

# Psychological Stress and its Relation to Motor Satisfaction for Students of Faculty of Physical Education

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## ABSTRACT

This study aims to determine (the degree of psychological stress and motor satisfaction among students of the Faculty of Physical Education at Duhok University, psychological stress and its relation to motor satisfaction for students of the Faculty of Physical Education at Duhok University). The researchers used the descriptive method by correlative survey. The study sample included male students (340 students), and the researchers used psychological stress scale prepared by Al-Bayati, 2004 and amended by the Thanon, and Sultan (2010), and motor satisfaction scale prepared by Al Saffah, 2012, as amended by Marai 2016. In addition, the researchers used arithmetic mean, standard deviation, percentage, assumed mean, simple correlation coefficient and Alpha Cronbach reliability coefficient. The researchers concluded that (students of the Faculty of Physical Education at Dohuk University have a good level of motor satisfaction, students of the Faculty of Physical Education at Dohuk University have an average level of psychological stress, and there is a correlation between psychological stress and motor satisfaction for students of Faculty of Physical Education at Dohuk University).

**Keywords:** Duhok University, motor satisfaction, psychological stress, physical

## INTRODUCTION AND SIGNIFICANCE OF THE STUDY

There is no doubt that the significant progress in the field of sports in recent years did not come from a vacuum, but relied on following the scientific basics that are the result of numerous experiments and applying the factors that contribute to raising the levels of sports. This requires following those factors affecting

the level of performance so that an athlete, whether a player or a student, manages to keep abreast of progress and achieve higher levels. Tests and measurements in the sports and academic fields are of great importance as they give those in charge of this area a proof of the level reached by their athletes in order to address the problems that stand in the way of their progress so that they earn good results and be distinct.

Psychological stress is one of the psychological forms and aspects that hinder individuals and students at a time filled daily life with a large number of complexities of various kinds and sports ones, where individuals in educational positions face a number of situations that need immediate or delayed solutions to reach the best achievement as inability to meet those educational situations does not only make them not feeling all

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upset or discomfort, but it also reaches a large degree of emotions that affect behaviors and outcomes of the educational material.

Motor satisfaction has a significant place in sports psychology because of its great importance in helping to determine the type of expected behavior in future situations, as it helps in determining the orientation and motivation of learners to practice various sport activities or special activities and not others. Moreover, the feeling of satisfaction about performance level represents one of the dimensions tackled sports psychologists as success in performance increases the level of ambition of the individual and makes him feel self-satisfied, “one of the most important factors that contribute to reach sporting achievement is feeling satisfied towards the level of performance” (Al Hayani, 1998.33).

The Faculty of Physical Education is a faculty which is characterized by its difficult skill performance, which depends on students’ individual and collective efforts, as well as many psychological traits such as self-confidence, strong will and speed of decision-making and others, which contribute to making their performance skills characterized by precision, flexibility and consistency for most of the time. In addition, the concept of psychological stress affects the motor satisfaction of the individual learner as it brings self-confidence, which in turn raises vitality, enthusiasm and enjoyment that could make the individual learner’s skills characterized by flexibility, accuracy and consistency in performance, making him/her as a lover of activities performed and thus desires and aspirations come true. Hence the significance of the current study lies in the lack of physical education teachers’ dependence on promoting the concept of psychological stress and connecting it to motor satisfaction, so the researchers decided to study the concept of psychological stress and its relation to motor satisfaction for students of the Faculty of Physical Education at Dohuk University.

This study will contribute to identify some psychological aspects that, in the event of interest in them, will help in reaching an advanced level of performance of students during lectures. In addition, one of the important aspects that must be considered in teaching and must be taken into consideration is the psychological aspect which is one of the important and influential aspects in having good results and get to the achievement, as motor dissatisfaction of students affects their ability in educational situations, especially in difficult ones.

## **Problem of the Study**

As the researchers are connected to Faculty of Physical Education being lecturers there, they noticed that some students behave in a manner contrary to motor satisfaction of educational lessons in some subjects, thus the problem of the study lies in answering the following questions:

1. What is the degree of psychological stress and motor satisfaction for students of the Faculty of Physical Education?
2. Is there a relation between psychological stress and motor satisfaction for students of the Faculty of Physical Education?

## **Objectives of the Study**

The study aims to define:

1. The degree of psychological stress and motor satisfaction for students of the Faculty of Physical Education, Dohuk University.
2. The relation between psychological stress and motor satisfaction for students of the Faculty of Physical Education, Dohuk University.

## **Hypothesis of the Study**

- There is no significant relation between psychological stress and motor satisfaction for students of the Faculty of Physical Education, Dohuk University.

## **Procedures of the Study**

### **Methodology**

The researchers used the descriptive method by correlative survey as it is appropriate to the nature of the study.

## **Population & Sample of the Study**

The population of the current study consists of students of the Faculty of Physical Education, Dohuk University for the academic year (2015 – 2016) who are 468 male and female students. The study sample included male students only (368) students after eliminating (28) students for non-compliance of selection terms to make the final sample of the study 340 students.

## **Tools of the Study**

### **Psychological stress scale**

The researchers used psychological stress scale prepared by Al-Bayati, 2004 and amended by the Thanon, and Sultan (2010) consisting of 31 phrases with

answers grading as follows; (5= always, 4= often, 3= sometimes, 2= rarely and 1= never).

