

The role of physical education and sports in eliminating psychological pressures in practices and non-practices

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Abstract

The aim of the research is to identify the psychological pressures of university students practices to study sports education, and to identify the psychological pressures of non-practice university students to study sports education, and to identify the role of sports education in eliminating psychological pressures in university students practices and non-practices of the experimental groups and officers in the pre- and post- tests, and the researcher assumed that there is a statistically significant relationship between the pre- and post- tests of psychological pressures in practices and non-practices and in favor of practices for sports activities, and has been used The researcher experimental curriculum being the most suitable curriculum to solve the problem of research and achieve the objectives of research, but the research sample included (60) students from Diyala University for the academic year 2019-2020 M, at the beginning of the year 30 students of practices were selected from the students of the Faculty of Sports Education (first stage), and (30) non-practice students from various departments of the Faculty of Education, as the sample was selected in a random manner The researcher concluded that there is a statistically significant relationship between the pre- and post- tests of psychological pressures in practices and non-practices and in favor of practices for sports activities, and that the curriculum of the study of sports education showed positive results in relieving psychological pressures in practices, and the practice of sports activities helps the individual to empty emotions and turn them into a sports movement, which makes him feel psychological comfort, and recommends the researcher to certainly practice the lesson of sports education because of its positive effects on the psychology and behavior of the individual and turn his behavior from negative to positive, supporting the psychological aspect in the university stage through the exercise of sports activities.

Keywords: physical education, psychological, sports activities

I. Introducing research

1.1 Introduction and the importance of research

The study of physical education and sports has occupied an important place in the developed countries because it is an essential part of the education of the young people comprehensive and balanced education to be

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used on the best programs focused on education and gaining skills that develop the physical and health aspect, as well as psychological, recreational and recreational programs through which the individual seeks psychological comfort and creates an atmosphere of pleasure, joy and fun, which keeps him away from boredom and relieves anxiety, stress and pressure.

In this context, Jelloun et al. says that sports participation is recreational through physical activities to provide a great deal of experiences, values and social and aesthetic skills that enrich students and add to them the bright dimensions, joy and optimistic view of life, because it provides the individual with ways and means to adapt to himself and society, and participation in physical education classes provides opportunities to vent feelings of tension and stress through the theoretical lessons they receive in the classroom **(Jelloun et al., p. 199826)**.

The study of physical education and sports is an essential focus for supporting and building the personality of the individual in a healthy and integrated manner by gaining experiences and developing his talents and physical, motor and skilled abilities to prepare the body for his activities, in addition is a means of positive impact on the individual's psyche to control his emotions, which leads to the aggravation of his psychological state.

As researchers, we should not overlook the positive role of the sports education teacher in preparing the individual in an integrated preparation in all physical, mental and intellectual aspects by using many sports activities that have a positive impact on his organic and psychological health, it increases vitality and activity, as well as alleviating the psychological problems he faces in his life represented by daily pressures, anxiety, stress and others.

Davidov also pointed out that "sports activity has a significant benefit in developing the ability of the individual to withstand the psychological pressures of low stress after the exercise of sports activity as regular sports help to relieve psychological stress and reduce the harmful substance resulting from increased secretion of adrenaline hormone which leads to accelerated heartbeat and high blood pressure, and to practice daily sports in a way that ensures the secretion of androfin hormone, which resembles morphine, thus feeling comfortable and calm" **(Davidov, 1983 M, p115)**.

The individual lives in an environment full of external and internal factors represented by phenomena, changes, attitudes and difficult problems, which he must face in order to achieve his goals, which made him vulnerable to more psychological pressures caused by the lack of study time and the difficulty of the curriculum that exceeds their abilities and the methods used by the teacher as well as Problems with teachers, this affects the level of his education, a.m. for athletes and they are exposed to some types of pressures consisting of overtime and difficulty training, which exposes them to injury, as well as problems with the trainer, which leads to a low level of sports.

"The pressures on education are the pressures of curricula, teachers, exams, penalties, academic rules, crowded halls, student activities, homework, school failure in the school and university climate, and the feeling of impact from the educational institution in general," he said.

