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Psychological Compatibility and its Relationship with University Integration among Female Students of the First Stage at Maysan University - Faculty of Physical Education and Mathematical Sciences

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ABSTRACT

research aims to identify the relationship between psychological compatibility and university integration among the research sample. The researcher assumed that there is a significant relationship between psychological compatibility and university integration of the research sample, as it dealt with the field research procedures, where the researcher used the descriptive method as it is the appropriate method for the research problem. As for the research sample, it was part of the research community, which consisted of (53) female students from the Faculty of Physical Education at Maysan University, where the sample number was (23) students from the Theoretical Sciences Branch at Maysan University, Faculty of Physical Education. The researcher used the SPSS statistical kit to process the raw data of the research sample, while the fifth chapter included the most important conclusions and recommendations, as it was proven that there is a significant correlation between psychosocial compatibility and university integration among female students of the first stage - Faculty of Physical Education and Sport Sciences - Maysan University. As for the recommendations, work on activating special departments in the field of psychology to guide students psychologically to ensure their continued performance towards the better.

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*Compatibility and
University
Integration*

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1. Introduction to the research:

1-1 Research Introduction and Importance:

Human energies play an important role in building the civilization of societies, where society is strengthened by building people who are able to achieve success and progress for their society in general, and for themselves in particular, which requires providing integrated care to the individual in all aspects of his personality to help him develop integrally, physically, mentally, emotionally, socially and linguistically, and this is undoubtedly reflected in the individual's abilities positively, in a way that enables him socially and linguistically, and this thus achieves the right interaction, and achieves success academically and professionally and achieves Psychological adjustment.

It has become clear that the main problems facing our world today are human problems resulting from the incompatibility of the individual with his society, and they are one of the main obstacles that prevent the progress of human societies, as individuals have become in need of learning many skills that qualify them to adapt and adapt to the new requirements of life, and all this is done by psychology in general, as psychology contributes to understanding human nature and improving the quality of life of individuals and societies by guiding human behavior and deal effectively with various psychological and social challenges.

Psychological compatibility is one of the vital topics that has attracted many scientists and researchers in the field of psychology, as it is concerned with knowing and studying social relations and satisfying personal desires and needs in harmony with the requirements of the situation. Psychological compatibility refers to a psychological state of harmony between the individual and himself on the one hand, and between him and his surroundings on the other hand, by satisfying most of his needs in a way that is compatible with the specificity of the external environment and the situations it carries with him, and daily problems. Theories and psychological studies agree that the youth stage is one of the most important stages that the individual lives in, which determines his career and his way of life, as this stage witnesses rapid and clear organic, psychological, social and emotional changes, as this segment represents a large percentage of the population in the All societies, which indicates that they are the future of the future, the balance and the real wealth on which the hopes are pinned in building the renaissance of nations, and in order to be able to give definite attention to this human capital, it is necessary to give priority to the segment of university students, because university youth constitute the most important human force for any society, as they are the source of energy, renewal, change and production. The student's enrollment in the university helps him to acquire social, cognitive, motor, emotional and health skills through the various student activities offered by the universities, through which the student tests the limits of his abilities and capabilities, which helps him to have a realistic understanding of his personality, and the student may face difficulties in interacting with his personal and academic circumstances, which hinders his progress and academic and personal compatibility, and some of these difficulties may end with the student's psychological compatibility and integration into university life, so it can be said that the student's academic future The university depends on the degree of its compatibility and social, academic and personal integration with the new cultural environment to which it moves, which is the university. Therefore, the process of integration into the university is important, but it constitutes a basic requirement for the success and continuity of the university student, especially the new students in the university study, which must be available so that the student performs his tasks during the university education to the fullest.

Here, the importance of the research is highlighted by studying the psychological compatibility variable and its relationship with university integration among first-stage female students at the Faculty of Physical Education and Sport Sciences at Maysan University.

