

Constructing and Standardizing Self-Grinding On a Sample of First and Fourth Year Students in the College of Physical Education and Sports Sciences (Comparative Study)

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Abstract: The importance of the research lies in shedding light on the life of the university student for the first stage and comparing it in the life of the student in the fourth stage according to the variable of self-grinding characteristic. The research problem lies in the researcher's observation of the isolation of some students in dealing with the university atmosphere and adaptation to classmates and the wandering of the mind of some students led to the prevention of the study of this phenomenon alien to the university community, where the study aimed to build and legalize the scale of self-grinding for students of the Faculty of Physical Education and Sports Sciences. As well as identifying the level of self-grinding among students of the Faculty of Physical Education and Sports Sciences for students of the first stage and rapAs for the research fields, the human field included a sample of students of the first and fourth stage at the Faculty of Physical Education and Sports Sciences / Maysan University for the academic year (2023-2024). Classrooms of the Faculty of Physical Education and Sports Sciences / University of Maysan. The time range is determined: the period from (18/12/2023) to (18/02/2024). Whereas, the researcher used the descriptive approach in the (comparative) method, and the research sample consisted of (193) students from the first and fourth stages divided into (120) students and (73) students in the fourth stage, as well as the researcher built and applied the self-grinding scale, and the (SPSS) system was used to obtain the results of the research, and the researcher concluded The turnout of first-stage students for a new university life gives hope and opens new horizons for students. As well as students of the first and fourth stage of physical education and sports sciences had a simple thing of self-grinding, and the researcher recommended harmony within the community and the surrounding environment relieves low psychological pressure on the student's personality. Instruct students to identify the source from which negative things originate and try to address them.

Keywords: construction and rationing – self-grinding – comparative study.

INTRODUCTION

1.1 Research Introduction and Importance:

The scientific development taking place in all sciences led to the uniqueness of human progress in general and at all levels, including cognitive, cultural and artistic, as well as tangible sciences, including psychology, which is the main engine in giving man through his behavior and that the large number of stimuli and distractions led to a change in the psychological state of the individual, which brings the human being to square one in dealing with negative things and this is due to his lack of awareness of the surroundings. From this point of view, the researcher wanted to study the human being represented by the personality of the student in his treatment to solve his problems that cause him isolation and introversion through the characteristic of self-grinding that he faces through previous problems without knowledge or knowledge of the way to solve them and it is also known that the state of self-grinding affects the behavior of the individual, especially students, and the clear thing is when some students who aroused the attention of the researcher through observation of the student's isolation and not sharing his colleagues talking or joking and not mixing with the university environment In general. Hence the importance of the research in shedding light on the life of the university student for the first stage and

comparing it in the life of the student in the fourth stage according to the variable of self-grinding characteristic.

1.2 Research Problem:

One of the reasons that led to the study of this problem is the researcher's observation of the isolation of some students in dealing with the university atmosphere and adaptation to classmates and the wandering of the mind of some students led to the prevention of the study of this phenomenon alien to the university community. Therefore, the researcher decided to study this problem through the characteristic of self-grinding in order to be able to develop appropriate solutions to it as well as to get rid of the negative effects that result from it.

1.3 Research Objectives:

- 1- Building and legalizing the self-grinding scale for students of the Faculty of Physical Education and Sports Sciences.
- 2- Identifying the level of self-grinding among students of the Faculty of Physical Education and Sports Sciences for students of the first and fourth stages.
- 3- Conducting a comparison between students of the first and fourth stage in the variable of self-grinding

1.5 Research Areas:

1-5-1 The human field: a sample of male and female students of the first and fourth stages of the Faculty of Physical Education and Sports Sciences / University of Maysan) for the academic year (2023-2024).

1.5.2 Spatial area: classrooms of the Faculty of Physical Education and Sports Sciences / University of Maysan.

1.5.3 Time Domain: Period from (18/12/2023) to (18/02/2024).

1.6 Definition of terms

1- Self-grinding: It is a psychological distraction from exaggerated thinking, which contributes to rumination of negative thoughts and entry into the spiral of self-grinding without stopping or benefit.

2-1 RESEARCH METHODOLOGY:

Many cases and phenomena can only be studied through an approach that fits the problem, as the nature of the problem is the basis in which the study methodology is chosen, so the researcher used the descriptive approach in a comparative manner.

