

**Psychological Endurance and Its Relationship with Some of the Personal characteristics for the Third Stage Female Students In College of Physical Education and Sports Sciences / University of Thi-Qar.**

**A. L. Khitam Adas Kadhum Ash Shweily.**

[khtiamsd5@utq.edu.iq](mailto:khtiamsd5@utq.edu.iq)

**Thi-Qar university / College of Physical Education and Sports Sciences.**

### **Abstract**

This study seeks to assess the psychological endurance and personal characteristics of third-stage female students in the College of Physical Education and Sports Sciences at the University of Thi-Qar, while also examining the relationship between psychological endurance and these personal traits. The researcher posited a statistically significant correlation between psychological endurance levels and certain personal characteristics. The study employed a descriptive design incorporating the scanning and correlational methods, aligning with the research's inherent nature.

The research targeted the third-stage student population at the College of Physical Education and Sports Sciences, University of Thi-Qar, with a purposive selection of 40 students and a subsequent random selection of 20 third-stage students. Key instruments utilized in the study included the Psychological Endurance Scale and the Freiburg Personality Inventory.

Findings indicated that third-stage female students exhibited moderate levels in most personal characteristics, with exceptions noted in traits such as nervousness, depression, and despair, which were observed at lower levels. Notably, these students demonstrated a high level of psychological endurance.

Based on the results, the researcher recommends prioritizing the development of personal characteristics through qualification and teaching, particularly in methodology and sports education courses. Additionally, the study suggests evaluating students' personal characteristics during the college application process and incorporating physical tests to provide a comprehensive assessment of their traits.

## 1- Introduction to the Research

### 1-1 Introduction and the Research Importance

Every nation's progress in physical education is primarily dependent on scientific planning, which makes conscious use of science and knowledge to create the fundamentals of sports construction and put it on a firm footing. Sports psychology is among the most significant basic sciences. This research aims to identify the psychological endurance of athletes in order to manage the challenges that they encounter in their environment, enhance their experiences and experiments, and determine the extent of their compatibility and adaptability. Additionally, providing the coach with an image of the player's psychological condition allows them to determine the kind of psychological preparation needed, and the more of that The player's performance is adversely impacted by the difficulties he faces, but is developing his personality related to boosting psychological toughness?

From here we can see how the importance of the research arise in identifying the relation between the psychological endurance and the personal characteristics for the third stage female students in college of physical education and sports sciences / University of Thi-Qar.

### 1-2 Problem of the Study

Students' responses to the practical assessments for the challenging and risky lessons differed, according to the researcher's follow-up observations. Despite their anxiety, some of them managed to retake the required task, while some chose not to participate even though doing so would have caused them to fail the test. Based on the information provided above, the researcher hypothesizes that some female students may have a degree of psychological endurance, which they may have acquired as a result of having unique personal characteristics that set them apart from their peers. Thus, the researcher made the decision to investigate psychological endurance and how it relates to the individual traits of the female students in the sample.

### 1-3 Aims of the Study

The research aims at Identifying the psychological endurance level as well as the personal characteristics level and the relation between the psychological endurance and the personal characteristics for the third stage female students in college of physical education and sports sciences / University of Thi-Qar.

### 1-4 Hypothesis of the Study

The researcher hypothesis that there is a statistically indicated correlation between the level of psychological endurance and some of the personal characteristics for the students.

### 1-5 Areas of the Study

- Human area: the third stage female students in college of physical education and sports sciences / University of Thi-Qar.
- Time area: from 11/8/2022 to 1/12/2022
- Place area: The yards and playgrounds of college of physical education and sports sciences / University of Thi-Qar.

## 2- Research Methodology and Its Field Procedures

### 2-1 Research Methodology

The researchers used the descriptive curriculum with the scanning method and the correlational method because it's more likely to fit the nature of the research.

### 2-2 Research Sample

The selected community of the research was the third stage students in college of physical education and sports sciences / University of Thi-Qar who were (40) students chosen in the intended way. The third stage's female students were distinguished from the others due to their increased mental maturity and breadth of prior experience. There were (2) randomly selected sample members. After that, four female students were eliminated, and an exploratory experiment was carried out on them, bringing the total to (16) female students.

### 2-3 Materials Used in the Research

The researcher used the following materials:

#### 1. psychological endurance scale:

The psychological endurance scale that (Bahaa Matta Raphael Markus) (1) employed was adjusted for use in the sports field by the researcher. A panel of experts and professionals was shown it to make sure the scale was valid. Three options were positioned for each of the spoken scenarios that the things were placed in. In the first scenario, endurance is measured to a very high degree; in the second, it is moderate; and in the third, it is very weak. The grades were assigned in the order of (1, 2, 3). Following an examination of the Al-Darwishi scale, a few items and substitutes were altered to better fit the study population (see Appendix 1).

