Building the Self Adaptation Scale for Students of the College of Physical Education and Sports Sciences at Tikrit University

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INTRUDUCTION

1-Definition of research:

1-1 Introduction and importance of research:

The issue of youth is one of the important topics addressed by scientists in education, physical education and psychology their care and special attention because they prepare the wealth of the nation and its true stock and precious stock of human forces and human energies, and they are the most important element in the planning process for the future of any people aspiring to develop their lives and civilization. And a tremendous power to defend the nation and the dignity of the nation.

The university students are one of the segments of society belonging to the youth category, where they are influenced by the changes that occur in the society. The power of the family and the formation of an independent personality, as well as the stage of the completion of intellectual and physical maturity, young people are the source of building civilizations and making hopes, but our young people may experience a situation of loss of self-adjustment as a result of crises and events, which leads to the emergence of problems impeding adaptation to And then with life, as well as the rapid changes that go through them, which reflects negatively on the development of their potential and creative skills serious and creative.

As a free person, he can decide and choose what he seeks to achieve based on the foundations and standards that are acceptable to him and consistent with the self-adaptation reached, especially students who are exposed to large educational experiences may lead to some pressures, which in turn affect the mind Students and make them cognitively distracted.

One of the aspects that attracted the attention of those concerned with psychometrics is the study of personality in its many aspects, which is also very important in the field of psychology.Although multiple personality variables and structures according to multiple theories, self-adaptation is an important structure and an important variable in personality and there are certainly factors Many contribute to the definition of human behavior, but there is great emphasis from researchers that the

concept of self-adaptation expresses one of the key factors in guiding the behavior of the individual because it is an important dimension in the formation of the personality of the individual, and because the main function of self-adaptation is to seek J To integrate and harmonize the personality, so that the individual is adapted to the self and the environment in which they live, and dyed by an identity that distinguishes it from others.

Self-adaptation is the essence of human personality and is the nucleus upon which personality as a complex functional and dynamic unit. It is an educated and acquired concept of patterns of socialization and social interaction, and cognitive, social and emotional attitudes and experiences experienced by the individual. And understand them.

Hence, the current research represents a scientific addition in the field of sports psychology where references and specialized scientific periodicals and information network to the lack of studies that deal with the subject of self-adaptation status of athletes, at the same time, the study of such a subject through self-experience holds value and importance by Those interested in psychological measurement in general and psychological measurement in the sports field in particular.

1 - 2 Research problem:

The circumstances that Iraqi society is going through in this period of its history are harsher and harsher than the previous ones, which portends the possibility of growing and exacerbating the feelings of loss of self-adaptation among its members, especially young people, including students of the Faculty of Physical Education and Sports Science in a way that further tragic these conditions.

The concept of self is one of the important psychological variables that have the greatest impact on the individual's working life and determine the direction of his behavior and lifestyle in accordance with positive or negative disorder, through the acceptance of the individual and the extent of psychological and social compatibility.

In view of the importance of the university stage as the mainstay of the society and its wealth that contribute to its construction, this segment deserves attention and attention to invest it vitally in building society in all aspects of economic, social and cultural, and thus the university is an effective and influential element in society.

Studying the concept of self-adjustment among students and revealing their acceptance or rejection of themselves is of great importance in predicting the future for these young people in their work and in their psychosocial compatibility.If they are receptive to themselves, they are expected to be better able to perform their professions and fulfill their contract. The result is the opposite if their perception of themselves is low.

The construction of any new measure is a qualitative addition because such measures are preferable to be prepared, rather than transferred from other environments and adapted to the new environment. Study looking at self-adaptation by building a scale that achieves research objectives.

1 - 3 Research Objective:

The current research aims to:

- Building a self-adjustment scale for students of the Faculty of Physical Education and Sports Science at the University of Tikrit.

1-4 Research Areas:

1 - 4 - 1 Human Field: Students of the Faculty of Physical Education and Sports Science / University of Tikrit for the academic year 2017/2018.

1-4-2 Time domain: The research was carried out during the period 5/11/2017 until 30/3/2018.

Spatial Field: College of Physical Education and Sports Science / Tikrit University.

1.5 Terminology:

1.5.2 Self-adjustment:

Known (Halama, 2000): is the possession of goals and mission in life and understanding and acceptance integrated and logically coordinated for the self.