2-2 Research Community and Sample:

The research community was identified, namely the students of the first and fourth stage of the theoretical and applied sciences branches of the Faculty of Physical Education and Sports Sciences, Maysan University, students for the academic year (2023-2024), which numbered (193) first and fourth stage students, divided into (120) first-stage students and (73) fourth-stage students, and the researcher excluded (7) students from outside the research sample for the purpose of conducting the exploratory experiment, as well as (3) students were excluded due to absence and were distributed as follows:

1- The exploratory experiment (7) students and (3.62%) of the research community.

2- The sample of construction and rationing included (100) students and (51.81%) of the research community.

3- The application sample included (73) students divided into (38) first-stage students, (35) and fourth-stage students, by (73.82%) to extract the significance of the differences between the arithmetic and hypothetical means, as well as finding moral differences.

2.3 Means of Collecting Information, Devices and Tools Used:

Arab and foreign references and sources, personal interviews with experts and specialists, a personal computer (laptop) type (Compaq 610), manual electronic calculator (1), dry pens.

2.4 Field Research Procedures:

2.4.1 Basic steps To build the Scale⁽¹⁾:

The steps that can be followed when building the test or questionnaire are subject to many scientific steps, the most important of which are:

2.4.1.1 Purpose of Building the Scale:

The first step to build the scale is to clearly determine the purpose of its construction and what is the need for it, and one of the objectives of building the scale is to identify the level of self-grinding for students of the Faculty of Physical Education and Sports Sciences, first and fourth stage / Maysan University.

2.4.1.2 Identification of the Phenomenon to be studied:

The phenomenon to be measured should be identified and its concept and limits should be quite clear, and the phenomenon that the research aims to identify is the level of self-grinding for students of the Faculty of Physical Education and Sports Sciences, first and fourth stage / Maysan University.

2.4.1.3 Determination of the Method and Basis for Drafting Paragraphs:

The researcher adopted the Likert method in correcting paragraphs, and this method is one of the best ways to predict behavior or phenomenon and for the following reasons⁽²⁾:

1- Allows the greatest variation between individuals. 2- Easy to build and correct. 3- Collect a large number of paragraphs related to the phenomenon to be measured. 4- Allows the respondent to indicate the degree and intensity of his feelings.

By reviewing the literature on the nature of building the scale and how to formulate paragraphs and benefit from interviews with experts and specialists, (25) paragraphs were drafted.

2.4.1.4 Validity of Scale Paragraphs:

After preparing the scale in its initial form, which contained (25) paragraphs, the researcher did the following:

The researcher analyzed the results of the scale using the percentage as a criterion for accepting or excluding the paragraphs of the scale, as the paragraphs agreed upon by (75%) or more of the

arbitrators were accepted as valid and appropriate for the scale, and (Bloom) points out that "the researcher must obtain approval by (75%) or more of the arbitrators in this type of honesty"⁽¹⁾, as well as the deletion of paragraphs that were The

calculated degree (K_{a2}) is less than the tabular as the degree of (K_{a2}) was tabular at the level of significance (0.05) and at the degree of freedom (1) is equal to (3.84) and table (1) shows that.

Table 1: shows the percentage and score of K_{a2} for the experts' answers to each paragraph of the scale

Self-grinding scale						
t	Paragraphs	Agreeing	Disagreeing	Percentage	Ka value ²	Sig
1	1, 2, 5, 6, 7, 10, 11, 14, 15, 19, 20, 23, 24	13	0	100%	13	0.00
2	3, 4, 9, 13, 16, 22, 25	12	1	92.30%	9.31	0.00
3	8, 12, 17, 18, 21	7	6	53.85%*	0.077*	0.782*

*Non-Moral

After deleting (5) of the paragraphs of the scale that were not agreed upon by experts and specialists, namely (8, 12, 17, 18, 21), thus the number of paragraphs of the scale became (20) paragraphs.

2.4.1.5 Selection of the Rating Scale:

The appropriate scale of appreciation for the scale was presented to a group of arbitrators with experience and competence in the field of sports psychology, testing and measurement in order to indicate their opinions in the scale of estimation, and the arbitrators agreed on the proposed five-point scale of appreciation by 100%.

2.4.1.6 Method of Correction of Scale Paragraphs:

For the purpose of obtaining the total degree for each individual of the sample is given appropriate weights for alternatives to the paragraphs of the scale illustrate the importance of the paragraphs gradually, and by collecting the degrees of the respondent on the scale of the five-point estimate we get the total degree for each individual, and since the paragraphs of the scale have been formulated in the negative direction has been determined weights paragraphs of (1-5) degree for each paragraph of the paragraphs scale as well as the positive direction that determined the following weights (5-1) for the scale of self-grinding.

