course is one of very few studies in the universities of Palestine, which dealt with this subject. The importance of this study is also limited to a sample of females only, in addition to enriching the Arabic library in this study to increase its value and benefit the interested faculty members.

Hypotheses of the study

There are no statistically significant differences in the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University according to the level of the study and school years.

Objective of the study

The current study aimed at identifying the motives of female students embarking upon the weightlifting course at An-Najah National University, in addition to identifying the differences in these motives due to the variable of the academic year.

Terminology:

- *social motivations*: they are an internal hypothetical structure that arises from the emergence of individuals' needs that interact with other abilities to cause, direct and control the behavior of the individual within the desires of self-manifestation, social prominence, and self-realization;

- *psychological motivation*: it is a set of incentives in the behavior of the organism and psychologists use the term motivation to express the internal psychological state that drives the person towards certain behavior to achieve a goal; it is a driving force of behavior - for example, a student is studying and striving to achieve the goal of success and access to a particular social position and we conclude these motives from the behavior of an individual (Al-Ajrash, 2016);

- *physical education*: is the part of education that is done by the activity that uses the motor system of the human body, which results in the acquisition of some behavioral trends (Aazmi, 1996);

- *course*: describes the interactive tutorial offered across the university on how to learn and what are the core materials of the program.

Previous Studies

The study of Trevor Egli, MS; Helen W. Bland, Bridget F. Melton and Daniel R. Czech, (2011) aimed to identify the Influence of Age, Sex, and Race on College Students' Exercise Motivation of Physical Activity, sample of the study consists of students from 156 sections of physical activity classes at a midsize university were recruited (n=2.199; 1.081 men, 1.118 women) in 2005-2006 and volunteered to complete the exercise motivation inventory. The Methodology of the study was quantitative; cross-sectional descriptive research design was employed. The result showed that there are significant differences in 3 of 14 exercise motivational subscales by age (affiliation, health pressures, and ill health avoidance) ($p < 0.05$). Males were motivated by intrinsic factors (strength, competition, and challenge) $p < 0.05$ and females by extrinsic factors (ie, weight management and appearance) ($p < 0.05$). Conclusions: Significant differences for exercise motivations in college aged population by demographics were documented. Understanding these differences is important for college health professionals for programming strategies and promoting physical activity.

And M. Meenapriya, R. Gayathri, V. Vishnu Priya's (2018) study aimed to identify the Effect of regular exercises and health benefits among college students, Sample size for this study was 100. The survey questionnaire was filled in survey planet, and the link was sent to 100 college students to find the effect of daily exercises among them. The result of the survey was statistically analyzed. Results: Students with healthy lifestyle patterns have the benefits of losing weight, managing stress, and improving memory, focus, and concentration. The survey results indicate that most of the college students follow unhealthy lifestyle patterns and they do not regularly exercise. Conclusion: Since most of the college students do not spend much time for exercise, the unhealthy lifestyle still persists. This study has created awareness among the college students about the benefits of daily exercises on college students. While Pablo J., Alejandro R., Alexander G. (2018) examine the effect of a

motivational resistance training program on satisfying the individual's psychological needs, level of self-determination and body composition. A quasi-experimental study was performed with 47 volunteers (29 females, 18 males) of 67–75 years of age, divided into two groups: experimental (n=27) and control (n=20). A 12-week intervention program was performed, with a total of 36 sessions. The results of the inter-group analysis indicated significant differences in the post-test measurement between the experimental group and the control group (in favour of the experimental group) regarding basic psychological needs. The experimental group, in comparison to the control group, significantly decreased their percentage of fat mass and increased muscle mass. Body weight and BMI values increased in the control group, while significantly decreasing in the experimental group. In conclusion, the motivational resistance-training program in the elderly gave rise to positive significant changes at the physical, psychological and social levels, according to the definition of health by the World Health Organization.

Methodology

Descriptive approach has been used.

Study Population and sample

The study population consists of female students were study in the physical education department at Al-Najah National University for academic year 2018/2019. We distributed 100 questionnaires for the female students, 81 were returned and 19 questionnaires were excluded from the analysis due to the unfinished information (table 1). The questionnaire consists of three sections:

- *section one*: demographic variables consist of level of the study "Bachelor, Master" and school years "first, second, third, fourth and more than four years";

- *section two*: scale of the motives that direct female students towards weight lifting course and it consist of three dimensions:

- *first dimension*: health and body fitness motives towards Weight Lifting Course, it contains the statements from 1-8;

- *second dimension*: social motives - contains the statements from 1-6;

- *third dimension*: psychological motives - it contains the statements from 1-7.

