

# THE PSYCHOLOGICAL TOUGHNESS AND THEIR RELATIONSHIP TO PSYCHOLOGICAL STABILITY AMONG THE STUDENTS OF THE FACULTY OF PHYSICAL EDUCATION, UNIVERSITY OF KUFA

*\*Prof.Dr. Amer Saeed AL-Khikhany, \*\* Ahmed kadim, \* \*\*Aymen hani AL-jubbory*

*\*, \*\*, \*\*\*Iraq. Babylon University. Physical Education College*

## Abstract

Researchers interested in knowing the number of different factors and variables such as psychological toughness and psychological stability, so that the student can deal effectively with the psychological stresses they are facing and adapt with them to reach to the highest level. The research aims to identify the psychological toughness and psychological stability among the students of the Faculty of Physical Education, University of Kufa, as well as the nature of the relationship between psychological toughness and psychological stability among these students.

The researchers used a descriptive approach in a survey manner. research community identified by the second stage students -Faculty of Physical Education- University of Kufa's totaling (90) student, and was selected sample of them totaling (30) student at random as well as (15) student of the exploratory experience.

The researchers used a scale of psychological toughness which has been contained on the scale (47) paragraph, and a scale of psychological stability which has been contained on the scale (21) paragraph. Measurements of psychological toughness and psychological stability had been applied to the sample's students totaling (30) representing students of the second stage of Physical Education- University of Kufa to come out the researchers with several conclusions:

- The majority of the second stage students have good psychological toughness and psychological stability.
- There is a direct correlation between the psychological hardness and psychological stability.
- The higher the psychological hardness and psychological stability the better the results.

**KEYWORDS: PSYCHOLOGICAL. TOUGHNESS. STABILITY. PHYSICAL. EDUCATION.**

## 1. INTRODUCTION

the lessons of Physical Education have a great prestige in most countries of the world because of the availability of fun and exciting for students and followers from various segments of society, so that recent years have seen a

growing interest in research and investigation for new methods in teaching methods, as well as relying on the scientific foundations of the determinants of the selection process for students who own preparations and capabilities enable them to access them, and also Researchers interest in knowing a number of factors and the different variables such as psychological hardness and psychological stability, so that the student can deal effectively with the psychological stresses they are facing and adapt to reach the highest level, the psychological hardness considered the intact adaptation process and good in times of stress and pressure and shocks with the survival of hope and self-confidence and the ability to control emotions (emotional regulation), and the ability to solve problems, to understand other people's feelings and sympathy with them, which possess the learner set of attributes to help him to cope with the sources of pressures, including the ability to adhere to, and the ability to challenge, and the ability to control things of life, and the student needs many of the educational requirements in a psychological stiffness variables and psychological stability and controlling it at the beginning of each educational unit, as many studies reached that the psychological hardness and psychological stability has significant influence in the behavior of the individual and his character, and his awareness of the nature of the environment and then in the way they conduct.

From here demonstrated the importance of research in the interest in the important psychological variables like psychological hardness and psychological stability through the good psychological readiness to enable the student to do performance and face all the changing circumstances in public life, and from here we must study the nature of the psychological hardness and psychological stability and knowing the relationship between them.

The research aims to identify:

1. Psychological toughness and psychological stability among the students of the Faculty of Physical Education, University of Kufa.
2. nature of the relationship between mental toughness and psychological stability among the students of the Faculty of Physical Education, University of Kufa

## 2. RESEARCH METHODOLOGY

The researchers used a descriptive approach in a survey manner.

## 3. RESEARCH SAMPLE

The research community Identified by students of second stage of Physical Education-University of Kufa's totaling (90) student, and was selected sample of them totaling (30) student at random as well as (15) student of the exploratory experience.

## 4. SELECTION'S PROCEDURES FOR MEASUREMENT OF THE PSYCHOLOGICAL HARDNESS AND PSYCHOLOGICAL STABILITY

The researchers used a measure of mental toughness and contains (47) paragraph, extension (1), and the answer of the paragraphs by three alternatives which are (always apply, apply sometimes, does not apply) varying (3-2-1), respectively, where the highest degree on the scale are (141), while the less degree is (47) degrees.

As a measure of psychological stability, has been contained on the scale (21) paragraph, extension (2), and the answer to paragraphs by three alternatives are (always apply, apply sometimes, does not apply at all) and the scores of the scale (1-2-3-4-5), where the highest score on the scale is (105) while the less degree is (21) degrees.

In order to apply the scales, the researchers introduced it to a group of experts and specialists (See extension 3) For the purpose of ruling their validity, and has obtained their satisfaction.

## 5. THE MAIN EXPERIMENT OF THE RESEARCH

Measurements of psychological toughness and psychological stability has been applied to the sample's students totaling (30) representing students of second student of Physical Education, University of Kufa on 11/02/2014.