1-2 Research Problem:

Radical changes in the life of students, especially from school to university life, may result in a change and modification in their behavior as required by the conditions to satisfy their psychological and social needs in order to achieve psychological compatibility, as these new students find themselves in front of a different environment than they were used to before, and this is what makes them go through psychological difficulties as a result of many factors, including separation from previous social networks. The difficulty of forming new social networks, many economic conditions and requirements, and the different systems of the university with all its teachers, students, materials, services, activities, teaching methods, and other special university requirements and needs, as well as the existence of ethnic, cultural, social and economic diversity among university students makes us expect that there will be difficulty in integration processes in light of this diversity, and university students face difficulties that hinder the satisfaction of their physical, psychological, social and emotional needs, such as the lack of acceptance of others or the lack of opportunity. Sufficient to practice various activities or their inability to adapt and harmonize with teachers, colleagues, subjects and university systems, as the students' possession of many methods and methods of self-control first and then treatment of others has become a necessary thing in order to improve oneself first and then influence others, and thus they have an effective role in building state institutions and contributing well to its various functions. The psychological compatibility and self-esteem of university students is the basis for their success in facing diverse situations, as it allows them to control their emotions and respond in a way that is proportionate to facing obstacles and problems, thus integrating into the university atmosphere and the new environment. Also, an individual with negative psychological compatibility is considered a non-consensual and realistic person who is unable to satisfy desires and ambitions related to achieving goals and thus affect his scientific and professional future.

1-3 Research Objectives:

- 1- Identifying the psychological compatibility of female students of the first stage, Faculty of Physical Education and Sport Sciences, Maysan University.
- 2- Identifying university integration among the research sample
3. Identifying the relationship between psychological compatibility and university integration among the research sample

1-4 Imposing the Research:

There is a significant relationship between psychological compatibility and university integration of the research sample.

1-5 Research Areas:

1-5-1 Human Field : Female Students of the First Stage - Maysan University, Faculty of Physical Education and Sport Sciences for the Academic Year 2024-2025.

1-5-2 Temporal Domain: The period from 20/10/2024 to 10/4/2025.

1-5-3 Spatial Field: The classroom of the Theoretical Sciences Branch at the Faculty of Physical Education and Sport Sciences, Maysan University.

2. Research Methodology and Procedures:

2-1 Research Methodology:

Any problem in scientific research needs to be found to be the appropriate solution by choosing the appropriate method that is consistent with the nature of the problem , and due to the nature of the research and in an effort by the researcher to find a scientific solution to the research problem presented in the study, the researcher relied in this study on the descriptive method as an appropriate and appropriate method for the subject of the study, which is defined as " It is a form of analysis and organized scientific expression to describe a specific phenomenon or problem and quantify it by collecting codified data and information about

the phenomenon or problem, classifying it, analyzing it, and subjecting it to careful study (Sami Mohammed: 2006, p. 370).

2.2 Research Population:

The research population of the first stage at the Faculty of Physical Education and Sport Sciences – Maysan University was determined to be (52) female students for the academic year (2024-2025).

2.2.1 Research Sample:

The research sample is meant to be a part of the original community concerned with research and study and represents it properly so that it carries its common qualities and characteristics, and this part makes the researcher rich in the study of the original research units and all its vocabulary that the researcher studies (Qandali Amer and Al-Samara'i: 2010, p. 255). The research sample was selected by random sampling, and the students of the first stage of the Department of Theoretical Sciences at the Faculty of Physical Education and Sport Sciences, Maysan University for the academic year (2024-2025), who are (23) students from the original research community.

2-3 Means of collecting information, devices and tools used in the research:

1. Arab and foreign sources.
2. The International Information Network (Internet).
3. The assistant work team.
4. Questionnaires.
6. Note.
1. No HP type (1).
2. Canon Laser Printer (1).
- 3- Pencils.
- 4-Dry pens.
5. Paper.

2.4 Field Research Procedures:

2.4.1 Research Tools:

In order to find out the information that the researcher wants, the researcher used the psychological compatibility scale prepared by (Zafer Namous, 2008, p. 178). It is a triple scale consisting of (45) paragraphs and three alternatives (often, sometimes, rarely). The University Integration Scale prepared by (Abdulmohsen Abdel Hussein and Najla Abdel Kazim) is a scale consisting of (24) paragraphs and five alternatives (which apply to me completely, sometimes apply to me, apply to me often, sometimes not apply to me, do not apply to me completely).

