

The Relationship Between Self-Esteem And Sports Achievement Motivation Among Physically Disabled People

-Descriptive-Correlational Study Applied To Adult Male(17-45)years-

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Abstract:

The study aims to identify the relationship between self-esteem and sports achievement motivation, for this purpose, we used the Descriptive method , On a sample composed of 102 physically disabled people Chosen as Randomly selected, and for data collection, we used a tool Rosenberg Self-Esteem(1995) Scale, and Joe Willis (1982) Sport- Specific Achievement Motivation Scale, After collecting the results and having treated them statistically, we conclude that the self-esteem level among the physically disabled people is elevated. There is no differences in self-esteem in items of age and motor disability variables. There are differences in self-esteem according to educational level in favour of higher education levels. We can conclude that there is a statistically positive correlation between self-esteem and motive to achieve success and a negative correlation between self-esteem and motive to avoid failure, On this basis, We recommend the need to support and improvement the self-esteem of the physically disabled.

Keywords: Self-Esteem, Physically Disabled People, Adapted Physical Activity and Sport

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Introduction :

Disabilities are perceived, both in the past and in the present, as a very sensitive issue but the rate of its spread varies from one community to another, according to the degree of attention and care from prevention to all aspects of healthcare; including, psychology, social science, education, sport science and medicine. Disability causes negative effects on personality development, and hence carrying out related research, involves studying factors contributing to the treatment of people with physical disabilities compared to people with no disabilities is the first step in helping disabled to get rid of their psychological disorders, until they reach the stage of adaptation (Rousan, 2001, p. 41).that makes absolute sense to accept their disability that it is in this case turn into a factor of genius and excellence. However, the practice of adapted sports provides the means to help the individual cope with and accept his/her disability, overcome the adverse effects of disability through the social and psychological support, and develop good character traits such as volition, courage and self-esteem. In recent years, there has been a trend towards sports convention on the rights of persons with disabilities, to the point where international games for athletes with disabilities had almost increased for all sports, where athletes with disabilities have shown encouraging results comparable to those without disabilities, and therefore, considered as personal confirmation, that this category is able to maintain well-being in all aspects of everyday life so as to compensate disability. Adler indicate that people with severe physical impairments struggle to overcome their deficiency by compensation in a specific field. The author's theory is based on the link between organ dysfunction and excessive psychological compensation, as the deficiency in some organs increases the feelings of anxiety and insecurity, but these same feelings are what inflame volition and provoke impulsive behavior to acknowledge personality and raise self-esteem (Farhat, 2004, p. 15). Many researchers in the sport psychology field believe that reaching high levels is based on achievement motivation in sport (Allawi, 2002, p. 142). Therefore, sport psychology professionals should study personal, athletic, and psychological variables associated with achievement motivation in order to develop athletic behaviors. Similarly, with regard to personal, athletic, and psychological variables, Rosenberg (1979) referred to in (Moataz, 2000, p. 198) believes that self-esteem is an individuals' subjective evaluation of their self-worth in their endeavors to adhere to the highest level of evaluation that consists of both; positive self-appraisal that is related to high personal value in comparison with others, and negative self-appraisal that is correlated with low personal value in an attempt to boost self-esteem. According to Mruk (1995), self-esteem plays an important role in increasing the individuals' motivation towards learning, achievement and personality development so that individuals are less vulnerable to psychiatric disorders. It has been shown that high self-esteem is associated with good mental health and feeling of happiness, while low self-esteem is associated with depression, anxiety, tension and psychological problems (Abu Saad & Ahmed, 2009, p. 69). Among the studies conducted in this field is (Gadhbane & all, 2016, p. 8) in which they addressed the phenomenon of athletic superiority among the physically disabled practitioners in adapted physical activity (APA), and concluded that the continuation of results is the combination of several factors, including; management, coaching and training program effect. Also, study of (Bou Abbas, Hassan, & Zayed, 2008) highlighted the relationship between positive personality traits and perception of sport success among athletes with special needs in the Sultanate of Oman and the State of Kuwait. The results showed that the average survey response rate on mental rigidity scale is slightly higher than the theoretical average, and it has a positive statistically significant correlation between the personality traits and the perception of success in sports competitions. Further, (Behr & Minotti, 2000) study examined the impact of wheelchair basketball (WB) on the self-esteem in elite athletes with disability, and the results showed that acquiring a high technical control level is the engine for the positive feelings of high self-esteem in cadets and that athletes' self-esteem is greatly affected by external factors, including; social environment and atmosphere within sport teams.