(Halama, 2000: 232)

Second: Theoretical and Similar Studies:
Theoretical Studies

2-1-1: Introduction

Self-adaptation (meaning of life) is one of the most important and most important topics that the human questioned, so that it became an inevitable issue facing each person at some stage of his personal or historical development and this concept became interesting intellectual and scientific research as a result of the emergence of existential thought and prosperity in particular after The Second World War and its destruction, killing and sabotage led intellectuals and others to question the meaning and justification of existence.

Thus, the survival of a human being depends to a large extent on his life goals. Physical health is directly and fundamentally linked to the extent to which the individual adapted to himself in life, and provide the goal of life, and find a meaning for this goal is a rope of life, if it falls or is interrupted by despair, Man becomes predisposed and exposed to physical and mental illness (Kamal, 1988: 2).

1.1.1.2 Self-adjustment:

Self-adaptation is one of the most important and important questions that human beings have questioned. It has even become an inevitable issue facing every human person at some stage of his or her personal or historical development, and the American Society has defined adaptive behavior as the expected social responsibility of his age and his cultural group. Grossman, 1983: 65), sees Harrison as performing daily activities that are essential for personal and social fulfillment (Harrison, 1984: 112).

2 - 1 - 1 - 2 Self Concept:

Interest in the concept of self began from the end of the nineteenth century and early twentieth century, and this appeared in (1890) by the psychologist William James when he wrote a chapter on the concept of self in terms of its components and feelings associated with it, as well as the search for self-preservation. He sees that the self is the total sum of all that man can claim to have, his body, his attributes, his abilities, his possessions, his family, his friends, and his hobbies. It gave a broad and general concept of self (Hall & Nazari, 1971).

The concept of self represents the whole picture that the individual is about himself, and the self can refer to the whole personality in its interacting aspects of mental, social, emotional and physical. Human life represents a series of continuous interactions between him and the environment in which he lives. The aim of this interaction is to find a psychological compatibility between his physical, psychological and social condition and the characteristics of the environment that affect him according to his perception. And painful) which entail the growth of different behavioral organizations and the growth of a system of perceptions and attitudes towards the self as a whole, which represents its concept of itself.

(Qaisi and Atrani, 2007: 240)

Rogers' self is the sum of the individual's perceptions and evaluations of them. They differ in this sense from the ego, which consists of a set of psychological functions that control behavior and adaptation. When these psychological functions that make up I become a subject of cognition, this is what is meant by the person's idea of himself as a source of action A sense and perception (Abu Zeid, 1987: 91).

3.1.1.2 Formation of the concept of self and the factors influencing it:

The child is not able to distinguish between himself and his environment, but through growth and maturity is increasing awareness of himself and others as the degree of control and control over his actions and surroundings, and then shows the existence of the concept of self, which is characterized by some aspects of permanence while other aspects change with increasing individual experience Their roles and positions in an ever-changing society.

(Bahi and Imran, 2007: 283)

From here we see that the concept of self is not something inherited in humans, but is formed during the interaction with the environment in which he lives from childhood and through the various stages of development, and the experiences of the early childhood is one of the vital sources in shaping his concept of himself, where ideas, feelings and attitudes consist of During socialization and daily interaction in the environment in which he lives and receive methods of reward and punishment and parenting trends, and experiences of success and failure and social and economic situation, and the concept of self-influenced by the social roles played by the individual since childhood, because social interaction Slim successful social relations and promote good sound idea of self, and the positive self-concept enhances the success of social interaction and increases social relations success, relationship between social interaction and the concept of self-positive relationship (the apparent 2010: 53).

The concept of self is influenced by mental ability and body image, which plays an important role in the individual's self-assessment, and comparison plays an influential role in the concept of the individual for himself, if he compares himself to a group of individuals less than the ability, it increases its value, but if he compares himself to a higher group than him Ability reduces its value (Abdul Hafeez (et al., 2004: 107)).

It is also influenced by needs, security, love, self-esteem and self-fulfillment, and is influenced by beliefs, values and attitudes. These are subject to change and since these are subject to change, then the concept of self can change in the individual, especially in the early stages of life. Through scientific and objective interventions.

