

Psychological independence and its relationship to the full psychological presence of fourth-year female students at the College of Physical Education and Sports Sciences at the University of Baghdad

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Abstract. Psychological independence is regarded as one of the most significant attributes that any society attempts to highlight in its members' personalities in order to qualify them for responsibility, because each human is born with wants and motivations for individuality and independence. The individual's attainment of independence or self-reliance is a critical factor in his development, and it varies with his stage of development. The need for self-reliance is satisfied by parents responding to their children's attempts to become independent at work and encouraging them at a young age to rely on themselves by giving them complete freedom to act and respecting their desires and opinions to gradually assume responsibility, which results in giving the children self-confidence and a sense of competence and independence. Female students have an impact on their whole psychological presence, often known as psychological well-being. If the student has a high psychological presence, this will have a favorable effect on her conduct, such as positive thinking. The study's goal is to determine the psychological independence of fourth-year female students at the University of Baghdad's College of Physical Education and Sports Sciences, as well as their total psychological presence. And to determine the association between psychological independence and full psychological presence in fourth-year female students at the University of Baghdad's College of Physical Education and Sports Sciences. The two researchers employed the descriptive technique to the research sample of (77) female students in the fourth stage at the College of Physical Education and Sports Sciences at the University of Baghdad for the academic year 2023-2024. Two scales were used: one to assess psychological independence, and another to assess full psychological presence. The data was processed using the IBM SPSS Statistics Ver26 tool, and a series of results and recommendations were drawn.

Keywords. psychological independence, full psychological existence

Introduction:

Psychosocial freedom is one of the most essential characteristics sought by every community in the personality and rehabilitation of responsibility for being born with goals and reasons in uniqueness and independence. Self is highly significant in developing its progress in its developmental stages. The need for self-reliance is met by parents responding to their children's attempts to become self-

sufficient at work and encouraging them to rely on themselves at a young age by giving them complete freedom to act and respecting their desires and opinions to gradually assume responsibility, resulting in the children's self-confidence and sense of competence. And independence (Zainab Naji, and Shahad Raad, 2021 AD) "Psychological independence is the student's ability to achieve the desired psychological liberation and abandon the emotions, childishness, and behaviors that linked him to his parents, and rely on himself in making decisions" (Ali and Matar, 2021, p. 437). The quality of education in universities depends on the basic principle of the teaching and learning process, which is based on practical and psychological dealing with the learning and motivation processes, and that full psychological presence, which is sometimes called psychological well-being, is affected by female students. If the student has a high psychological presence, this will lead to It has positive effects affecting their behavior, such as positive thinking. However, the full psychological presence among female students is of a complex nature and is evident through the lack of enjoyment of it among many female students, as pointed out by (Khaled Ahmed 2018 AD). "Full psychological existence is the individual's pursuit and struggle towards achieving his goals in life, which can be achieved by accumulating positive psychological resources" (Hagem, 2018, p. 17), and among the studies that emphasized psychological independence is the study (Zeinab Naji and Shahad Raad, 2021), which paid attention to By identifying psychological independence among middle school students, I found that there are differences that have a significant significance for psychological independence according to the gender variable and in favor of males in the level of psychological independence. Likewise, there are no differences that have a significant significance according to the stage variable (fourth - fifth) and according to the specialization variable (scientific - literary) (Ali and Matar, 2021, pp. 431-468), and the study (Korat Karima and Senussi Boumediene 2022), which was interested in identifying the level of psychological independence among female resident university students, and concluded that the level of psychological independence among female university students is average, and there are no statistically significant differences. In the level of psychological independence among female students due to the variable of academic level (Karima and Boumediene, 2022, pages 63-91), As for the studies that focused on full psychological presence, the study (Taher Saad 2012) that focused on full psychological presence and its relationship to depression among young people, which found a reduction in the severity of depressive symptoms in a sample of young people by building a counseling program in which the six dimensions of full psychological presence were employed, and there was a statistically significant decrease. between the two experimental groups compared to their scores before application (Ammar, 2012, p. 1), and the study (Youssef Musa 2015), which focused on moral thinking and its relationship to full psychological presence and positive social behavior, which concluded that there is a statistically significant correlation between full psychological presence and the level of thinking. Al-Khalqi (Miqdadi, 2015, pp. 269-284).