The researcher presented the two scales to a group of experts and specialists in the field of sports psychology, and they were 15 experts for each of the two scales for the purpose of evaluating and judging it in terms of its validity in measuring the emotional maturity and the motivation of the sports achievement of the students of the fourth stage, and after reviewing the paragraphs of the two scales, the researcher extracted the value of (K2) calculated for the agreement of experts and specialists and accepted the nomination of the paragraphs in which the calculated value of (K2) is greater than its tabular value (3.84).

Table (2)

The ratio shows the chi-square of the agreement of experts and specialists on the psychological compatibility scale

| Psychological compatibility | | | | | | |
|-----------------------------|-------|----|-----------------|---------|-----------------------|---|
| Significance | Level | K2 | Experts are not | Experts | Sequence of Vertebrae | t |

| | Significance | Calculated | Agreed | Agreed | | |
|---|--------------|------------|--------|--------|---|---|
| D | 0.000* | 15.000 | Zero | 15 | 1, 2, 4, 5, 9, 10, 12, 14, 15, 19, 21, 22, 23, 25, 29, 30, 31, 32, 33, 38, 43, 44, 45 | 1 |
| D | 0.000* | 11.267 | 1 | 14 | 3, 6, 8, 13, 18, 20, 26, 27, 34, 35, 40 | 2 |
| D | 0.000* | 5.400 | 2 | 13 | 7, 11, 16, 17, 24, 28, 36, 37, 39, 41, 42 | 3 |

Table (3)

The ratio shows the chi-square of the agreement of experts and specialists on the University Integration Scale.

| University Integration | | | | | | |
|------------------------|--------------------|---------------|------------------------|----------------|--------------------------------|---|
| Significance | Level Significance | K2 Calculated | Experts are not Agreed | Experts Agreed | Sequence of Vertebrae | t |
| D | 0.000* | 15.000 | Zero | 15 | 1, 3, 4, 9, 13, 12, 14, 15, 20 | 1 |
| D | 0.000* | 11.267 | 1 | 14 | 2, 6, 8, 10, 18, 17 | 2 |
| D | 0.000* | 5.400 | 2 | 13 | 5, 7, 11, 16, 19 | 3 |

2.4.2 Exploratory Experiment:

It is a preliminary experimental study that the researcher conducts on a small sample before conducting his research in order to test research methods and tools.

The researcher conducted the exploratory experiment on Monday (9-12-2024) on a sample of (4) female students of the first stage of the theoretical sciences branch for the academic year (2024-2025). At the Faculty of Physical Education and Sport Sciences, Maysan University.

The aim of the exploratory experiment was to find out the following :

1. The extent to which students understand the vocabulary of the tests.
2. Knowing the time spent in implementing the tests.
3. Ensuring the adequacy of the assistant work team (Nouri Ibrahim Al-Shouk and Rafi Saleh Fathy: 2004, p. 89)

2.4.3 Scientific foundations of the two scales under discussion:

Table (4)

Indicates the values concerned with the factors of consistency, self-honesty and objectivity in psychological stability and university integration.

| Objectivity | Honesty | Stability | t of Measurem | Variables | t |
|-------------|---------|-----------|---------------|-------------------------|---|
| 0.935 | 0.924 | 0.863 | Degree | Psychological stability | 1 |
| 0.939 | 0.920 | 0.859 | Degree | University Integration | 2 |

2.4.4 Main Experience:

The researcher conducted her main experiment on Wednesday (11-12-2024) on the research sample represented by the students of the first stage of the Department of Theoretical Sciences at the Faculty of Physical Education and Sport Sciences, Maysan University, which are (19) female students.

5-2 Statistical Methods:

The researcher used the SPSS statistical package to process the raw data of the research sample.

3 – Presenting, analyzing and discussing the results of the research:

3-1 Presentation and analysis of the results of the Psychological Compatibility and University Integration Scales:

Table No. (1)

Shows the values of arithmetic media, standard deviations, calculated values (T), and the level of significance of psychological compatibility and university integration.