(Apparent, 2010: 54)

2 Dimensions of the concept of self:

The idea of the person about himself is a key factor in his personal and social adaptation, the self consists of the sum of the individual's perceptions of himself and his assessment of it, it consists of cognitive and emotional experiences centered on the individual as a source of experience and behavior and functions, and there are multiple views mentioned dimensions of self and William James, He sees that the first dimension of self consists of the body of the individual and his family and property and called the material self, and the second dimension includes the view of others towards the individual and called the social self, while the third dimension includes the emotions and desires of the individual and called the spiritual self, and then James added another dimension M inclusiveness is not limited to

the physical side in the organic sense, but beyond it to include everything that is shared by the individual with others such as family and society and called it extended self.

The mental image formed by the individual from himself is characterized by being three-dimensional:

- The first dimension is concerned with the idea that the individual takes about his abilities and possibilities, it may have a picture of himself as a person with an entity, with the ability to learn, and physical strength, on the contrary, the individual may have the image of being helpless, or failed, or that it is of little importance, Poor abilities, and the second dimension in the concept of self relates to the idea of the individual about himself in his relationship with other people, may see himself as a person desirable, or that he is ostracized by others, and may see that his values and attitudes and his home and race or religion of the reasons that others view him not Confidence is cautious, or perceived with respect, since it affects the most profound impact on an individual's view of The third dimension is the individual's view of himself as he should be, and this view differs from the image he actually sees himself - loved or cast out, Efficient or incompetent - we find that every individual imagines himself in the depths of himself, having his ideals, values, expectations, goals and levels of ambition that he wants to achieve, and this dimension is called the ideal self (Fahmy, 1995: 76).

Rogers' theory is based on what he calls the "Phenomental Field" and the core of the field is the concept of self - Concept. It is this concept of self that determines an individual's behavior. Rogers also cites two terms of self: the concept of self, which consists of perceptions of the conscience of the speaker and I and their relationship to other aspects of life and the values associated with these perceptions, and the second term is the ideal self, which means what aspires to reach the person, and whenever the ideal self is close to the real self The individual is more accomplished and happier and the greater the disharmony between them results in a person's unhappiness and dissatisfaction and this means that there are two types of disharmony between the self and experiences of reality and between the self and the ideal self.

Fromm puts out three terms for oneself: social self, secudo self, and real self, which means the true identity of man, which he finds in himself in his total existence with all his abilities and when man is able to unite with his originality Realism tells itself that it is he who commences his own actions, who is guiding his life, and whose slogan is "I am as I am" (Saleh, 1988: 43).

5 - 1 - 1 - 2 Self concept functions:

Many scientists and researchers such as Collie, Adler and Rogers agree that the function of the concept of self is to work on the unity and cohesion of the different aspects of the character and give it a distinctive character, Port believes that the function of the concept of self is to work on the unity and

cohesion of the character and distinguish one individual from another, it helps to The consistency of the individual, his evaluations, and his purposes, that the functions of the concept of self-growth of personality, an active pole that determines the behavior of the individual (apparent, 2010: 461).

Cattell presents the concept of self as a concept of balance and organization and it is critical in human behavior, and is the most important source of unity and integration in the process of the proper evolution of the organism (Abu Zeid, 1987: 102).

Al-Saadi (2006) believes that the concept of self is the essential factor in controlling human behavior. It is a driving force for regulating, controlling and directing behavior. It defines self-responses in different situations of life. It also gives explanations for the responses of others. On the other hand, it also influences the way others deal with it.(Saadi, 2006: 49)

2-2 Similar studies:

1. Thomas Study (Self-Adaptation and its Relationship to Social Alienation)

This study was conducted in South Australia to detect the relationship between self-adaptation and social alienation on a sample of (400) male and female students (200) and (200) students. To achieve this goal, the researchers used the self-adjustment scale designed by the researcher (Smith) (20) question and measure of alienation consisting of (25) question that the researchers built, and after conducting statistical treatment using T.test law and Pearson correlation coefficient law the results of the study showed that the members of the sample have a meaning of life and do not suffer from social alienation and there is no relationship between self-adjustment and alienation (Karama, 2012: 76).

Field research procedures:

3.1 Research Methodology:

Researchers in the current research adopted the descriptive approach as it fits with the problem of the current research and objectives, and descriptive research is the most common and widespread types of research, and descriptive research is defined as each survey focuses on the phenomenon of educational or psychological phenomena as they exist in the present intent to diagnose and detect aspects and determine the relationships between Elements or between them and educational phenomena, psychological or social, the most important characteristics of descriptive objective research in the diagnosis.