Therefore, the problem of the research lies in the fact that female university students, although they have strong relationships with their colleagues, do not mean that they are not independent. Female students must be separate from others and not subject to them. We do not mean complete separation here, but rather the presence of relationships among themselves. They may also face problems. Various problems, such as social, psychological, or academic problems, and they may differ among themselves in how they deal with themselves when they are exposed to problems. Likewise, a psychological existence filled with pleasure and the avoidance of pain is based on the idea that happiness and pleasure represent the basic goal in human life, which is achieved through... Increasing the feeling of happiness and the students' pursuit of pleasant

moments. Therefore, the two researchers' attempt to study the importance and role of both psychological independence and full psychological presence among fourth-year female students at the College of Physical Education and Sports Sciences at the University of Baghdad has aroused their interest because full psychological presence is also used in most guidance programs that aim to Improving the quality of life. The researchers, through their review of sources, research, and previous studies, found that they talked about the concepts of psychological independence and full psychological presence, but they did not find any study that had dealt with the relationship of psychological independence with full psychological presence among female students at the university or any other field of study, which It prompted them to address this problem, study it, and try to find out the type of relationship between psychological independence and full psychological presence among fourth-year female students at the College of Physical Education and Sports Sciences at the University of Baghdad. The importance of the research lies in clarifying the importance of both psychological independence and full psychological presence among fourth-stage female students at the College of Physical Education and Sports Sciences at the University of Baghdad and trying to study the type of relationship between them. The research aims to identify psychological independence among fourth-stage female students at the College of Physical Education and Sports Sciences at the University of Baghdad. And identifying the full psychological presence of fourth-stage female students at the College of Physical Education and Sports Sciences at the University of Baghdad, and identifying the relationship of psychological independence with full psychological presence among fourth-stage female students at the College of Physical Education and Sports Sciences at the University of Baghdad. The research was conducted for the period from 2/14/2024. Until 4/9/2024 AD.

Methods

Design paper article

The descriptive method was used using the survey method because it suits the objectives of the research and its problem, as it is "an accurate perception of the mutual relationships between society, trends, inclinations, desires, and development, as it gives the researcher a picture of the reality of life, setting indicators, and building future predictions" (Mahjoub, 2000, p. 95).

Sample :

The research population was identified in a deliberate manner, represented by the female students of the fourth stage at the College of Physical Education and Sports Sciences / University of Baghdad for the academic year 2023-2024 AD, and the students of the fourth stage were distributed among (15) study sections, including (5) sections for female students and (10) sections for male students, as the research is limited. The female students were therefore excluded and the research community settled on (5) courses. (3) courses were chosen by lottery, and the number of female students in the three study sections reached (85) students who had the desire and willingness to answer the two scales, and (8) were chosen. Female students as a pilot exploratory sample were excluded from the final work sample, and thus the research settled on (77) female students.

Data collection methods:

The researchers used the following tools: (Arabic and foreign references, the International Information Network (the Internet), tests and measurement, the psychological

independence scale, the full psychological presence scale, and the ready-made statistical program (IBM SPSS Statistics Ver26).