The importance of research in the role of education and sports lies in building the personality of the individual and his physical and physical and physical enemy and reducing the mental disorders represented by pressures affecting many individuals, which leads to the overcoming of negative energy on the positive, to get rid

of negative energy and create a balance between the body and the organized spirit self-confidence and activate mental ability such as focus and attention must be exercised many sports activities.

1.2 Search problem

The university stage is part of the society in which they live and are affected by the changes that occur to them, which exposes them to many emotions, especially psychological pressures that have negative effects on the individual, namely low level of performance, thinking disorder, anxiety, frustration and psychological imbalance, where many studies confirmed that sports games and sports activities were used as a strategy to alleviate mental disorders, such as the study of Freud, Melanie and Symond, so the researcher decided to learn about the role of sports activities in alleviating mental disorders in university students practices and non-practices to study sports education.

1.3 Research objectives

1- Identify the psychological pressures of university students practices to study sports education.
2- Identifying the psychological stresses of non-practice university students to study sports education

2- Identifying the role of sports education in eliminating psychological pressures among university students practices and non-practices of the experimental groups and officers in the pre- and post- tests.

1.4 Force research

1- Is there a statistically significant relationship between pre- and post- tests of psychological stress in practices and non-practices and in favor of sports activities practices?

1.5 Areas of research

1-5-1 Human field: - A sample of the university's 60 students practices and non-practices for the study of sports education.

1-5-2 15/5/2019 15/2/2020 .

1-5-3 Spatial Field / Faculty of Physical Education and Sports Sciences - Diyala University and Faculty of Education.

1.6 Determining terminology

1- Stress: - Is a state of extreme psychological stress that creates in the individual a state of imbalance and behavior disorder. (Jassim, 2008, p. 3)

II. Research approach and field procedures

2.1 Research approach

The research approach is defined as "a method that relies on inductive and induceive thinking, the use of scientific observation methods, imposition of duties and experience to solve a particular problem and reach a

certain conclusion." (Abadi, 2015, p.67), so the researcher used the experimental method as the most appropriate approach to solving the problem of research and achieving research objectives.

2.2 Sample search

The sample is defined as "a model that includes an aspect or part of the determinants of the original society concerned with research that is representative of it so that it bears its common characteristics and this model enriches the researcher to study all the units and vocabulary of the original society, especially in the case of difficulty or impossibility of studying all those units." (Al-Dulaimi and Saleh, 2014, p.74), so the research sample included(60)students from Diyala University for the academic year 2019-2020 m, at the beginning of the year 30 students of the faculty of sports education (first stage) and (30) non-practice students from various departments of the Faculty of Education were selected, as the sample was selected randomly.

2.2.1 Parity between the two research groups for the measure of psychological stress

Table (1)

Shows the mathematical medium, standard deviation and calculated value of the search sample

On the scale of psychological stress in pre- tests

Variable	arithmetic medium	Standard deviation	Calculated value (t)	Level of significance
Practices	102,4	98, 3	154,2	unethical
Non-practices	121,2	40,1		

* Table (t) value at freedom score (58) and below the level of indication (05,0)= 1.96

Table 1 shows the level of the research sample for the measure of psychological stress as we used the data we obtained from the members of the sample, and the calculation circles were extracted and standard deviations and the value (t) calculated, reaching the mathematical medium of practices (102,4) and with standard deviation (98,3), while the mathematical medium of non practices amounted to (121,2) and with a standard deviation (40,1), and the calculated value (T) was 154,2, and compared with the scheduling value (T) of 1.96, the results indicated that there were no moral differences between practices and non-practices.

2-3 Means of gathering information

For the purpose of collecting information, the researcher used the following methods:

- Arab and foreign sources.
- Questionnaire form for the survey of experts and specialists (*) to determine the validity of the paragraphs.
- The measure of psychological stress.

(*) Appendix 1 is seen.

2.4 Measuring tool

The researcher used the stress gauge (**), a measure withD by researcher Abu Mouloud Abdel Fattah, to identify the university student's ability to self-appreciate his stress.