#### 2. Freiburg personality inventory

This personality test is among the ones that have been accepted globally and used in the context of the Iraqi Arab community. In 1970, a psychology professor at the University of Freiburg in Germany created the initial version of the exam. The exam contains 12 dimensions and a condensed, targeted version that was produced in Arabic by Dr. Muhammad Hassan Allawi.(2) It has eight dimensions and (56) statements that the respondent must say "yes" or "no". The test was utilized by the researcher due to its simplicity of use, consistency, and little effort and time

required to complete the sample. Because each of the test's seven personality characteristics has (7) items, the lowest score an examinee can receive in any of the dimensions is (7), and the greatest score is (14). Two marks are awarded for an answer that demonstrates the sample's differentiation in the relevant dimension; for a response that does the opposite, one mark is awarded. There is just one, thus in the personality characteristics that the test measures, which are the following, we can identify the score from (10–11) as the average score, the score from (7–10) as a low score, and the score from (11–14) as a high score: (3)

1. **nervousness:** Individuals with high scores on this dimension are more likely to have psychological, motor neurological, and physical illnesses.
2. **Aggression:** Individuals who exhibit physical or verbal aggression, such as attacking, losing self-control, and being agitated, are likely to score highly on this dimension.
3. **Susceptibility to arousal:** Individuals with high scores on this dimension are distinguished from others by their high levels of arousal, extreme tension, poor confronting skills, impatience, and rage.
4. **Depression:** Individuals who score highly on this dimension tend to be depressed, unhappy, afraid, and have a self-attacking tendency.
5. **Social:** Individuals with high scores in this area are sociable, lively, and quick-witted. They also have the ability to engage with others.
6. **Calmness:** Those with high scores in this area tend to be confident, unconfused, and less likely to act aggressively.
- 7-**Control:** Individuals who score highly on this dimension tend to be aggressive toward others, both verbally and physically, have a desire for power, resort to violence, and try to force their beliefs on others.
- 8- **Despair:** Individuals who score highly on this dimension are characterized by their unwillingness to force their beliefs on others.

## 2-4 Scientific foundations of tests

The scientific coefficients for the personality characteristics scale were found as follows.

-**1Validity:** To guarantee the validity of its application to individuals in the research sample, the Freiburg and psychological endurance scales were presented to a group of professionals and specialists. According to their assessments, evaluating psychological endurance and personality characteristics with the two scales combined and certain items from the psychological endurance scale modified is valid.

**2- Reliability:** Reliability was found by applying the two scales and then re-applying them to a random sample of (4) female students from the research community, and they were excluded from the sample, as two questionnaires measuring psychological endurance and personal traits were distributed to the female students of the exploratory sample on Sunday, the 11th. 12/2022 at ten in the morning. Following a period of fifteen days, the two questionnaires were re-assigned to the students, namely on Sunday, December 13, 2022, at precisely 10:00 in the morning. The first and second test circumstances were attempted to be standardized by the researcher. The psychological endurance scale's correlation coefficient was attained (0.94). The personality dimensions' correlation coefficients were as follows: (0, 86) for the calm trait, (0.92) for the control trait, and (0.94) for the desist trait. For the neurotic trait, the correlation coefficient was (0.91), (0.84) for the aggressive trait, (0.79) for the irritability trait, (0.86) for the depressive trait, and (0.87) for the despair trait.

### 2-5 Statistical methods:

1. Arithmetic mean
2. Standard deviation
3. Pearson's simple correlation law

### 3- Analysis and Discussion of Results

#### 3-1 Analysis and discussion of the reality of the personal characteristics of the individuals in the research sample.

By adding the value of the standard deviation <sup>(4)</sup> for each trait among the research sample participants to the theoretical mean value for the same trait, the researcher created a neutral zone between the high and low levels for each trait. This allowed him to obtain the highest degree for the neutrality region (the middle), while he obtained the lowest degree for this neutral zone. The region is calculated by deducting the standard deviation value from the trait's theoretical mean. A trait's high level is indicated by anything that raises its score above these boundaries; a trait's low level is indicated by a score below these boundaries. The lowest degree can be taken in any dimension is (7) and the highest is (14).

Table (1) shows the highest and lowest levels of personal traits and the limits of the middle region.