Steps to carry out the search:

The researchers used two scales, the first (to measure psychological independence) (Ali and Matar, 2021, p. 455) and the second (to measure full psychological presence) (Hajim, 2018, p. 62), knowing that the two scales enjoy validity and stability because they have been previously applied in previous studies and research. In the Iraqi environment, the following is an explanation of the two standards:

First /Psychological Independence Scale:

The (Psychological Independence) scale was used and applied, which was designed and prepared by (Zainab Naji and Shahd Raad 2021 AD), which consists of (53) items, and the five-point scale was relied upon to estimate each item (strongly agree, agree, neutral, strongly disagree, disagree). The total number of positive paragraphs was (23), while the total number of negative paragraphs was (31), which are (1, 3, 5, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 19, 20, 21), 24, 25, 29, 31, 33, 35, 36, 37, 41, 46, 48, 49, 53) This means that the positive paragraphs take the weights (5, 4, 3, 2, 1), while the negative paragraphs take the order The opposite of these weights, which are (1, 2, 3, 4, 5).

Second/ Psychological Well-Being Scale:

The “full psychological presence” scale was used and applied, which was used by (Khaled Ahmed 2018), citing (Rylf 1989). The scale consists of (42) items distributed over (6) areas: (self-acceptance, positive relationships with others, independence, (environmental mastery, purpose of life, personal growth) and the items were worded positively and negatively. The scale items followed a response scale consisting of six categories: (agree, completely agree, agree to some extent, disagree to some extent, disagree, I do not agree at all) and with weights (6, 5, 4, 3, 2, 1) for the positive paragraphs, and (1, 2, 3, 4, 5, 6) for the negative paragraphs. It was designed and prepared by (Areeg Sobhi 2017 AD) in her studies for the master’s degree, which consists of It consists of (34) items, with a five-point Likert correction key (always, often, sometimes, rarely, never).

Exploratory experience:

The exploratory experiment was conducted on 2/18/2024 AD on (8) female students from the fourth stage at the College of Physical Education and Sports Sciences / University of Baghdad for the academic year 2023-2024 AD in order to extract the scientific foundations for the two scales as follows:

First/Believe the scale:

The meters were presented to experts and specialists in the field of sports psychology to estimate the appropriateness and clarity of the paragraphs of meters to the research sample. It has been expired that all experts have referred to the validity of measures and thus got the two researchers on the virtual triangles According to experts.

Second/ Stability of the two scales:

The reliability of (the Psychological Independence Scale) was calculated in three ways: (test and retest), (half-split with the Guttman equation), and (Cronbach’s alpha coefficient). In

the (test-retest method) (Al-Qaisi A., 2020, p. 235), the coefficient was used. The simple Pearson correlation between the scores of the two applications and the calculated value was (0.842) and its significance level value (Sig) was (0.000), which is smaller than the value of the approved significance level (0.05), so the scale is considered to have high stability. As for (by split-half method using the Guttman equation) and using the correlation coefficient The simple Pearson test between the scores of the group of odd items and the group of even items in the event that the two halves of the scale are not equal in number of items. The correlation coefficient reached (0.817), and since here the correlation coefficient measures half of the test, it was therefore corrected with the (Spearman-Brown) equation, and the reliability coefficient of the scale became (0.899). In the method (Cronbach's alpha coefficient), its value reached (0.880).

As for (the full psychological presence scale), it was also calculated in three ways, namely (test and retest), (half-split), and (Cronbach's alpha coefficient). In (the test and retest method), the simple Pearson correlation coefficient was used between the scores of the two applications, and the calculated value was (0.805) and the value of its level of significance (Sig) of (0.000), which is smaller than the value of the approved level of significance (0.05), so the scale is considered to have high reliability. As for (by split-half method) and using the simple Pearson correlation coefficient between the scores of the group of odd items and the group of even items after... Dividing the scale items into two groups, the correlation coefficient reached (0.862), and because here the correlation coefficient measures half of the test, it was corrected with the (Spearman-Brown) equation, and the scale's reliability coefficient became (0.925), while in the (Cronbach's alpha coefficient) method, its value reached (0.833). As for the Cronbach's alpha method, its value reached (0.914).