2.5 Scientific transactions of the scale

2.5.1 Virtual honesty of the scale

To make sure the scale is true, the researcher distributed his paragraphs to a group of experts and specialists, and asked them to express an opinion on the validity of the paragraphs, and by informing them of the paragraphs, everyone confirmed the validity of the paragraphs to measure the purpose for which it was developed.

2.5.2 Meter stability

To ensure the stability of the scale, the researcher distributed it to the original sample of practices in the Faculty of Physical Education and Sports Sciences and another group of non-practices from the Faculty of Education, and after 7 days the scale was redistributed again to the same group, and then the data was unloaded, where the results showed that the stability factor reached (94,0),this indicates that the scale has ahigh stability.

2.6 Field search procedures

2.6.1 Pre- test for psychological stress gauge

The researcher conducted the pre- test before the implementation of the curriculum of sports education scheduled for the research sample of(30)students of theFaculty of Sports Education (Phase1), and(30) students of the Faculty of Education from different departments, as the researcher distributed the forms to the sample on Monday, 17/12/20199 AD, after which the forms were collected by the researcher, as the circumstances related to the test were confirmed.

2.6.2 Sports Education Curriculum

The curriculum for sports education was implemented on the sample selected from the students of the Faculty of Sports Education, and took implementation(4)weeks, and reached the number of educational units(8)educational units, and was implemented by two educational units on Monday and Wednesday of arena and field events, as the research plan must be implemented on 22/12/2019a.m. to 30/1/20 20 M.

2.6.3 Post- stress measurement test

After completing the specifiedperiod for the implementation of the sports education curriculum to be applied to the selected research sample, the researcher conducted the post- test as the forms for the scale were distributed to a sample of students of the Faculty of Physical Education and Sports Sciences and to the students of the Faculty of Education on Thursday, 3/2/2020 M, and the paragraphs were answered by the sample, then the forms were collected, and the results were unloaded.

2.7 Statistical means

- The mathematical medium.

(**) Appendix 2 is seen.

- Standard deviation.
- T-test .
- A moral indication of association.

III. Presentation, analysis and discussion of research results

3-1 Presentation, analysis and discussion of the results of psychological stress among university students practices for the study of sports education.

(First goal) "Identifying the psychological stresses of university students practices for the study of sports education."

Table#2

The results of psychological stress among university students show practices for the study of sports education

N	Variables	arithmetic medium	Standard deviation	Coefficient	Degree of freedom	T Calculated	T Tabular	Level of significance
1-	Psychological pressures among university students practices to study sports education	4.16	2.213	2,167	30	3,191	1.96	sign

Table2shows the results of psychological stress among university students practices for the study of sports education, where the mathematical medium of psychological pressures in university students reached thepractices of the study of sports education (4.16) and with a standard deviation of (2,213), and reached the coefficient of psychological pressure association among female students The University practices for the study of sports education (2.167), the calculated value(T)(3.191) is greater thanthe scheduling value(T)at the indicative level (0.05) of (1.96).

3-2 Presentation, analysis and discussion of the results of psychological stress in non-practice university students to study sports education.

(Second goal) "Identifying the psychological pressures of university students who are not practiced to study sports education.

Table#3

Shows the results of psychological pressures in university students who are not practiced to study sports education

N	Variables	arithmetic medium	Standard deviation	Coefficient	Degree of freedom	T Calculated	T Tabular	Level of significance
1-	Psychological pressures among university students who do not practice sports education	2.08	1.087	0,109	30	1,11	1.96	sign

Table 3 shows the results of psychological stress among university students who are not practiced for the study of sports education, where the mathematical medium (2.08) and with a standard deviation of 1.087, the coefficient of association reached psychological pressures in Non-practice university students studied sports education (0.109) while the calculated value(T)was1.11, which is smaller thanthe scheduling value(T)of 1.96.

3.3 Presentation, analysis and discussion of the results of the role of sports education in eliminating psychological pressures among university students practices and non-practices.