Table 1. Demographic Characteristics for the study sample

Level of the study	Frequency	%
Bachelor	63	77.8
Master	18	22.2
Total	81	100.0

School years		
First	12	14.8
Second	13	16.0
Third	12	14.8
Fourth	26	32.2
More than four years	18	22.2
Total	81	100.0

Validity and Reliability of the study tool:

The scale was submitted to a number of experts especially in sport, psychological and social science, to take their opinions, to re-word some paragraphs, and to calculate the stability of the instrument study.

We used the equation of internal consistency using Cronbach's alpha test shown in table 2. Cronbach alpha for all variables were higher than (60%) which is acceptable in this research.

Table 2. Cronbach's alpha for the study fields

Dimension	Statements	CronbachAlpha
Health and body fitness motives	1-8	0.82
Social Motives.	1-6	0.80
Psychological motives	17	0.76
All questions	21	0.86

Data analysis techniques:

To answer the study questions, a Statistical Package for Social Sciences (SPSS) was used and the following statistical techniques and tests were used:

1. frequencies and percentages to describe demographical variables;
2. Cronbach's Alpha reliability (α) to measure the reliability of the study tool;
3. descriptive statistical techniques: these included means and standard deviations;
4. independent sample T-test, One Way ANOVA test and Shceffe test were used;
5. the research type scale included five Likert scale as follows:

<i>Strongly disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly agree</i>
1	2	3	4	5

Relative importance, assigned due to:

Class Interval = $\frac{\text{Maximum Class} - \text{Minimum Class}}{N}$
Number of Level

$$\text{Class Interval} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

- The Low degree from 1.00- 2.33
- The Medium degree from 2.34 – 3.67
- The High degree from 3.68 – 5.00

Results

This section describes the results of the statistical analysis for the data collected according to the research questions. Data analysis includes a descriptive of the Means and Standard Deviations for the questions of the study; Independent Sample T-test, One Way ANOVA test was used.

Health and body fitness motives: we used the arithmetic mean, standard deviation, item importance and importance level, as shown in table 3:

Table 3. Mean, standard deviation, item importance and importance level of the health and body fitness motives towards weight lifting course

No	Statements	Mean	Std. deviation	Item importance	Importance level
1	Overall fitness gain	4.56	0.87	1	High
2	Acquire a beautiful body texture	4.12	0.71	2	High
4	Maintain my body from defects and deformities	4.11	0.95	3	High
8	Avoid manifestations of aging	4.06	1.12	4	High
3	Gain muscle strength	4.01	0.90	5	High
7	Get rid of body sagging	4.01	1.17	5	High
5	Maintain the ideal weight and get rid of excess weight	4.00	0.99	7	High
6	Increase the body's ability to resist fatigue and work efficiently	3.96	1.05	8	High
Total		4.10	0.72	-	High

The participant from female students showed that mean of *health and body fitness motives towards weight lifting course* was in the high level and the means values ranged between 4.56 – 3.96, where the whole dimension earned a total mean of 4.10, Paragraph 1, Overall fitness gain, earned the highest mean reaching 4.56, with standard deviation 0.87,

which is a level of High and paragraph 2, acquire a beautiful body texture, came in the second place. It earned a mean of 4.12, with standard deviation 0.71, which is a level of high. Paragraph 6, Increase the body's ability to resist fatigue and work efficiently, scored last. It earned a mean of 3.96 and a standard deviation 1.05, which is a level of high.

Table 4. Mean, standard deviation, item importance and importance level of social motives towards weight lifting course

No	Statements	Mean	Std. deviation	Item importance	Importance level
4	Social showoff	4.11	1.10	1	High
1	Acquire new friends and acquaintances	4.09	1.13	2	High
5	Getting social acceptance with others	4.07	1.10	3	High
2	Not to stay alone	4.05	1.09	4	High
6	Keeping a sustainable relationship with my friends	4.04	1.15	5	High
3	Gain respect for others	3.99	1.07	6	High
Total		4.06	0.85	-	High

Table 5. Mean, standard deviation, item importance and importance level of psychological motives towards weight lifting course