Third/ Objectivity of the two scales:

The value of the simple Pearson correlation coefficient was calculated between the scores of the first and second judgments and the total score of the two scales, and it was concluded that they are characterized by objectivity due to the fact that their calculated values were, respectively, (0.867, 0.842) and the significance level (Sig) values for them were, respectively, (0.000, 0.000), which are smaller than The value of the approved significance level is (0.05), which indicates that the two scales enjoy high objectivity.

Main experience:

The two researchers conducted the main experiment on 2/25/2024 AD on (77) female students from the fourth stage at the College of Physical Education and Sports Sciences / University of Baghdad for the academic year 2023-2024 AD. The two scales were distributed to them, and then the data was collected and processed statistically in order to reach the results. Final.

Statistical laws:

The ready-made statistical program (IBM SPSS Statistics Ver26) was used to calculate (arithmetic mean, standard deviation, median, skewness coefficient using the method of moments, Pearson's simple correlation coefficient, Spearman-Brown correlation coefficient, Cronbach's alpha coefficient).

Results and discussion

The values of the arithmetic means, standard deviations, median, and value of the skewness coefficient were extracted for each of the scales of psychological independence and full psychological presence, as in Tables (1, 2).

Table (1): Arithmetic means, standard deviations, median, and convolution coefficient, measure of psychological independence

Torsion coefficient	Median	Standard Deviants	Arithmetic mean	Paragraph number	Torsion coefficient	Median	Standard Deviants	arithmetic mean	Paragraph number
0.666	3	1.044	2.987	28	-0.319	4	1.551	3.428	1
1.143	2	0.949	2.688	29	-0.513	4	1.457	3.649	2
0.887	2	1.035	2.818	30	-0.772	4	1.422	3.714	3
1.135	2	0.958	2.766	31	-0.703	4	1.472	3.740	4
0.527	3	0.973	3.000	32	-0.004	3	1.538	3.233	5
0.478	3	0.886	3.051	33	0.086	2	1.572	2.974	6
0.560	3	1.038	2.974	34	-0.513	4	1.540	3.610	7
0.858	2	0.875	2.610	35	0.045	3	1.576	3.168	8
-0.171	3	1.314	3.220	36	-0.408	3	1.391	3.220	9
0.168	3	1.454	2.935	37	-0.651	4	1.285	3.350	10
0.022	3	1.618	2.987	38	-0.408	3	1.331	2.870	11
-0.480	4	1.400	3.454	39	-0.043	3	1.470	2.909	12
-0.419	4	1.410	3.493	40	-0.795	4	1.216	3.597	13
-0.170	3	1.606	3.194	41	-0.792	4	1.336	3.636	14
-0.3692	4	1.446	3.454	42	-0.608	4	1.363	3.272	15
0.749	3	0.967	2.896	43	-0.933	4	1.251	3.558	16
0.330	3	0.983	2.922	44	-0.556	4	1.489	3.311	17

0.297	3	1.126	2.909	45	0.262	3	1.128	2.870	18
0.465	2	0.934	2.610	46	0.102	3	1.287	3.026	19
-0.173	3	1.263	3.272	47	0.339	2	1.246	2.805	20
0.168	3	1.454	2.935	48	0.355	2	1.073	2.922	21
-0.096	3	1.610	3.103	49	0.128	3	0.897	3.103	22
-0.522	4	1.362	3.467	50	0.413	3	0.918	3.155	23
0.520	4	1.352	3.558	51	0.255	3	0.956	3.350	24
-0.261	3	1.544	3.337	52	0.412	3	0.854	2.857	25
-0.187	3	1.377	3.298	53	0.500	3	1.035	3.181	26
					1.020	2	0.954	2.779	27

Table (2): Arithmetic means, standard deviations, median, and skewness coefficient, full psychological presence scale