Samples of the study	High Level	Mid. Level	Low level	Standard deviation	Mathematical	Theoretical	No. of Categories	Trait	No.
Low	11.67 - 14	9.35 - 11.66	7 - 9.34	1.16	9.11	10.5	7	Nervousness	1
Mid.	12.04 - 14	8.98 - 12.03	7 - 8.97	1.53	9.45	10.5	7	Aggression	2

Low	12.21 - 14	8.81 - 12.2	7 - 8.8	1.7	7.95	10.5	7	Depression	3
Mid.	11.69 - 14	9.33 - 11.68	7 - 9.32	1.18	10.37	10.5	7	Susceptibility to arousal	4
Mid.	12.61 - 14	8.41 - 12.6	7 - 8.4	2.1	9.61	10.5	7	Social	5
Mid.	12.11 - 14	8.91 - 12.1	7 - 8.9	1.6	11.42	10.5	7	Calmness	6
Mid.	12.35 - 14	8.67 - 12.34	7 - 8.66	1.84	11.93	10.5	7	Control	7
Low	11.81 - 14	9.21 - 11.8	7 - 9.2	1.3	8.64	10.5	7	Despair	8

With the exception of the characteristics apprehensive, depressed, and disengaged, which were at the low level, the majority of the traits in the table above were within the average range. These findings can be explained by the fact that the research sample consisted of female students, and that characteristics like anxiousness are typically different between female students and athletes. Because of the influence of society and the atmosphere in which the sport is played, aggression, control, and desistance, if they exist, are contained within the confines of the setting.

### 3-2 Presenting, analyzing and discussing the reality of the psychological endurance of the individuals in the research sample.

The highest degree for the neutrality zone (the middle) was obtained by the researcher by subtracting the deviation value, and the lowest degree for this region was obtained by adding the value of the standard deviation that existed among the research sample members to the theoretical mean. This created a neutral zone between the high and low levels of the psychological endurance scale. Since the lowest possible score on the scale is (16) and the highest possible score is (48), everything that exceeds a score on the scale above these limitations indicates a high level. The standard is derived from the theoretical mean.

Table (2) shows the highest and lowest levels of psychological endurance and the borders of the middle region for the individuals in the research sample

Sample members	High level limits	Mid. level limits	low level limits	theoretical mean	standard deviation	Arithmetic mean	Variables
High	36.52 - 48	27.5 – 36.51	16 – 27.49	32	4.51	38.33	psychological endurance

Table (2) indicates that a high level of psychological endurance was had by the research sample members. The researcher explains this by saying that the female students' participation in the demanding and draining practical lessons during their three years of study in the Department of Physical Education and Sports Sciences gave them a great deal of endurance, which enabled them to handle demanding and exhausting situations.

### 3-3 Presenting, analyzing and discussing the relationship between psychological tolerance and personality traits for each dimension

Table (3) shows the arithmetic mean and standard deviation of the personality traits scale for each dimension, the psychological endurance scale, the calculated and tabulated correlation value, and the level of significance.

Indication	Tabular value	Calculate d correlation value	Variables			
significant	0.53	0.68-	9.11	A.M.	Nervousness	
			1.16	S.D.		
non-significant		0.74-	0.74-	9.45	A.M.	Aggression
				1.53	S.D.	
significant		0.79-	0.79-	7.95	A.M.	Depression

			1.7	S.D.	
significant	0.72-		10.37	A.M.	<b>Susceptibility to arousal</b>
			1.18	S.D.	
significant	0.68		9.61	A.M.	<b>Social</b>
			2.1	S.D.	
significant	0.54		11.42	A.M.	<b>Calmness</b>
			1.6	S.D.	
significant	0.56-		11.93	A.M.	<b>Control</b>
			1.84	S.D.	
Non-significant	0.32		8.64	A.M.	<b>Despair</b>
			1.3	S.D.	
-	-		38.33	A.M.	<b>psychological endurance scale</b>
			4.51	S.D.	

Based on the aforementioned statistics, the neuroticism trait's arithmetic mean was 9.11, while the standard deviation was 1.16. The research sample's individuals' psychological tolerance scale had an arithmetic mean of (38.33), a standard deviation of (4.51), and a calculated (t) value of (-0.68). This value is greater than its tabular value of (0.53) under a degree of freedom (19) and a significance level of (0.05), suggesting an inverse significant correlation between the trait of neuroticism and psychological tolerance.

An inverse significant correlation was found between the degree of psychological tolerance and the aggressiveness trait, with the arithmetic mean for the aggressiveness trait being 9.45, the standard deviation being 1.53, and the calculated (R) value being -0.74. This value is greater than its tabulated value of (0.53) under a degree of freedom (19) and a significance level (0.05).