The present study investigates the relationship between self-esteem and sports achievement motivation among individuals with physical disabilities because of the scarcity of research in such field of study. Therefore, the problem of the study can be identified in the following main questions :

- Is the self-esteem level in physically disabled people elevated?
- Are there differences in self-esteem associated with specific characteristics of individuals with physical disabilities ?

According to this, the sub-questions were:

- Are there differences in self-esteem depending on the type of disability?
- Are there differences in self-esteem among physically disabled athletes attributed to age variable?
- Are there differences in self-esteem among athletes with physical disabilities attributed to educational level?
- Is there a relationship between self-esteem and sports achievement motivation among individuals with physical disabilities?.

1-Research Hypothesis :

- Self-esteem among athletes with motor disabilities is high.
- There are differences in self-esteem according to some specific characteristics of individuals with disabilities .

According to this, the sub-hypotheses were :

- There are differences in self-esteem among athletes with disabilities attributed to the sort of motor disability.
- There are differences in self-esteem among physically disabled athletes depending on age variable.
- There are differences in self-esteem among physically disabled athletes attributed to the educational level .
- There is a correlation between self-esteem and sports achievement motivation's variables among the physically disabled people.

2-Research Objectives:

We seek through this study to determine the following:

- Determine the level of self-esteem among the physically disabled people.
- Highlight the differences in the variable of self-esteem depending on some characteristics of individuals with physical disabilities.
- Specify the correlation between self-esteem and sports achievement motivation among the physically disabled people

3 – Methods and Materials:

3-1 Method:

The researchers used the descriptive approach using the method of correlational studies

3-2 Participants:

The research community consisted of 344 practitioners of collective sports activities (sitting volleyball, wheelchair basketball), As for the research sample, the researchers adopted the probability sampling, using a non-relative stratified random sampling method. The sample consisted of 102 athletes, representing 65.29% of the total members of the research community.

3-3Materials:

The researchers used:

Rosenberg (1995) Self-Esteem Scale and;

Joe Willis (1982) Sport- Specific Achievement Motivation Scale.

3-3-1Rosenberg (1995) Self-Esteem Scale:

Scales Stability:

For computing Stability, the split-half coefficient was adopted between two halves which are assumed to be strictly parallel, where $r = 0.45$. Then, the Spearman–Brown prophesy formula and T- test were applied. For the scales’ Stability, we found that there is a statistically significant Stability coefficient.

Validity :

The researchers computed the Sports Achievement Motivation validity relying on:

- Content Validity.
- Criterion-Related Validity (correlation validity between opposing groups in a comparative way).
- Construct validity (Internal consistency approach for test validity).

a- Content Validity:

The researchers adopted the logical validity to ensure construct validity of the instrument with an inventory analysis method of previous studies, where it was proved, through the desk survey, the availability of scientific standards for this tool. Thus, the researchers were assured the scales’ construct validity.

b-Criterion- Related Validity:

the researchers used the correlation validity between opposing groups in a fair and comparative manner).