No	Statements	Mean	Std. deviation	Item importance	Importance level
2	Increase my own confidence	4.22	1.11	1	High
6	Enjoyment, pleasure and self-entertainment	4.12	1.02	2	High
7	Sense of security	4.06	0.98	3	High
5	Strengthened will and self-reliance	4.05	0.97	4	High
1	Getting rid of psychological stress and pressures	4.01	1.17	5	High
3	Self-affirmation	3.96	1.12	6	High
4	Relax and get rid of excess energy	3.96	1.08	7	High
Total		4.06	0.81	-	High

The participant from female students' showed that mean of *social motives towards weight lifting course* was in the *high level* and the means values ranged between 4.11 – 3.99, where the whole dimension earned a total mean of 4.06, paragraph 4 (social show off) earned the highest mean reaching (4.11), with standard deviation 1.10, which is a level of High.

The participant from female students' showed that mean of *psychological motives towards weight lifting course* was in the *high level* and the means values ranged between 4.22 – 3.96, where the whole dimension earned a total mean of 4.06, paragraph 2 (Increase my own confidence) earned the highest mean reaching 4.22, with standard deviation 1.11, which is a level of High. Paragraph 6 (Enjoyment, pleasure and self - entertainment) came in the second place. It earned a mean of 4.12, with standard deviation 1.02, which is a level of high.

Paragraph 4 (Relax and get rid of excess energy) scored last. It earned a mean of (3.96) and a standard deviation 1.08, which is a level of high (table 5).

Paragraph 1 (acquire new friends and acquaintances) came in the second Place.

It earned a mean of (4.09), with standard deviation (1.13), which is a level of high. Paragraph (3) (Gain respect for others) scored last. It earned a mean of (3.99), and a standard deviation (1.07), which is a level of high (table 4).

Hypothesis test:

H0: There are no statistically significant differences in the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University according to the level of the study and school years

1- Level of the study (Bachelor, Master)

We used Independent Sample T-test to show the statistically significant differences in the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University according to the level of the study and table 6 shows the result:

Table 6.Independent Sample T-test

	Level of the study	N	Mean	Std. Deviation	t	df	Sig.
Healthandbody	Bachelor	63	3.99	0.77	-2.691	79	0.009*
	Master	18	4.49	0.31			
Socialmotives	Bachelor	63	3.94	0.91	-2.402	79	0.019*
	Master	18	4.47	0.44			
Psychologicalmotives	Bachelor	63	3.93	0.85	-2.865	79	0.005*
	Master	18	4.52	0.37			
Total	Bachelor	63	3.95	0.75	-2.990	79	0.004*
	Master	18	4.49	0.26			

N, number of subjects; t, computed test statistic; df, degrees of freedom; Sig, p-value corresponding to the given test statistic and degrees of freedom

*significant at level of (0.05)

Table 6 showed that there are statistically significant differences in the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University according to the level of the study, (t) values were (-2.691, -2.402, -2.865, -2.990) respectively for health and body, social motives, psychological motives and total scale, its significant at level of 0.05 and the variance in the means values were in favor of Master degree, that assure rejection of the null hypothesis.

2 - School years (First, Second, Third, Fourth, More than four years

We used Means, Standard Deviation, One Way ANOVA and Scheffe test to show the statistically significant differences in the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University according to the school years - table 7.

Table 7. Descriptive Analysis for means values and standard deviation to the respondents

Motives	School years	School years		
		N	Mean	Std. Deviation
Health_and_body	first year	12	3.44	0.74
	second year	13	4.22	0.57
	third year	12	3.98	0.66
	fourth year	26	4.14	0.82
	more than 4 years	18	4.49	0.31
	Total	81	4.10	0.72
Social_motives	first year	12	2.96	1.20
	second year	13	4.13	0.63
	third year	12	4.21	0.73
	fourth year	26	4.17	0.65
	more than 4 years	18	4.47	0.44
	Total	81	4.06	0.85
Psychological_motives	first year	12	3.11	1.10
	second year	13	4.31	0.49
	third year	12	4.08	0.67
	fourth year	26	4.04	0.72
	more than 4 years	18	4.52	0.37
	Total	81	4.06	0.81
Total	first year	12	3.17	0.96
	second year	13	4.22	0.28
	third year	12	4.09	0.61
	fourth year	26	4.12	0.65
	more than 4 years	18	4.49	0.26
	Total	81	4.07	0.71

Table 7 showed that there were variances in the means values about the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University according to the school years and to identify the statistically significant differences we used One Way ANOVA test.