2.4.1.7 Preparation of Scale Instructions:

After completing the readiness of the application of the scale in the initial form, the instructions were prepared and how to answer its paragraphs, and the instructions specified that the sample answer will be used for the purpose of scientific research only and no one will see it except the researcher, and the sample members were asked to answer accurately all paragraphs for the purpose of reaching objective and fruitful results.

2.5 Exploratory Experiment:

After the scale became ready for application, the researcher conducted the exploratory experiment before the final application of the research in an appropriate time, by applying it to a sample consisting of (7) students for the purpose of creating the reasons for success when applying the main test to the research sample and to ensure that the sample understands the paragraphs of the scale and in order to avoid any errors or difficulties when applying during the main test of the research, and the researcher has done many things, namely:

1. Clarify the answer method for the individual sample.
2. Knowing the difficulties facing the researchers and the assistant work team.
3. A clear picture of the researcher and the assistant team about the answers to the paragraphs of the scale.

The researcher found that the paragraphs are appropriate, and the average time spent answering may range between (7-10) minutes.

2.6 Main Experience:

The goal of the researcher from conducting the main experiment to build a self-grinding scale in its final form on the research sample, and after collecting the forms, the results are analyzed statistically to find the discriminatory power of each paragraph in order to exclude and delete the non-discriminatory paragraphs and find the correlation coefficient for the paragraphs, and in order to achieve this, the researcher applied the scale to the construction sample, which numbered (100) students.

2.7 Statistical Analysis of Paragraphs:

The process of building the scale requires an analysis of its paragraphs, and in order to obtain paragraphs that meet the purpose, the analysis process must include a set of procedures conducted by the scale designer after the process of sorting

the answer sheets, and that the use of appropriate statistical methods is largely determined according to the method of designing the research and the type of data that will be collected, so it was used:

1. Discrimination indicators.
- 2- Scientific indicators of the scale.

2.7.1 Indicators of Discrimination:

For the purpose of calculating paragraph discrimination coefficients, the researcher used two methods:

1- The Two Terminal Groups: 2- Internal consistency method:

2.7.1.1 The Two Peripheral Groups (discriminatory force):

It means the ability of the test to distinguish between individuals with a high degree of trait or trait, and individuals with a low degree of the same trait or trait [\(1\)](#).

The detection of discriminatory power is done by knowing the total score of the respondents' answer and then the forms are arranged in descending order, after which two peripheral groups are selected by 27% of the total sample that was measured, a higher group represented by the individuals with the highest scores, and a lower group represented by the individuals with the lowest scores" [\(2\)](#). Then apply the test (T-Test) for two samples Two words to identify the statistical significance of the difference between the averages of the upper and lower groups of the paragraphs of the scale and promised the value of T () calculated and the value of (sig) an indicator of the validity of paragraph [\(3\)](#), where the number of forms obtained the highest grades (27) form as well as the lower number of forms approved (54) form and it became clear through the results of the analysis that all paragraphs of the scale distinctive, Using the Statistical Portfolio for the Social Sciences (SPSS), Table (2) shows:

Table 2: shows the arithmetic means, standard deviations, calculated value of (t) and level of significance

Self-Grinding Scale						
t	Top Group		Lower Group		Calculated t-value	Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	4.367	0.325	1.202	0.432	27.320	0.000
2	4.454	0.509	1.272	0.455	21.826	0.000
3	4.681	0.787	1.733	0.825	14.617	0.000
4	4.454	0.509	1.272	0.455	21.826	0.000
5	4.318	0.476	1.818	0.732	13.415	0.000
6	4.863	0.351	1.590	0.666	20.384	0.000
7	4.474	0.549	1.636	0.657	15.883	0.000
8	4.827	0.455	1.318	0.476	24.242	0.000
9	4.672	0.527	1.641	0.516	17.396	0.000
10	4.263	0.482	1.718	0.916	11.590	0.000
11	4.863	0.351	1.590	0.666	20.384	0.000
12	4.715	0.115	1.434	0.561	27.131	0.000
13	4.328	0.496	1.363	0.492	20.221	0.000
14	4.681	0.476	1.318	0.476	23.401	0.000
15	4.310	0.449	1.478	0.575	16.415	0.000
16	4.585	0.602	1.420	0.603	20.579	0.000
17	4.328	0.496	1.363	0.492	20.221	0.000
18	4.681	0.476	1.318	0.476	23.401	0.000
19	4.272	0.455	1.545	0.509	18.708	0.000
20	4.545	0.509	1.636	0.726	15.372	0.000
21	4.328	0.496	1.363	0.492	20.221	0.000
22	4.681	0.476	1.318	0.476	23.401	0.000
23	4.310	0.449	1.478	0.575	16.415	0.000
24	4.863	0.351	1.590	0.666	20.384	0.000
25	4.272	0.455	1.545	0.509	18.708	0.000
26	4.681	0.476	1.318	0.476	23.401	0.000
27	4.310	0.449	1.478	0.575	16.415	0.000