Table 1 : shows the differences between high self-esteem scores and low self-esteem scores for the first and second group, respectively

Scales	Group Reported Higher Self-Esteem		Group Reported Lower Self-Esteem		T Value	Significance Level	Statistical Significance
	Mean	Deviation	Mean	Deviation			
Rosenberg Self-Esteem Scale (RSES)	33.05	1.78	26.88	1.24	11.23	0.000	(***)
*** Significant at the level (0.001)							

From this table it can be seen that there are differences in the results of the two groups (the group

that reported higher self-esteem and the group that reported lower self-esteem). Thus, the T-test result reveal that the compared arithmetic averages are a statistically highly significant ($p \leq 0.001$), which indicates that the latter distinguishes between the highest and the lowest scoring groups, and therefore it can be concluded that the RSES is valid.

c- Construct validity:

The researchers relied on the internal consistency approach for test validity. We computed the correlation coefficients between the self-esteem traits and the total scores. The values however ranged between 0.30 and 0.48. Afterwards, we used the T-test for the correlation coefficient statistical significance, and then the calculated *t* values with the tabular values. It turns out in fact that all the traits have a statistical significance, which demonstrates that self-esteem traits are valid and consistent and therefore, we can conclude that these outcomes can be relied in the ongoing study.

3-3-2Sports Achievement Motivation List :

List Psychometric Characteristics:

The list Stability :

The mid-split method was adopted between the two halves of the list, where the calculated value of $t = 0.35$. After Spearman–Brown prophesy formula and T-test were applied, we found that the stability coefficient is a statistically significant .

Validity :

a. Content Validity:

The researchers adopted the logical validity to ensure the list construct validity with an inventory analysis method of previous studies, where it was proved, through the desk survey, the availability of scientific standards for this instrument. Thus, the researchers were assured the scales’ construct validity.

b. Criterion-Related Validity:

The researchers used the correlation validity between opposing groups in a comparative manner).

Table 2: below shows the differences between the highest and lowest scoring groups in accordance with sports achievement motivation variables (Motive to Achieve Success and Motive to Avoid Failure).

Scales Variables	Group Reported Higher Self-Esteem		Group Reported Lower Self-Esteem		T Value	Significance Level	Statistical Significance
	Mean	Deviation	Mean	Deviation			
Motive to Achieve Success (MAS)	47.16	4.90	35.53	3.23	7.95	0.000	(***)
Motive to Avoid Failure (MAF)	34.62	2.06	25	2.16	12.89	0.000	(***)
*** Significant at the level (0.001)							

As can be seen from table 2 above, there are differences in the results of both groups; the highest and lowest scoring groups in accordance with sports achievement motivation variables (Motive to Achieve Success and Motive to Avoid Failure). Thus, the T-test result reveal that the compared

arithmetic averages are a statistically highly significant ($p \leq 0.001$), which indicates that the mentioned variables distinguishes between the highest and the lowest scoring groups, and therefore it can be concluded that the SSAMS is valid.

c- Construct validity :

The researchers adopted the internal consistency approach for test validity. The correlation coefficients ranged from 0.28 and 0.54 for MAS and MAF, respectively. In addition, the T-test uncover that a result significant at 0.05 level of significance

-Content Validity:

The researchers adopted the logical validity to ensure the list construct validity with an inventory analysis method of previous studies, where it was proved, through the desk survey, the availability of scientific standards for this instrument. Thus, the researchers were assured the scales' construct validity.

3-4 Statistical Analysis:

The researchers used the following equations:

- T-Test for Two Independent Groups.
- Kolmogorov–Smirnov –Test.
- Pearsons Correlation Coefficient.
- One-Sample T Test.
- Analyse of Variance.
- A Post Hoc Comparisons

4- Results and discussion:

4-1-Results:

4-1-1 Identify the level of self-esteem among athletes with motor disabilities :

To answer the question, we have implemented a one-sample t-test to ensure that the differences between the arithmetic mean and the theoretical mean of the self-esteem trait is significant.