Table 8 shows that there are statistically significant differences in the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University according to the school years, F values

were 4.865, 8.645, 8.053, 9.420 for the health and body, social motives, psychological motives, and the total and it's significant at level of 0.05.

Scheffe test was used to show the source of the variance between respondents according to the school years, and the result showed that the variance of the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University was in favor of school year more than four years, as shown in table 9, that assure rejection of the null hypothesis.

Table 8. One Way ANOVA test

		Sum of Squares	df	Mean Square	F	Sig.
Health and body	Between Groups	8.463	4	2.116	4.865	.002*
	Within Groups	33.052	76	.435		
	Total	41.514	80			
Social motives	Between Groups	18.279	4	4.570	8.645	.000*
	Within Groups	40.174	76	.529		
	Total	58.453	80			
Psychological motives	Between Groups	15.451	4	3.863	8.053	.000*
	Within Groups	36.454	76	.480		
	Total	51.905	80			
Total	Between Groups	13.357	4	3.339	9.420	.000*
	Within Groups	26.939	76	.354		
	Total	40.296	80			

*significant at level of (0.05);
 F, the test statistic for a One-Way ANOVA.

Table 9. Scheffe test for multiple comparison

Dependent Variable	(I) School year	(J) School year	Mean Difference (I-J)	Sig.
Health and body	first year	second year	-.78365	.077
		third year	-.54167	.407
		fourth year	-.70673	.061
		more than 4 years	-1.05556*	.002
		second year	first year	.78365
	second year	third year	.24199	.932
		fourth year	.07692	.998
		more than 4 years	-.27190	.863
		third year	first year	.54167
	second year		-.24199	.932
	fourth year		-.16506	.972
	more than 4 years		-.51389	.366
	fourth year	first year	.70673	.061
		second year	-.07692	.998
		third year	.16506	.972
		more than 4 years	-.34882	.565
	more than 4 years	first year	1.05556*	.002
		second year	.27190	.863
		third year	.51389	.366
		fourth year	.34882	.565
Social motives	first year	second year	-1.16987*	.005
		third year	-1.25000*	.003
		fourth year	-1.21474*	.000
		more than 4 years	-1.51389*	.000
	second year	first year	1.16987*	.005
		third year	-.08013	.999
		fourth year	-.04487	1.000
		more than 4 years	-.34402	.792
	third year	first year	1.25000*	.003



		second year	.08013	.999
		fourth year	.03526	1.000
		more than 4 years	-.26389	.917
	fourth year	first year	1.21474*	.000
		second year	.04487	1.000
		third year	-.03526	1.000
		more than 4 years	-.29915	.772
	more than 4 years	first year	1.51389*	.000
		second year	.34402	.792
		third year	.26389	.917
		fourth year	.29915	.772
Psychological motives	first year	second year	-1.20055*	.002
		third year	-.97619*	.024
		fourth year	-.93132*	.008
		more than 4 years	-1.40873*	.000
	second year	first year	1.20055*	.002
		third year	.22436	.956
		fourth year	.26923	.859
		more than 4 years	-.20818	.953
	third year	first year	.97619*	.024
		second year	-.22436	.956
		fourth year	.04487	1.000
		more than 4 years	-.43254	.593
	fourth year	first year	.93132*	.008
		second year	-.26923	.859
		third year	-.04487	1.000
		more than 4 years	-.47741	.292
	more than 4 years	first year	1.40873*	.000
		second year	.20818	.953
		third year	.43254	.593
		fourth year	.47741	.292
Total	first year	second year	-1.05136*	.002
		third year	-.92262*	.010
		fourth year	-.95093*	.001
		more than 4 years	-1.32606*	.000
	second year	first year	1.05136*	.002
		third year	.12874	.990
		fourth year	.10043	.993
		more than 4 years	-.27470	.807
	third year	first year	.92262*	.010
		second year	-.12874	.990
		fourth year	-.02831	1.000
		more than 4 years	-.40344	.512
	fourth year	first year	.95093*	.001
		second year	-.10043	.993
		third year	.02831	1.000
		more than 4 years	-.37513	.384
	more than 4 years	first year	1.32606*	.000
		second year	.27470	.807
		third year	.40344	.512
		fourth year	.37513	.384

*. The mean difference is significant at the 0.05 level.