Significant at the significance level of ≤ 0.05

From Table (2), we find that there are (3) items where the level of statistical significance was greater than (0.05), which means that there are no significant differences for those paragraphs between the upper and lower groups of the self-grinding scale.

2.7.1.2 Internal Consistency of Paragraphs:

This honesty consists through the preparation of a test consisting of a number of dimensions to measure a phenomenon, and the sum of the scores of these dimensions is the total score of the test, and to calculate the sincerity of the internal

consistency of this test used for this purpose Pearson's correlation coefficient, by finding the correlation between the scores of each paragraph and the total degree of the scale, and relied on the responses of the construction sample of (100) students.

2.7.1.2.1 Relationship of the Paragraph to the Overall Score of the Scale:

The Pearson correlation coefficient was used by the statistical bag (SPSS) between the paragraphs of the scale and the total score of the scale, and Table (3) shows this.

Table 3: shows the degree of correlation of the paragraph with the total degree of the scale and the level of significance

Paragraph Sequence	Correlation Coefficient	Significance Level	Paragraph Sequence	Correlation Coefficient	Significance Level
1	0.759	0.000	11	0.698	0.000
2	0.696	0.000	12	0.760	0.000
3	0.673	0.000	13	0.698	0.000
4	0.557	0.000	14	0.722	0.000
5	0.722	0.000	15	0.696	0.000
6	0.759	0.000	16	0.679	0.000
7	0.673	0.000	17	0.759	0.000
8	0.673	0.000	18	0.557	0.000
9	0.557	0.000	19	0.752	0.000
10	0.686	0.000	20	0.595	0.000

From Table (3), we find that all paragraphs are related to the overall score of the scale.

2.7.2 Persistence:

Stability means "the extent of accuracy by which the test measures the phenomenon subject of measurement" ⁽¹⁾ and stability is one of the basic elements in the preparation of tests and the adoption of their results and there are several ways through which the stability coefficient can be extracted has chosen the researcher among them:

2.7.2.1 Cronbach's Alpha Method:

To extract the stability in this way, the equation (Alpha Cronbach) was applied to the scores of the sample members of (100) players, so the value of the scale stability coefficient was (0.883), which is an indicator that the test stability coefficient is very high, the closer the test stability coefficient of the correct one, the stronger the stability of the test ⁽¹⁾

2.7.2.2 Half-Segmentation Method:

The method of half-segmentation is one of the most stable methods used in paper and pen tests, and in this way it is possible to obtain two degrees for each individual by dividing the test into two halves, such as that the first half includes the odd numbers and their number (10), and the second

half on the even numbers and their number (10), and on that we get two degrees for each individual and the link between these two degrees (the degrees of the two halves of the test) is the internal consistency of the half of the test only and not the test as a whole ⁽³⁾, if the Pearson correlation coefficient was (0.896) and in order to obtain the value of the stability coefficient for the whole scale, the researcher used the Spearman-Brown equation, using the statistical bag (spss), and its value was (0.845) and this is a high indicator of the stability of the scale.

2.7.3 Objectivity:

The researcher believes that the clear instructions and the existence of a model on how to answer as well as the clarity of the phrases and ease of interpretation and the multiplicity of alternatives to answer, and the exclusion of questionnaires in which the answer to the same paragraph is repeated or in which the answer to all paragraphs is not completed all this makes the answer to the paragraphs of the scale objective.