Table3: below reveals the differences between the arithmetic mean and the theoretical mean of the self-esteem of the sample members

Demention	Arithmetic Mean	Theoretical Mean	T Value	Significance Level	Significance
Self-esteem	31.65	25	17.25	0.000	(***)

As follows from the table shown above, we can notice that there are statistically significant differences between the arithmetic mean and the theoretical median at a significant level ($p \leq 0.001$). Thus, the main conclusion to be drawn from is as follows:

- Individuals with physical disabilities have a high level of self-esteem because the arithmetic mean is greater than the theoretical mean and therefore the difference between both averages is statistically significant.

4-1-2 Difference in self-esteem depending on individual characteristics:

In this section, we attempt to answer the second main question:

To answer the first sub- question, we have applied the independent-samples t-test .

Table 4: demonstrates the differences in self-esteem according to motor disability type.

Demention	Disability Type	Mean	Standard Deviation	T Value	Significance Level	Significance
Self-esteem	Congenital	31.66	4.07	0.028	0.977	(-)
	Acquired	31.64	3.69			
(-) Non-significant						

From this table it can be seen that there are no statistically significant differences in self-esteem trait in accordance with the variable of the disability type (acquired /or congenital motor disability) because the p-value is higher than 0.05 ($P > 0.05$). Thus, the disability variable has no effect on the self-esteem in people with physical disabilities.

To answer the secondsub- question, we have applied the ANOVA approach. For visual representation of the differences, the reader is referred to table 3

Table5: demonstrates the differences in self-esteem according to the age variable

Demention	Comparison Origin	Sum of Squares	DF	Mean Squares	F Value	Significance Level	Significance
Self-esteem	Intra-groups	13.68	3	6.84	0.446	0.642	(-)
	Inter-groups	1519.3	98	15.34			
	Total	1532.99	101				
(-) Non-significant							

We notice from the table above that there are no statistically significant differences in self-esteem attributed to age variable because the p-value is higher than 0.05 ($p > 0.05$).

To answer the secondsub- question, We applied the ANOVA andthe Posteriori Comparison to verify the differences significance and tendencies, respectively.This is illustrated in Table 04 below

Table6: demonstrates the differences in self-esteem according to the educational level variable

Demention	Comparison Origin	Sum of Squares	DF	Mean Squares	F Value	Significance Level	Significance
Self-esteem	Intra-groups	180.3	3	60.12	4.35	0.006	(**)
	Inter-groups	1352.6	98	13.80			
	Total	1532.9	101				
(**) significant at the level (0.01).							

We notice from the table above that there are differences in self-esteem where the results uncover that the p-value is significant at the level 0.01.

Adedly, the differences tendencies by the use of a post-hoc analysis with Tukey's Test can be found in table 7 below.

Table7: demonstrates the Post Hoc Comparisons

Educational Attainment Category	Primary	Middle	Secondary	University /or College
Primary/or under (31)	-	-	-	-
Middle (30.64)	-	-	-	*-3.723
Secondary (31.35)	-	-	-	*-3.018
University /or College (34.36)	-	*3.723	*3.018	-
(-) Non-significant, (*) significant at the level (0.05).				

As follows from the table shown above, the differences tendencies are in favour of university or college education compared to other levels. We note that self-esteem trait is affected by the educational level and, therefore, we can conclude that the more the individual increases his level of education and degree of success, the more the level of self-esteem increases.

4-1-3The correlation coefficients between self-esteem and sports achievement motivation.

In this section, we attempt to answer the third main question.

To answer this question, We applied Pearson's correlation coefficient

Table8: represents the correlation coefficients between self-esteem and sports achievement motivation.

Dementions	Calculated r value	Freedom Degree	Significance level	Significance
Self-esteem – Motive to Achieve Success	0.295	100	0.003	(**)
Self-esteem – Motive to Avoid Failure	-0.229		0.021	(*)
(*) significant at the level (0.05) and (**)significant at the level (0.01)				

The above table demonstrates that there is a positive correlation between the self-esteem trait and the motive to achieve success at the level of significance ($p \leq 0.01$). On the contrary, there is a negative correlation between self-esteem and the motive to avoid failure, which is significant at the level of significance ($p \leq 0.05$).