Torsion coefficient	Median	Deviation Standard	mean Arithmetic	Paragraph number	Torsion coefficient	Median	Deviation Standard	mean Arithmetic	Paragraph number
0.594	3	1.241	3.454	22	0.265-	4	1.351	3.740	1
0.094	4	1.304	3.779	23	0.594	3	2.521	2.883	2
0.026	4	1.301	3.870	24	0.439	3	1.523	3.090	3
0.298	3	1.302	3.571	25	0.136-	4	1.619	3.480	4
0.001	4	1.068	4.129	26	0.273-	4	1.609	3.558	5
0.346	3	1.285	3.649	27	0.308	3	1.427	3.168	6
0.399	3	1.255	3.636	28	0.292	3	1.328	3.298	7
0.212	4	1.188	3.727	29	0.260	3	1.516	3.064	8
0.549	3	1.378	3.597	30	0.060	3	1.537	3.285	9

0.454	3	1.409	3.545	31	0.317-	4	1.400	3.545	10
0.346-	4	1.493	3.649	32	0.003-	3	1.419	3.467	11
0.477-	4	1.544	3.779	33	0.306	3	1.606	3.155	12
0.368-	4	1.332	3.558	34	0.399	3	1.787	2.870	13
0.160-	3	1.582	3.389	35	0.502-	4	1.395	3.883	14
0.441-	4	1.772	3.571	36	0.432-	4	1.328	3.844	15
0.261-	4	1.674	3.467	37	0.297-	4	1.509	3.662	16
0.024	3	1.791	3.363	38	0.096-	4	1.549	3.402	17
0.147-	3	1.430	3.350	39	0.263-	4	1.689	3.558	18
0.521-	4	1.605	3.948	40	0.090-	4	1.661	3.363	19
0.031	3	1.615	3.389	41	0.139-	4	1.690	3.545	20
0.218-	3	1.641	3.584	42	0.275	3	1.303	3.532	21

It is clear from Tables (1, 2) that all values of the skewness coefficients for the psychological independence scale and the full psychological presence scale and their total score were less than (+ 3), which indicates the homogeneity of the sample. Presentation, analysis and discussion of the relationship of psychological independence with full psychological existence:

The researcher used Pearson's simple correlation coefficient to find the relationship between psychological independence and the full psychological presence scale for female students of physical education and sports sciences at the University of Baghdad. It was found that there was a significant correlation between the psychological independence measure and the full psychological presence scale because the values of the calculated correlation coefficients were at a significant level. (Sig) is smaller than the approved significance level of 0.05, which indicates the presence of a significant correlation at the degree of freedom (75) students, as in Table (3).

correlation at the degree of freedom (75) students, as in Table (3).

indication	Sig	Psychological existence (full R)	Processors Statistics		T
			Dimensions	The range	
Moral	0.001	0.808	Self acceptance		

Moral	0.000	0.702	Positive relationships with others	Psychological independence	1
Moral	0.000	0.884	Independence		
Moral	0.002	0.691	Environmental mastery		
Moral	0.002	0.733	Purpose of life		
Moral	0.001	0.805	Personal development.		
Moral	0.000	0.869	Total marks		