(Third goal) "Identifying the role of sports education in eliminating psychological pressures among university students' practices and non-practices of the experimental and controlled groups in pre- and post- tests.

Table#4

The results of the role of sports education in eliminating psychological pressures among university students show the practices and non-practices of the experimental and controlled groups in the pre- and post- tests

Groups	Sample number	Pre- testing		Post- test		T Calculated	T Tabular	Moral significance
		A	STD	A	STD			
Practices for sports education	30	7.11	2.33	8.15	2.44	4.31		sign

Non-practices for sports education lesson	30	2.33	1.12	2.65	1.47	1.19	1.96	sign
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Table 4 shows the results of the role of sports education in eliminating psychological stress in university students practices and non-practices, where the mathematical medium in the pre- test of practices for the study of sports education (7.11), and reached the standard deviation (2.33), while the computational medium of the test reached the dimension The mathematical average (2.44) has reached the calculated(T) value(4.31), which is greater than the scheduling value(T) of 1.96.

The arithmetic medium of the pre- test for non-practices for the study of sports education was (2.33), and with a standard deviation of (1.12), while in the post- test the mathematical medium (2.65) and with a standard deviation of (1.12) 47), the calculated value(T) was 1.19, which is smaller than the scheduling value(T), indicating that there is a statistically significant relationship between pre- and post- tests of psychological pressures in practices and non-practices and in favor of practices for sports activities.

In accordance with what al-Kholi, 1965, "We cannot ignore the positive psychological effects that the individual has due to his or her exercise of various sports activities, the impact of sports practice on the emotional life of the individual penetrates deep into the levels of behavior, in addition to the health benefits that the individual brings, Sport offers him opportunities for pleasure and joy, and the prevailing climate is a climate of fun fun, where man is free from some mental disorders, and this is demonstrated by the study of Ogilvy, which proved the positive psychological effects of sport (Kholi, 1965 AD, p. 35).

3.4 Discussion of search results

Table 2 shows the results of psychological stress among university students practices for the study of sports education, where the mathematical medium of psychological pressures among university students reached the practices of the study of sports education (4.16) and with a standard deviation of (2,213), and reached the coefficient of psychological pressure association among female students The University practices for the study of sports education (2.167), the calculated value(T) (3.191) is greater than the scheduling value(T) at the indicative level (0.05) of (1.96).

Table 3 shows the results of psychological stress among university students who are not practiced for the study of sports education, where the mathematical medium (2.08) and with a standard deviation of 1.087, the coefficient of association reached psychological pressures in Non-practice university students studied sports education (0.109) while the calculated value(T) was 1.11, which is smaller than the scheduling value(T) of 1.96.

Table 4 shows the results of the role of sports education in eliminating psychological stress in university students practices and non-practices, where the mathematical medium in the pre- test of practices for the study of sports education (7.11), and reached the standard deviation (2.33), while the computational medium of the test reached the dimension The mathematical average (2.44) has reached the calculated(T) value(4.31), which is greater than the scheduling value(T) of 1.96.

The arithmetic medium of the pre- test for non-practices for the study of sports education was (2.33), and with a standard deviation of (1.12), while in the post- test the mathematical medium (2.65) and with a standard

deviation of (1.12) 47), the calculated value(**T**)was1.19, which is smaller thanthe scheduling value(**T**),indicating that there is a statistically significant relationship between pre- and post- tests of psychological pressures in practices and non-practices and in favor of practices for sports activities.

IV. Conclusions and recommendations

4.1 Conclusions

The results we obtained from this study showed the following conclusion:

- 1- There is a statistically significant relationship between pre- and post- tests of psychological stress in practices and non-practices and in favor of sports activities.
- 2- The curriculum for the study of sports education showed positive results in relieving psychological stress in practices.
- 3- Exercise helps the individual to empty emotions and turn them into a sports movement, which makes him feel psychologically comfortable.

4.2 Recommendations

- 1- Emphasizing the practice of sports education because of its positive effects on the psychology and behavior of the individual and turning his behavior from negative to positive.
- 2- Supporting the psychological aspect at the university level through the practice of sports activities.

Sources

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