Under the degree of freedom $n-2 = 17$ and below the significance level of 0.05

| Significance | Level Significance | Value(s) Calculated | Deviation Modularity | The middle Arithmetic | average Al, Farzi | Variables |
|-----------------|--------------------|---------------------|----------------------|-----------------------|-------------------|-----------------------------|
| Function | 0.01 | 7.98 | 9.75 | 106.53 | 90 | hological compatib |
| | | | 9.57 | 78.67 | 72 | niversity Integratio |

Through Table (1), it was found that the arithmetic mean of psychological compatibility is (106.53) with a standard deviation of (9.75). As for the arithmetic mean of university integration , it is (78.67) with a standard deviation of (9.57), and the calculated value of (T) is (7.98) and when compared with the significance level of (0.01), it was found that it is less than (0.05) and a degree of freedom (17), so the difference is statistically significant.

Table No. (2)

Shows the values of arithmetic medians, standard deviations, calculated values (t), and the level of significance of psychological compatibility and university integration.

Under the degree of freedom $n-2 = 17$ and below the significance level of 0.05

| Morale | Level Significance | Value (t) Calculated | Deviation Modularity | The middle Arithmetic | Variables |
|-----------------|--------------------|----------------------|----------------------|-----------------------|-----------------------------------|
| Function | 0.01 | 0.737 | 9.75 | 106.53 | Psychosocial compatibility |
| | | | 9.57 | 78.67 | University Integration |

Through Table (2), it was found that the arithmetic mean of psychological compatibility is (106.53) with a standard deviation of (9.75). As for the arithmetic mean of university integration is (78.67) with a standard deviation of (9.57), the calculated value of (t) was (0.737) and when compared with the significance level of (0.01), it was found that it was less than (0.05) and a degree of freedom (17), so the difference is statistically significant.

3-2 Discussion of the Results of the Relationship between the Variables of Psychosocial Adjustment and University Integration:

Through the results obtained by the researcher in the previous two tables (1-2), we show us the arithmetic medians and standard deviations of the psychological compatibility and university integration scales, where

there was a significant correlation, and this means that the sample members have a positive integration in university life as shown through the university integration scale, i.e. the new students achieved satisfactory harmony and compatibility with some aspects of university life, represented by the relationship with colleagues and professors and compatibility with the courses and college systems and specialization. The research sample has a high level of psychological compatibility, and this explains the harmony, compatibility and positive adaptation of individuals, as individuals who possess psychological and social compatibility possess self-confidence, the ability to take responsibility, perceive situations and interpret them positively in service of their benefit, and their compatibility avoids mental illnesses, in addition to the psychological compatibility gains many social skills and positive and realistic interaction with the environment and feeling. Responsibility, and high psychological compatibility qualifies the individual to strive to organize life and face conflicts and psychological problems easily, and this is called integration or psychological harmony and compatibility. In contrast to those who do not have high degrees of psychological compatibility, who are more prone to minor frustrations, their inability to meet their requirements and desires, and less in harmony with others and facing life.

4. Conclusions and Recommendations:

4.1 Conclusions:

There is a significant correlation between psychosocial compatibility and university integration among female students of the first stage - Faculty of Physical Education and Sport Sciences - Maysan University.

4-2 Recommendations:

In light of the researcher's conclusions, she recommends the following:

1. Implementing counseling programs and activities for new students at the beginning of each academic year to introduce them to the nature of university life and ways of harmony and compatibility with it by holding a number of seminars and lectures that deal with the psychological aspect.
2. Working to activate the special departments in the field of psychology to guide students psychologically to ensure their continued performance towards the better.
3. Conducting further studies to identify the impact of other variables on university integration.

Sources

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Attachment (1) (Psychosocial Compatibility Scale)

| Rarely | Some in a while | A lot | Phrases | Score |
|--------|-----------------|-------|---------------------------------------|-------|
| | | | I have the ability to control myself. | 1 |