## 6. THE SCIENTIFIC BASIS FOR THE MEASUREMENT OF THE PSYCHOLOGICAL HARDNESS AND PSYCHOLOGICAL STABILITY

Where the researchers checked the veracity of the two scales through veracity of the content when presented to a group of experts and specialists. Then a reliability coefficient of the test founded by testing and re-testing on the exploratory sample, since the test was held on Wednesday, 08/01/2014 and was re-test on 01/22/2014 and after unloading data, the value (t) extracted, from it the researchers found that the psychological hardness scale has a high degree of stability, as the value of (t) (0.87), while the scale of psychological stability has a high degree of stability as well as the value of (t) (0.89).

## 7. DISPLAYING, ANALYZING AND DISCUSSING THE RESULTS

the results displayed and discussed through analyzing the responses of the sample members on the search tool, according to the objectives as follows

## 8. IDENTIFYING THE PSYCHOLOGICAL HARDNESS AND PSYCHOLOGICAL STABILITY AND THE RELATIONSHIP BETWEEN THEM

Regarding the first objective of the research which is identifying the mental toughness and psychological stability and knowing their relationship for the students of the second stage- Faculty of Physical Education- University of Kufa. the total score for each student was calculated, the highest score obtained by the student in the scale of psychological hardness are (141) and the lowest score is (47) it has been shown that the highest degree obtained (117) and the lowest score (66) for the results of the sample members totaling (30) students, but in order to know the nature of reality of psychological hardness of the sample as a whole, the arithmetic mean of the sample has been calculated and it was equal to (97.22) and standard deviation (9.91) and all of which are higher than the theoretical mean of the scale which are totaling (94 degrees), and as shown in Table (1).

While the scale of psychological stability, the highest degree obtained by the student in the scale is (105) and the lowest score is (21) It has been shown that the highest degree obtained (98) and the lowest score (44) for the results of the sample members which are totaling (30) students, but in order to know the nature of the reality of psychological stability of the whole sample, the arithmetic mean of the sample was calculated and he appeared equal to (79.29) and standard deviation (6.96), all of which are higher than the theoretical mean of the scale and totaling (63 degrees).

**Table (1) the sample results in a scale of the psychological frequency of mental toughness and psychological stability**

The test	The arithmetic mean	The standard deviation	Value of calculated T	Value of tabulated T	significancy
The psychological toughness	97.22	9.91	0.87	0.35	significant
The psychological stability	79.29	6.96			

The table (1) shows that the value of calculated(t) is higher than the value of tabulated (t) at a level of significance (0.05) and the degree of freedom (29), and this means that the students of the second stage have psychological hardness and psychological stability and can be interpreted as a psychological variables and their importance and active impact in public life which is consequently reflected on the results of the student and his or her performance, as the learner needs good psychological hardness and psychological stability, because the psychological hardness means controlling with the internal and external emotions, which are exposed to in learning the skills and different situations , especially in the lessons of Physical Education, so the student if available to him a range of psychological variables, including the psychological hardness and psychological stability, because they are "important and basic personal factors in improving the performance of psychological performance and psychological health, as well as maintaining the healthy behaviors," as well as they are working as a barrier between the student and the physical injury which is related with the lessons of Physical Education . the learner with a hard personality deals seriously and effectively with the pressures which facing it in the learning process, and tends to be optimistic and to deal directly with the sources of stress, so it can transform stressful situations to situations with less threat, and therefore it would be less susceptible to the adverse effects which are associated with the stresses of lessons or public life.

## 9. CONCLUSIONS

According to the results that have been reached by the researchers, can formulate the following conclusions:

- Most of the students of the second stage of psychological toughness have a good stability.
- There is a direct correlation between the psychological hardness and psychological stability.
- The higher the psychological hardness and psychological stability the better the results.

## 10. RECOMMENDATIONS

According to the findings of the research results, the researchers recommend the following:

- the trainers used the two scales of psychological hardness and psychological stability to know the tendencies of students and what is the level of psychological variables have to be taking into account how to give instructions to the students.

- The researchers also proposes:

**A** - Conducting a similar study on a class of players.

**B** - Conducting a study on the relationship between mental toughness and psychological stability and some other psychological variables.