Discussion

The results of the study showed that the motives of female students of the Department of Physical Education on weight lifting course at An-Najah National University is high level from the point of view of the sample members of the study; the Health and body fitness motives towards Weight Lifting Course came on the first place, while psychological and social motives came in the second place. This result is due to the fact that the students pay attention primarily to their physique and to how they can get the beautiful sculpted body in a good way; in the same context, students look at a beautiful body in light of good health.

It also shows that social motives that attract female students were of high level from the point of view of the sample members of the study; this result may be attributed to the female students' desire in social showoff to the male students in the university, to make the individual receive social acceptance, which leads to acquire new friends and acquaintances, leading to having many individuals become more interested in practicing sports and gain beautiful and attractive body. Therefore, they need adequate information gained from the physical education department female students in An-Najah National University.

The results also showed that psychological motivation is very important in the turnout to the weight lifting course for the female students. These results may be attributed to the fact that weight lifting increases the confidence of the individual himself, exercising improves both physical and mental strength, especially that weightlifting increases the personal achievements, leading to raising self-esteem and self-confidence, according to many studies, where it turns out that there is a relationship between exercise and increase in self-confidence. It is so suggested that sports should be in the daily task list that needs to be done regularly, along with sufficient sleep and proper nutrition to obtain positive effects, increasing self-esteem of the individual, which will lead to enjoyment, pleasure and self-recreation.

Result showed that there are statistically significant differences in the motives that direct female students towards weight lifting course in physical education department at Al-Najah National University according to the level of the study and the variant was in favor of MA female student; this result is attributed to the increased awareness of the students regarding weightlifting importance and benefits, since they had gained adequate information in the previous bachelor degree level and the

practical experience they gained during their work in the body fitness clubs.

The results also showed, that there are statistically significant differences in the motives that direct female students towards weight lifting course according to the school years; the variant was in favor of the senior year female students and this indicates that this category of female students had been saturated from theoretical and basic information which point out the importance of weightlifting benefits and its effect on the body and physical fitness.

Conclusions

Despite the high level of motivation for female students towards weight lifting course at AnNajah University, it takes a lot of time in regular exercises for the students reach the desired goal and achieve the goals of weight-lifting.

References

- Aazmi M, 1996, Methods of development and implementation of physical education lessons. Press victory.
- Al-Ajrash H, 2016, Factors affecting the effectiveness of the educational process.
- Al-Burini A, Al-Amin M, 2010, The effect of using different kinds of feedback in developing the basic skills of volleyball. *Zaqaziq Journal of Research*, Vol. 32 (3) Cairo, Egypt, p. 77-95.
- Allawi M, 2002, Psychology -training and sports competition, Dar al-Fikr al-Arabi, Egypt.
- Al-Okour A, 2014, The effect of teaching volleyball courses on enhancing the educational skills of the students of the faculty of physical education at Yarmouk University. *Al-Manara Magazine*, Volume 20 (2) / b. Al - Bayt University, p. 250-261.
- Egli MS, Bland WH, Melton BF and Czech DR, (2011), The Influence of Age, Sex and Race on College Students' Exercise Motivation of Physical Activity, *Journal of American College Health*, Vo. 59, No.5, pp 399-406.
- Joghdom Ibn Sha'lan, Abd-Al-Majeed, 2009, Evaluation of the performance of the teacher of physical education in the secondary stage in light of the competency approach, unpublished master thesis. HassibaBenali University, Algeria, p. 2-4.
- Meenapriya M, Gayathri R, Priya VV, (2018), Effect of regular exercises and health benefits among college students, *Drug Invention Today*, Vol. 10 Issue 7, pp 1094-1096.
- Mufti H, 2001, Modern sports training: planning, implementation and leadership. 2nd edition, Dar al-Fikr al-Arabi, Egypt.



RatibO, 2001, Psychological preparation for young people (guide for trainers - administrators - parents). Dar al-Fikr al-Arabi, Egypt.

Ratib O, 2004, Training of psychological skills in the field of sports. 2nd edition, Dar al-Fikr al-Arabi, Egypt.

While PJ, Alejandro R, Alexander G, (2018) Impact of a motivational resistancetraining program on adherence and body composition in the elderly, US National Librarty of Medicine, National Institutes of Health, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5778069/>

www.uobabylon.edi.iq, accessed on 29/3/2019.