| | | | | |
|--|--|--|---|----|
| | | | Enjoy the teaching process | 2 |
| | | | I feel upset when my performance is poor | 3 |
| | | | I feel sensitive to my teacher | 4 |
| | | | I have great confidence in my ability to lead others | 5 |
| | | | I am happy when I study alone | 6 |
| | | | I can describe myself as a talking person. | 7 |
| | | | I accept responsibility | 8 |
| | | | Feel the fun the more important the lessons | 9 |
| | | | I accept lessons easily | 10 |
| | | | I get anxious and it's hard to get back to normal when things happen Unexpected in lessons | 11 |
| | | | I can teach with high intensity | 12 |
| | | | I deal with student competitors with a sportsmanship | 13 |
| | | | I worry about what others think of me | 14 |
| | | | I blame others when I fail | 15 |
| | | | It makes it easy to excite me in difficult performance situations | 16 |
| | | | Criticize the teaching method followed by teachers | 17 |
| | | | I tend not to start a conversation with others | 18 |
| | | | It's hard for me to keep up with my colleagues in the department | 20 |
| | | | I find it difficult to discuss with my colleagues in the department | 21 |
| | | | I'm not sure about myself. | 22 |
| | | | I apologize for participating in things that don't go as I want | 23 |
| | | | I have a high level of performance in lessons | 24 |
| | | | I refuse to study with my classmates in the department | 25 |
| | | | Although I am active in the lessons but you don't know what I will do | 26 |
| | | | I quickly recovered my normal condition after criticizing the teacher | 27 |
| | | | Enjoy a great deal of self-confidence | 28 |
| | | | My level of performance is not commensurate with my true abilities | 29 |
| | | | I avoid blaming any of my colleagues in the department | 30 |
| | | | Feel confident while practicing competitive sports | 31 |
| | | | I can easily bring fun during lessons | 32 |
| | | | Consider the athletes who help the teacher during the education lesson Sports | 33 |
| | | | Consider Emotionally Stable | 34 |
| | | | I'm a stubborn person. | 35 |
| | | | Consult my teacher before making important decisions | 36 |
| | | | I think that in my ability to succeed in the lessons | 37 |
| | | | Ready to take on my responsibilities | 38 |
| | | | I get bored and don't want to sign up for practical lessons | 39 |
| | | | It's hard for me to find what to say when trying to get to know others | 40 |
| | | | I have the ability to act quickly in difficult situations in lessons | 41 |
| | | | se my temper quickly if the teacher provokes me from the beginning of t lesson | 42 |
| | | | I find it hard to win others over to my class | 43 |
| | | | I can control my emotions when difficult situations in lessons | 44 |
| | | | I can keep my cool despite others harassing me | 45 |

Appendix No. (2)
University Integration Scale

| Not applicable Forever | Applies to | | | | Paragraphs | t |
|---------------------------|------------|-----------|----------|----------|--|----|
| | Rarely | Sometimes | Probably | the time | | |
| | | | | | I try to adopt new ideas to overcome study problems | 1. |
| | | | | | Perform at your best on challenging academic assignments | 2- |
| | | | | | Social | |
| | | | | | I realize the value of my major at the university | 3- |
| | | | | | I aspire to have my ideas admired by my teachers | 4 |
| | | | | | Respect class time and attendance | 5 |
| | | | | | On time | |
| | | | | | maintain good relationships with my professors and friends | 6 |
| | | | | | welcome every new addition to my ideas from my friends | 7 |
| | | | | | Understand the ideas that my colleagues put forward on the subject | 8 |
| | | | | | Stay away from activities that aren't of interest to me | 9 |
| | | | | | Avoid making fun of other people's ideas | 10 |
| | | | | | I have peace of mind when I have a hard job | 11 |
| | | | | | I face the frustrating situations that I face in school or in | 12 |
| | | | | | University life | |
| | | | | | Show behaviors that leave satisfaction in my colleagues | 13 |
| | | | | | And around me | |
| | | | | | Stay away from too much courtesy in situations that are not warranted | 14 |
| | | | | | Courtesy | |
| | | | | | I control my shyness when talking to the opposite sex | 15 |
| | | | | | accept the criticism that my colleagues give on topics that I don't like | 16 |
| | | | | | Subtract it | |
| | | | | | Engage my fellow students with social and recreational activities | 17 |
| | | | | | Held at the University | |
| | | | | | I aspire to be trusted by my colleagues | 18 |
| | | | | | My good dealings earned me good friendships | 19 |
| | | | | | It is hard to accomplish the duties assigned to me by the professors | 20 |
| | | | | | I maintain mutual respect between me and the professors | 21 |
| | | | | | Ask my colleagues to respect the university regulations and laws | 22 |
| | | | | | Mingle with new students to make good friends | 23 |
| | | | | | Discuss my assignments and activities with my colleagues in discussing my assignments and activities | 24 |
| | | | | | Subject | |