2.7.4 Finding the standard scores and levels (codification) of the ruminative negative thinking scale:

The researcher seeks to complete the procedures for legalizing the self-grinding scale by finding the grades and standard levels of the rationing sample of (100) male and female students, through which it is possible to judge the measurement of the scale level on students, where he set the standard levels using the method of distribution of Kaos (normal

distribution) "as it is one of the most common distributions in the field of physical education because many of the qualities and characteristics that are measured in this area are close to the distribution of the natural curve." ⁽³⁾ Table (4) shows the statistical features of the results of the scale, and Table (5) shows the raw scores and the standard, Zai and T grades adjusted for the sample after arranging them in ascending order of the scale.

Table 4: shows the statistical results of the results of the self-grinding scale of the rationing sample

Scale	Unit of measurement	nun	Going to	On	Hypothetical mean	Torsion coefficient	Highest score	Lowest degree	Extent
Self-grinding	Degree	100	54.5	4.86	60	2.26	63	46	17

It is clear from Table (4) that the arithmetic mean of the rationing sample for the results of the self-grinding scale was (54.5), with a standard deviation of (4.86), and a hypothetical mean (60), while the torsion coefficient was (2.26) and the highest degree was (63), the lowest degree (46),

and the range (17), and to determine the grades and standard levels of this scale, Table (5) shows the raw and standard Z-T degrees adjusted for the degrees of rationing after arranging them in ascending order.

Table 5: shows the raw grades, the Zai standard grade and the adjusted T-standard grade arranged in ascending order for the self-grinding scale of the rationing sample.

Raw grade	Standard Al.zae'a Value	Adjusted T Grade	Raw grade	Standard Al.zae'a Value	Adjusted T Grade	Raw grade	Standard Al.zae'a value	Adjusted T Grade
46.00	-1.3240	20.12	54.00	0.459	26.39	59.00	0.998	31.55
46.00	-1.3240	20.12	54.00	0.459	26.39	59.00	0.998	31.55
47.00	-1.2250	21.54	55.00	0.572	27.66	59.00	0.998	31.55
47.00	-1.2250	21.54	55.00	0.572	27.66	60.00	1.101	32.33
47.00	-1.2250	21.54	55.00	0.572	27.66	60.00	1.101	32.33
48.00	-1.112	22.32	55.00	0.572	27.66	60.00	1.101	32.33
48.00	-1.112	22.32	55.00	0.572	27.66	60.00	1.101	32.33
48.00	-1.112	22.32	56.00	0.667	28.56	60.00	1.101	32.33
48.00	-1.112	22.32	56.00	0.667	28.56	60.00	1.101	32.33
49.00	-1.045	23.12	56.00	0.667	28.56	60.00	1.101	32.33
49.00	-1.045	23.12	56.00	0.667	28.56	60.00	1.101	32.33
49.00	-1.045	23.12	56.00	0.667	28.56	61.00	0.211	33.36
49.00	-1.045	23.12	56.00	0.667	28.56	61.00	0.211	33.36
49.00	-1.045	23.12	56.00	0.667	28.56	61.00	0.211	33.36
51.00	0.145	24.39	56.00	0.667	28.56	61.00	0.211	33.36
51.00	0.145	24.39	57.00	0.735	29.11	61.00	0.211	33.36
51.00	0.145	24.39	57.00	0.735	29.11	61.00	0.211	33.36
51.00	0.145	24.39	57.00	0.735	29.11	61.00	0.211	33.36
52.00	0.238	25.80	57.00	0.735	29.11	61.00	0.211	33.36
52.00	0.238	25.80	57.00	0.735	29.11	61.00	0.211	33.36
52.00	0.238	25.80	57.00	0.735	29.11	62.00	0.348	34.65
52.00	0.238	25.80	57.00	0.735	29.11	62.00	0.348	34.65
52.00	0.238	25.80	58.00	0.857	30.75	62.00	0.348	34.65
53.00	0.368	26.22	58.00	0.857	30.75	62.00	0.348	34.65
53.00	0.368	26.22	58.00	0.857	30.75	62.00	0.348	34.65
53.00	0.368	26.22	58.00	0.857	30.75	63.00	0.483	35.48

53.00	0.368	26.22	58.00	0.857	30.75	63.00	0.483	35.48
53.00	0.368	26.22	58.00	0.857	30.75	63.00	0.483	35.48
54.00	0.459	26.39	58.00	0.857	30.75	63.00	0.483	35.48
54.00	0.459	26.39	58.00	0.857	30.75	63.00	0.483	35.48
54.00	0.459	26.39	59.00	0.998	31.55	63.00	0.483	35.48
54.00	0.459	26.39	59.00	0.998	31.55	63.00	0.483	35.48
54.00	0.459	26.39	59.00	0.998	31.55			
54.00	0.459	26.39	59.00	0.998	31.55			

3.7.3 Standard Levels of Self-Grinding Meter

To complete the procedures for codifying the scale and finding the degrees and standard levels to reach a reliable codified tool in measuring the phenomenon subject of measurement, and after

extracting the standard degrees of Zai and T, work has been done to find the standard levels by which the results of the self-grinding scale can be controlled and Table (6) shows the standard levels of the scale.