4-2discussion:

The first hypothesis states that the level of self-esteem is high. Hence, the previous point reflects what has been clarified and presented in table 3 .

The high level of self-esteem in the target group members is explained by the fact that they have healthy senses and are close to normal people, especially in the presence of prosthetic and assistive devices .Exercise, however, makes disabled individuals feel capable, self-reliant and responsible towards themselves and others. Sport participation in fact leads to increased self-esteem, self-confidence, and enhanced sense of control over one's body. Indeed, the experience of success, such as winning matches and competitions, develops self-confidence and thus, all these factors increase the individuals' self-esteem .

A lot of research into this area suggests that disabled athletes have higher self-esteem. One study by Kafafi (1997) asserts that positive self-esteem means positive feelings that we have about ourselves. It is determined where the individual feels self-importance, self-respect, self-acceptance, self-confidence, self-liking and self-competence. As such, disabled individuals do not despair or retreat upon failure .Individuals with high self-esteem tend to be self-confident, independent, responsible and optimistic about what life will bring. Thus, high self-esteem is one of the basic concepts of excellence in various fields of life (Kafafi, 1997, pp. 502-503).

Further, sports practice gives the individual the ability to resist daily pressures and their mobility impairments. It also makes the individual in an honorable level and frees him/her from the negative feelings of low self-esteem in the context of social environment (Rawab & all, 2012).

The latter is, in fact, in line with Alwan's (2006) study, which found that there are differences between practitioners and non-practitioners of adapted physical activity (APA) in self-esteem and in favor of those practicing adapted physical activity.

It agrees with the results of a study (Cazenav, Peultier, Lefort, 2008) show that adolescents practicing a physical activity have higher self-esteem and better self-perception than the adolescents who do not practice any sport.

Our findings are quite convincing and somewhat consistent with the study of (AL-khazraji, 2001), which suggests that physical and skilful self-esteem of disabled players is specific and thus concludes that the disabled sportspeople in the arena and the playing field have higher self-esteem.

These findings indeed corroborate what Rateb noted that exercise in general leads to the development of physical fitness and improve the concept and self-esteem among individual. (Rateb, 2000, p. 42)

The second hypothesis states that there are differences in self-esteem among athletes with physical disabilities attributed to individual characteristics. Accordingly, the first sub-hypothesis stipulated differences in the self-esteem among disabled athletes related to the type of motor disability. Table 4 shows no differences in self-esteem that attributed to the motor disability type and origin.

This result is in line with the study of (Alabazouzi, 2001) with regard to the self-esteem variable, where the obtained results revealed that there is no effect of the disability type on the self-esteem of individuals with physical disabilities.

Next, the second sub-hypothesis states that there are differences in self-esteem among athletes with physical disabilities attributed to age variable. Subsequently, it can observed from Table 5 that there were no differences in self-esteem attributed to age variable.

Also, the third sub-hypothesis stipulated differences in self-esteem among athletes with physical disabilities attributed to educational attainment variable. Such results are depicted in Table 6 and 7. These outcomes represent differences in self-esteem attributed to the level of education in favour of the university or college athletes.

In general, the sub-hypotheses findings explain the exercise positive effects on the individuals' self-esteem despite their different age and disability type. Sports activities are considered as a therapeutic and recreational means whose objectives are to develop health and fitness as well as to bring joy and happiness, and focus mostly on the psychological aspect that owe to the nature of those disabilities.

Sport helps people with disabilities to increase self-confidence, self-reliance, and self-discipline. It also helps them to integrate into society. These goals are addressed to everyone regardless of the different individual characteristics. Besides, the practice of sport earns the disabled individual a strong balanced personality, and therefore there were no obvious differences can be attributed to the studied variables.

Results already abound regarding the impact of educational level on self-esteem. The results in Table 5 show that the differences are in favour of the university or college educational level. The researchers attribute this result to the fact that the individual success and access to the highest levels in the scientific field affects his self-view positively.