### **Motor satisfaction scale**

The researchers used motor satisfaction scale prepared by Al Saffah, 2012, as amended by Marai 2016 consisting of 30 phrases. Upon correcting these phrases, they will be graded as follows; (5= applies very much, 4= applies much, 3= moderately applies, 2= applies a little and 1= does not apply).

### **Scientific basics of psychological stress and motor satisfaction scales**

#### **Face validity**

The researchers depended on arbitrators' validity to ensure validity of scales through their presentation to experts in (sport psychology, measurement and evaluation) to see their opinions about representation of scales for the characteristic to be measured as agreement percentage reached (100%) on scales.

#### **Reliability**

The researchers extracted scales' reliability through Alpha Cronbach'S coefficient. Its value for psychological stress scale was (0.81), whereas for motor satisfaction was (0.88) and this is a relatively high coefficient and a good indicator on paragraphs' consistency and homogeneity.

#### **Final application of scales**

The researchers applied the two scales on the sample of the study in the period from 16 to 20 April 2016.

### **Statistical Methods**

The researchers used SPSS suit to obtain:

- Arithmetic mean, standard deviation, percentage, assumed mean, simple correlation coefficient and Alpha Cronbach reliability coefficient.

## **DISCUSSION OF FINDINGS**

### **Results of the First Objective**

The degree of psychological stress and motor satisfaction for students of the Faculty of Physical Education, Dohuk University was measured as the researchers depended on total degree of both scales as shown in Table 1.

Through Table 1, it is shown that the arithmetic mean of psychological stress scale reached (78.34), a standard

**Table 1:** Arithmetic means and standard deviations SDs of psychological stress and motor satisfaction scales

Statistic treatment Scales	Arithmetic mean	Standard deviation SD	Assumed mean
Psychological stress	78.34	9.34	93
Motor satisfaction	97.80	13.14	90

deviation of (9.34) and assumed mean (93), while for motor satisfaction scale, the arithmetic mean reached (97.80), standard deviation was (13.14) and assumed mean was (90).

The researchers also found that stress is a phenomenon connected to humans since their existence, but it became a feature of this age which is characterized by rapid change, scientific and technological progress. It is also affected by concepts of globalization in all its aspects including sports for individuals and especially for students of the Faculty of Physical Education in Dohuk University for its impact in terms of the nature of the events and various faculty activities as well as individual differences among students towards these activities and various events. This is confirmed by (Dahdouh, 2010) saying: "psychological stress is one of the most important disorders faced by the individual in the present age full of complexities, problems and everyday life's requirements which need to be faced with immediate solutions" (Dahdouh, 2010.61).

As for motor satisfaction, the researchers attributed it to the diversity of activities, events and academic interests in the Faculty of Physical Education at various stages helped feel motor satisfaction. In addition, the privacy of the Faculty of Physical Education makes it one of the private faculties that have admission in accordance with desire, motivation and on the basis of their related tests. This is what distinguishes students of this faculty from other faculties, which was confirmed by (Hmukah, 2016) as desire, joy and gratitude drive the individual practitioner athlete to feel satisfied about training, its importance, and the reflection of its benefits it as well as points of strengths, hope and love "(Hmukah, 2016:155).

### **Results of Second Objective**

The relation of psychological stress and motor satisfaction for students of the Faculty of Physical Education, Dohuk University was measured as the

**Table 2:** Arithmetic means, standard deviations sds, calculated and tabulated r value between psychological stress and motor satisfaction

Statistic treatment scales	Arithmetic mean	Standard deviation SD	Calculated (R) value	Tabulated (R) value	Significance
Psychological stress	78.34	9.34	0.194	0.138	Significant
Motor satisfaction	97.80	13.14			

researchers depended on total degree of both scales as shown in Table 2.

Through Table 2, it is shown that the arithmetic mean of psychological stress scale reached (78.34), a standard deviation of (9.34) and assumed mean (93), while for motor satisfaction scale, the arithmetic mean reached (97.80), standard deviation was (13.14) and calculated (R) Value (0.194), which is bigger than the tabulated one (0.138). This indicates that there is a significant correlation between the two variables and the researchers attributed the reason to the fact that there is a certain amount of stress required to perform the work, whether this was a muscle tension or psychological one in all institutions, including sport ones, where there is a certain percentage of the stress may be required to perform a specific job and that this percentage may differ from the proportions necessary for other work to reach the best performance or achievement as confirmed by (Al-Bayati, 2004), that “we need a reasonable amount of stress to stir our activity and motivation to do our duties and achieve the targets we aspire as the more stress over the level, its negative impact or damage on the individual begins” (Al-Bayati, 2004:26).

## CONCLUSIONS

1. Students of the Faculty of Physical Education at Dohuk University have a good level of motor satisfaction.
2. Students of the Faculty of Physical Education

at Dohuk University have an average level of psychological stress.

3. There is a correlation between psychological stress and motor satisfaction for students of Faculty of Physical Education at Dohuk University.

## RECOMMENDATIONS

1. To focus on supplying students of the faculties and departments of physical education with information to increase their motor satisfaction and reduces psychological stress.
2. The need for professors at faculties physical education to be familiar with the task of awareness of motor satisfaction and psychological stress.

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