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## APPENDICES

### Extension (1) a scale of mental toughness in its final formula.

Dear Student: - below there are the instructions of the scale, the researchers hoped you to read it carefully and give the exact answer on the scale paragraphs do not mention the name and do not leave any paragraph unanswered.

rank	The paragraph	always	some times	never
1	Whatever the obstacles, I can achieve my goals			
2	take my decisions with myself and do not dictate from an external source			
3	I think the fun of life and its excitation lies in the individual's ability to face its challenges			
4	The value of life lies in the loyalty of the individual to some of the principles			
5	When planning for the future often being sure of my ability to do			
6	Stormed to solve problems and do not wait to occur			
7	Most of the times of my life wasted in meaningless activities			
8	My success in my life depends on my effort, not luck or coincidence			
9	I have a curiosity and desire to know what I do not know			
10	I think that my life have goals and meaning live for it			
11	Life chances and not work and struggle			
12	I think that the exciting life which have problems that I can face them.			
13	I have certain principles adhered to and keep them			
14	I think that the failure is due to the reasons lie in the same person			

15	I have the ability to persevere until the end of the solution to any problem I've been having			
16	I do not have goals that should to uphold or defend			
17	I think that everything that happens to me often is the result of my planning			
18	Problems mobilize my strength and my ability to challenge			
19	I do not hesitate to participate in any activity that serves the community in which I live			
20	There is nothing in the reality called luck			
21	I feel the fear and the threat of what would happen to my life such as circumstances and events			
22	I hasten to stand beside others when confronted with any problem			
23	I think that chance and luck play an important role in my life			
24	When I solve a problem I find pleasure to move to solve another problem			
25	I think that being away from the people is a booty			
26	I can control things in the course of my life			
27	I think that facing the problems is a test of my endurance and my ability to persevere			
28	interest in myself does not leave me a chance to think about anything else			
29	I think that unfortunately, due to poor planning			
30	I have a love of adventure to explore what surrounds me			
31	I hasten to do anything I think it serves the family or community			
32	I think that my effect is weak on the events that occur to me			
33	I hasten to face problems because I am confident in my ability to solve them			
34	Pay too much attention to what is happening around me of the issues and events			
35	I think that the life of individuals affected by external forces beyond their control			
36	the fixed and static life is the life that interests me			
37	Life in all not worth that we live			
38	I believe in the popular wisdom "carat luck nor acre cleverness"			
39	I think that the life that does not involve a change is boring and routine life			
40	I feel responsibility towards others and hasten to help them			

41	I think that I have a strong influence on what is happening around me of events			
42	I feel fear of life changes because of every change may involve a threat to me and my life			
43	Interested in the issues of the homeland and join them whenever possible			
44	I plan for my life and do not leave it at the mercy of chance and luck and external conditions			
45	Change is the tradition of life and what is important is the ability to confront it successfully			
46	I change my principles if circumstances called for it			
47	I feel scared to face problems even before they occur			

#### Extension (2) the scale of psychological stability in its final formula

Dear Student:

Keep in your hands a set of paragraphs you are required to read and approve the extent to which is expressive of your feelings and your behavior and your thoughts, and then show how they conform or not conform to you, by putting the sign (x) in front of each paragraph under a suitable alternative, knowing that the answer will not be seen by one only the researcher will only be used for the purposes of scientific research.

With thanks and appreciation

rank	paragraphs	Very few	few	average	much	So much
1	I expect that conditions improve in the future.					
2	My faith helps me to love the team members.					
3	I am delighted when my colleagues achieve high achievements					
4	I have the ability to adjust myself.					
5	My thinking limited with the superiority in the race					
6	my performance Improves whenever the race being the more difficult					
7	When the coach excites me getting my desire to win.					
8	I find some difficulty to perform certain exercises.					
9	I love to compete in activities that require physical exertion.					
10	I feel I took my rights in this competition.					
11	Tension and thinking increase when thinking about the importance of the match.					
12	I have a good relationship with the coaches.					
13	my focus weakens and my mind strays during the race.					
14	Encourage of the public about the race existing me.					
15	I hasten to provide assistance to those who need it.					

16	I feel the sense of existential realize when doing something new.					
17	I'd win more than performance.					
18	I go to the race with joy and happiness.					
19	In the important game , I do special effort					
20	I feel self-confidence during training and competi-tion.					
21	Follow good planning in training.					

**Extension (3) Table shoeing names of experts who depended on them the two researchers in scales of mental toughness and psychological stability**

rank	Name of the expert	The Specialization	Place of work
1	D.Hussein Rabiee	Educational Psychology	Physical Education College / University of Babylon
2	D.Nahida Abd Zaid	Kinesthetic learning-Volley-ball	Physical Education College / University of Babylon
3	D.Yassine Allwan AL-Timimi	Sports Psychology	Physical Education College / University of Babylon
4	D.Haider Abd AL-Ridah	Sports Psychology	Physical Education College / University of Babylon
5	D.Haitham Husein AL-Jubbori		Physical Education College / University of Babylon

**Address for correspondence:**

**Author: D. Amer Saeed AL-Khikhany \* Ahmed kadim \* Aymen hani AL-jubbory**

**E-mail: al\_khigani@yahoo.com**