A disabled person feels proud, defiant and determined, despite his disability, which has persisted throughout his life. This achieved success make the individual gain more self-capability, self-confidence and self-acceptance. Therefore, the disabled individual can learn to live with his disability, which results in positive feelings of high self-esteem.

The third hypothesis states that there is a correlation between self-esteem and sports achievement motivation among the physically disabled people. The table 8 demonstrates a positive correlation between self-esteem and motive to achieve success. In effect, the findings reveals that the higher the level of self-esteem, the greater the motivation to achieve success. In this regard, Gauthier and Yarworth cited that high self-esteem leads to increased participation in sports activities.

Wievaud Walch' study also confirmed that a higher level of self-esteem leads to a higher level of athletic performance, while a lower level of performance is an important factor and can lead to a lower level of self-esteem. Byrne (1974) and Edinburg (1976) also agreed that people who experience positive feelings of high self-esteem and achievement motivation were more consistent in their work and classes, than those who experience negative feelings of low self-esteem (Safwat & all, 1989, p. 37).

Some studies suggest that people with high self-esteem are more likely trust their judgments and opinions, take on positive roles. They have higher degrees of creative abilities. Besides, people with high self-esteem are more critical, intelligent, and on the contrary are less anxious and less sensitive (Moataz, 2000, p. 199).

These findings, in a point of fact, are consistent with Godrey's study related to the educational field. He found through his four studies that were concerned with the impact of success and failure on a sample of students that there were a positive correlation between motivation to achieve success and self-esteem (Rashad, 1994, p. 409)

In addition, it supports the outcomes related to a study carried out by (Aktob, 2006) who found that there were a statistically significant correlation between motive to achieve success and self-esteem among student athletes .

In contrast to some reports in the literature, there was a significant negative relationship between self-esteem and motive to avoid failure, i.e., the lower the level of self-esteem, the greater the motivation to avoid failure. In this context, Laker argued that if self-esteem is low, individuals lose respect for themselves and believe that they are incapable, unstable, unsuccessful and unworthy (Safwat & all, 1989, p. 46).

Only few other study, to our knowledge, has come up with that people with low self-esteem are characterized by a lack of self-confidence, a sense of shame, an inability to cope with everyday social conditions, excessive anxiety, discomfort, passive subordination to power, and periodic feeling of sadness and despair. They also suffer from feelings of rejection and lack of acceptance, disability and inferiority and lack of appropriate methods to help them cope with various problems. As a result, they have a fear of failure and irresponsibility in the various situations they face (Moataz, 2000, p. 99).

The athlete, who has a negative self-esteem, sees himself as helpless and incapable, which in turn deprives him/her of self-confidence. It reduces, therefore, his/her effectiveness and persistence and accordingly, leads him/her to avoid flexible attitude and cooperation, which made all the achievements unattainable.

This finding corresponds with those of the Jordy's above-mentioned study (Rashad, 1994, p. 409) and Aktob (Aktob, 2006) who they cited that they are a negative correlation between the motive to avoid failure and the self-esteem

- Conclusion:

From the outcome of our investigation, it is possible to conclude that only the second hypothesis was partially proved. The self-esteem in physically disabled athletes is an important psychological factor that contributes to develop the motive to achieve success. Accordingly, we can come to the conclusion that the physically disabled individuals should improve and enhance a sense of self-esteem because of its positive correlation with the motive to achieve success. Thus, a high degree of motivation for sports achievement helps to develop and improve disabled' sports attainments in order to reach the highest levels of competitive and adaptive sports and activities.

On the basis of the promising findings presented in this paper, work on the remaining issues is continuing and will include;

- Conducting experimental study focused on the rehabilitation of the psychological aspects of physical disabled people.
- Implementing research on individuals with other different categories of special needs.
- Performing research on practitioners of individual sports activities , which will be presented in future papers.

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