The calculated (t) value was (-0.79), which is a value greater than its tabulated value of (0.53) under a degree of freedom (19) and a significance level (0.05), indicating the presence of an inverse significant correlation between the degree of psychological tolerance and the depression trait. The arithmetic mean of the depressive trait was (7.95), and the standard deviation was (1.7).



With a degree of freedom of 19 and a significance threshold of 0.05, the social trait's arithmetic mean was 9.61, its standard deviation was 2.1, and its calculated (t) value was 0.68. This is greater than its tabular value of (0.53), indicating the presence of a relationship. a strong relationship between the social attribute and psychological endurance level.

There is a relationship between the calmness trait and its arithmetic mean (11.42), standard deviation (1.6), and computed (R) value (0.54), which is higher than its tabular value (0.53) under a degree of freedom (19) and significance level (0.05). There is a strong relationship between calmness and psychological endurance.

With a degree of freedom (19) and a significance level (0.05), the control trait's arithmetic mean was (11.93), its standard deviation was 1.84, and the calculated (R) value was (0.83), which is higher than its tabulated value of (0.53). This suggests that a relationship exists. a strong correlation between the control quality and psychological tolerance level.

With a degree of freedom of 19, the despair trait's arithmetic mean was (8.64), its standard deviation was (1.3), and its computed (R) value was (0.54), which is higher than its tabular value of (0.53). The researcher believes that the female students in the research sample are to blame for these outcomes. They exhibited strong psychological fortitude, which was evident in their individual traits.

Athletic activity contributed to emotional balance and removing tension and arousal, as confirmed by Hamid Al-Afandi,<sup>(5)</sup> who emphasized that "sport provides an opportunity to get rid of cases of psychological tension." Students with high psychological endurance can control their emotions in stressful situations, thereby reducing their degree of nervousness, as mentioned by Muhammad Hassan Allawi.<sup>(6)</sup>

According to the results of the two used scales, a student's characteristic of aggression decreases when she possesses the trait of psychological endurance. The researcher identifies the cause as the way that participating in sports allows people to vent their aggression.

According to Muhammad Hassan Allawi, "Depression characterizes individuals who They are characterized by mood swings, pessimism, lack of understanding by others, and feelings of guilt." Sport, therefore, is said to reduce and dissipate depression in the individual. This is because practicing sports, whether in practical lessons or sports activities in extracurricular activities, works to dispel depression and spread the spirit of fun and optimism.<sup>(7)</sup>

The research sample's participants did not exhibit these symptoms. Regarding the trait of susceptibility to excitability, the researcher explains that it is because a student with high psychological endurance can regulate her emotions under pressure, which lowers her level of arousal. This is because arousal is a prerequisite for the susceptibility to excitability, according to Muhammad Hassan Allawi. sentimentality) <sup>(8)</sup>

Furthermore, the student who exhibits psychological endurance has an understanding of how to handle herself in emotionally charged situations that raise her level of arousal. Regarding the sociable feature, the researcher notes that some studies among, which Muhammad Hassan Allawi mentioned, have confirmed that athletes are known for their ease of mingling, love of people, and social nature. <sup>(9)</sup>

There was no statistically significant correlation found between psychological tolerance and the trait of control. Muhammad Hassan Allawi highlights that "athletes are characterized by control in their life situations". <sup>(10)</sup> Control is defined as "the characteristic that distinguishes individuals with aggressive responses, a tendency toward authority, the use of violence, and an attempt to impose opinions and trends on others". <sup>(11)</sup>

Because the research sample's participants had high psychological endurance, there was no statistically significant relationship for the trait of desistance, which is defined as "a characteristic that distinguishes individuals who are unable to interact and deal with others, especially in social situations, and the speed at which shyness appears when faced with certain events." <sup>(12)</sup>

## 4 Conclusions and recommendations

### 4-1 Conclusions

1. The majority of personality qualities of the female students in the third stage fell within the average range, with the exception of low levels of nervousness, despair, and discontinuance.
2. Female students in the third stage have a high level of psychological stamina.
3. The qualities of anxiety, anger, depression, and sensitivity to control and irritation are all inversely correlated with psychological endurance.

### 4-2 Recommendations

1. The need of focusing on individual characteristics while evaluating and instructing students in physical education classes generally and teaching methodologies lessons specifically.
2. In addition to physical examinations, it is imperative that female students' personal traits be measured in order to determine their level, particularly when applying to colleges. This will provide a clear image of the students' personal features.
3. Similar research is suggested to determine how the personality qualities of athletes and non-athletes relate to psychological endurance.

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