Discussing

The result reached by the researchers regarding the emergence of a moral relationship between the measure of psychological independence and the measure of full psychological presence for fourth-stage female students at the College of Physical Education and Sports Sciences at the University of Baghdad is a logical result and matches the educational reality of the female students and the problems and pressures they suffer as a result of their inability to be independent and unique due to the nature of the upbringing. The Iraqi school is characterized by dependency and dependence on the father and mother from childhood until the students reach the final university stage, which is also evident in their inability to decide their fate, work, or choose their life partner without referring to their parents, as the family has a major role in influencing the student's independence. Her uniqueness, which leads to her lack of integration into the new university environment after her transition from the middle school stage to university study, is that psychological independence, which means self-reliance, is satisfied by parents for their daughters by giving them confidence to rely on themselves, giving them freedom of action, and teaching them to gradually assume responsibility. It also agrees with what was stated by (Khaled Ahmed 2018 AD) "that females in the university stage feel more independent than in the previous educational stages (middle school), where there is intense monitoring by the parents or the school administration, unlike the university stage in which these pressures from the parents are less and they give More space for the girl, which enhances her self-confidence and develops in her a sense of independence and self-fulfillment, and this is consistent with the dimension of independence in a full psychological existence" (Hajim, 2018, p. 95), as indicated by (Korat Karima and Senussi Boumediene, 2022), citing (Piyagah).) "Psychological independence is a positive behavior that makes the individual depend on himself, make his own decisions, and bear responsibility in social situations" (Karima and Boumediene, 2022, p. 72), and the result is also consistent with what was found by (Zeinab Naji and Shahd Raad, 2021)." There are no statistically significant differences according to the parents' educational attainment variable (primary, middle, preparatory, bachelor's, postgraduate studies) in the level of psychological independence, and there are no statistically significant differences in psychological independence according to the stage variable (fourth, fifth)." (Ali and Matar, 2021, p. 465), and it also agrees with what was stated by (Ali Mohsen and Rahim Abdullah 2019), quoting (Mohamed Al-Sayyid Abdel Rahman 1998), "The process of psychological independence that occurs during the university stage includes a high degree

of The ability to reorganize the personality as the connection to the family weakens and freedom from the childish goals that were united with it in childhood and which were associated with its unity with the parents appears” (Al-Sultani and Jubair, 2019, p. 97), and the presence of a moral relationship between all dimensions of the psychological independence scale and the existence scale. The full psychological existence is consistent with the findings of the study (Khaled Ahmed, 2018 AD) “that the integration of the student’s personality and the loving relationships that prevail in the university environment, away from the pressures of life and the feeling of independence, led to the research community enjoying a full psychological existence” (Hajim, 2018, p. 96). With what (Ryff, C. 1989) stated, “A full psychological presence is beneficial in the field of developing one’s psychological and mental energies, solving problems, and enabling the individual to confront pressures, which leads to a feeling of happiness and the desire to spread this positive feeling to others” (Ryff, 1989, p. 1070). It also agrees with what was stated by (Fava & Tomba 2009) “The programs showed that individuals who had a psychological presence full of a high level were more effective in the ability to influence themselves and the surrounding environment and felt faced with the demands of life more easily, and they were more willing to compete, take initiative, and take responsibility.” And more realistic” (Fava & Tomba, 2009, p. 1906), and agrees with the findings of (Al-Sayyid Muhammad 2010 AD) “that full psychological presence differs between the sexes at different age stages. Women enjoy a higher full psychological presence in the stage of youth” (Abu Hashim (2010, p. 12), and agrees with what Nadia Hassan pointed out (2010), “Social relationships and friendships at the university are mostly positive, dominated by love, familiarity, and cooperation. These are among the most important elements of psychological health and happiness because they are a criterion for maturity, harmony, and the ability to achieve self-realization and share Time with others” (Jawdat, 2010, p. 17).

Conclusion

The emergence of a positive correlation for the total score of the psychological independence scale with the full psychological presence scale among female students of the fourth stage at the College of Physical Education and Sports Sciences / University of Baghdad. The emergence of a positive correlation for all dimensions of the psychological independence scale with the full psychological presence scale among fourth-year female students at the College of Physical Education and Sports Sciences / University of Baghdad.

Recommendations

The necessity of spreading the culture of psychological independence among female students of the College of Physical Education and Sports Sciences / University of Baghdad for the rest of the academic stages that were not addressed in the current study. Conducting other studies to compare between male and female students with the concept of psychological independence for students of the College of Physical Education and Sports Sciences / University of Baghdad. Conducting other studies to compare male and female students with the concept of full psychological presence for students of the College of Physical Education and Sports Sciences / University of Baghdad. Conducting further studies on other variables that have not been addressed in the current research and trying to find out the type of relationship between them and psychological independence.

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