Table 6: shows the standard levels, categories, frequencies and percentage of the self-grinding scale

t	Levels	Categories	Duplicate	Percentage
1	Weak	(20-35)	93	96%
2	Acceptable	(36-50)	7	7%
Total			100	100%

2.8 Main Experience

After the completion of the construction of the scale and its legalization by the researcher, the scale was applied in its final form to the main sample on (Monday) 8/1/2024 .

2.9 Statistical Methods

The researchers used the following statistical systems:

Ready-made statistical bag (SPSS. Ver 21).

3-1 Shows the Arithmetic Means and Standard Deviations of the Research Variables:

Table 7: Shows the hypothetical and arithmetic means, standard deviation, calculated (t) value and (Sig) value for the self-grinding scales of the research sample

Stage	Number of scale paragraphs	Hypothetical mean	Arithmetic mean	Standard deviation	(T) Calculated	Sig
The first	20	60	59.73	5.348	23.14	0.000
Fourth			71.88	3.665	21.25	0.000

Through Table (7) shows the number of paragraphs of **the self-grinding** scale for students of the first stage (20) and a hypothetical mean (60) while the arithmetic mean was (59.73) and a standard deviation (5.348), while the calculated value (t) was (23.14), and the level of significance (0.00), which is less than the level of significance (0.05), while the number of paragraphs of the **self-grinding scale for students of the fourth stage** was (20) and an hypothetical mean (60), while the arithmetic mean was (71.88) and standard deviations (3.665), while the value of (t) calculated (21.25), and the level of significance (0.00), which is less than the level of significance (0.05) and this indicates the existence of significant differences

between the two averages in favor of the arithmetic mean in favor of the first stage. The researcher attributes that students of the first stage do not have a wide experience in life in general, which makes them have a negative feeling and can control themselves, which leads to rumination negative thoughts. Unlike the students of the fourth stage, which has a slightly higher impact, due to their anxiety about the future because they are not appointed in public schools, which generates negative thoughts that make them unhappy, due to seeing their peers who are still unemployed, in addition to the accumulated psychosocial problems.

Table 8: shows the arithmetic mean and standard deviation of the research sample

Variable	First stage		Fourth stage		Calculated T value
	Going to	on	Going to	on	
Self-grinding	59.73	5.348	71.88	3.665	22.89*
Number of Students	38		35		

* Significant at the level of significance (0.05)

Through Table (8), which shows that there is a significant difference in the level of self-grinding and in favor of first-stage students, and the researcher attributes this simple difference to the age difference and the lack of psychological accumulations in the lives of first-stage students and because they are coming to a new university life for them, unlike the students of the fourth stage, and they bid farewell to university life and are heading to the unknown and away from their colleagues and the interruption of their social relations due to life circumstances, which has a negative impact as well, as well as the interruption of physical activity performed by students throughout the school year because sport gives a good feeling as an integrated social system and since sport is part of society, it greatly affects the student's personality. This was confirmed by (Abdelhafiz, *et al.*, 2001). ⁽¹⁾ If we look at sports, and the practice of sports activities objectively, we will notice that sports with its multiple activities and diverse fields gain the practitioner a lot of habits and social qualities, especially getting rid of negative thoughts and this is confirmed (Al-Shafei, 2004). ⁽²⁾ Sport gives the individual positive psychological qualities that qualify them to be useful to themselves and society. He also touched on (Rateb, 1999). ⁽¹⁾ In that sport has a major role in providing diverse opportunities for the development of social skills in personal relationships with colleagues, teachers and competitors.

4- CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions:

1/ First-year students are eager to embark on a new university life that gives hope and opens new horizons for students.

2/First and fourth year students of the Faculty of Physical Education and Sports Sciences had a little bit of self-grinding.

4.2 Recommendations:

1/Harmony within society and the surrounding environment relieves the psychological pressure on the student's personality.

2/Instructing the students to determine the source from which the negative things originate and try to address them.

3/ Conduct similar studies for other stages according to other variables and for both genders.

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