3-2 Sample Research:

A group of individuals taken from the original community to be an alternative in the data collection process by studying the characteristics of the sample (units) and characteristics we can describe the characteristics and characteristics of the community (thorns and Kubaisi, 2004: 70).

The researchers have chosen the research community in a deliberate way from the students of the Faculty of Physical Education and Sports Sciences at the University of Tikrit, which amounted to (455) students for morning studies representing four stages (375) students and (80) female students were excluded because few of them, the research sample was (150) (46%).

3-3 Research Tools:

The tool means the means by which the researcher collects the required data and information. The researchers used the following tools in their research:

1- Arab and foreign sources.

2- Personal interviews.

3- A form for data collection.

4- A form for data discharge.

5 - psychological scales.

In order to achieve the objectives of the research, it was necessary to provide tools for measuring self-adjustment and because of the lack of a measure to measure this phenomenon, the researchers built a scale following the scientific steps in building the scale.

4.3 Steps to Build a Self-Adjustment Scale:

1.4.3 Defining the concept of the scale:

For the purpose of identifying the areas of the concept of self-adaptation, the researchers reviewed many of the books on the subject of alienation in the Arab and foreign references in sports psychology and scientific references for psychological measurement, studies and researches related to studying the various aspects of self-adaptation.

In light of this, the researchers followed the following to prepare the self-adaptation scale for students of the Faculty of Physical Education and Sport Sciences. Self and achieving realistic goals)).

2.4.3 Determination of measurement areas:

Through the analysis of scientific references and theoretical research related to the subject of self-adaptation in the field of general psychology and sports psychology, researchers were able in the light of these studies to suggest the following seven areas: (self-confidence - risk - setting realistic goals - independence - self-relaxation - high energy - control) To determine the areas of the scale were presented to experts and specialists (*) in the field of sports psychology, tests, measurement and

volleyball, in order to determine the suitability of these areas and to benefit from the maximum number of ideas related as shown in Table (1).

Table 1

Percentage of opinions of experts and specialists on the areas of the scale

Percentage of approval	Number of experts	Number of experts		Domains	ت
		agree Disagree	agree Disagree		
%100		-	10	Self-assurance	1
%30	X	7	3	The risk	2
%90		1	9	Set realistic goals	3
%90		1	9	Independence	4
%30	X	7	3	Self-relaxation	5
%30	X	7	3	High energy	6
%90		1	9	the control	7

After the researchers processed the data statistically, the table shows the approval of experts and specialists in the field of psychology and sports psychology on the suitability of the seven areas that represent the areas of self-adjustment scale are (self-confidence - fear of failure - setting realistic goals - independence - self-relaxation - energy The researchers identified the approval of nine experts and more as a criterion for the validity of the field and this means that excluded is the one who has the approval of three experts, which is equal to the proportion (30%).

Based on this, the researchers identified the areas of the scale and in the light of the in-depth research in the theory adopted Feinland theory of self-adaptation and Feinland explained each of these four areas as shown in Table (2).

Table (2)

Demonstrates areas of self-adjustment setting realistic goals

Domain definition	Domain name	ت
Giulford) defined it as "a factor that represents the individual's) orientation towards himself and his social environment and is related to the individual's tendency to initiate or retreat from the environment" ..((Guilford, 1959: 10	Self-assurance	1
The individual's feeling that he is able to make decisions based on his . own experiences and his physical, psychological and mental capabilities .((Al-Rubaie, 1994: 50	Set realistic goals	2

A new view of perception clarifies the relationship between an individual's personal characteristics and the way in which the world perceives a perception ”(Amin, 2001: 43).	Independence	3
It is a control over the individual's perception of the source of . responsibility for the results and events in his life, and whether it is an internal responsibility or is it an external responsibility outside the scope of the individual (Ibrahim, 1991).	the control	4

Thus, 14 paragraphs have been drafted for the field of self-confidence, (12) paragraphs for defining realistic goals, (14) paragraphs for the field of independence and (13) paragraphs for the field of self-restraint.Thus, the number of paragraphs (53) paragraphs for the scale of self-adjustment as its initial form.

3.4.3 Determining the Method and Basis of Formulating Paragraphs of the Scale:

The researchers adopted the Likert method in building the self-adaptation scale as one of the methods used in building the measures for the following reasons (Anstasi, 1979: 3):

   1- Easy to build and debug.

   2. Allow the greatest variation among individuals.

   3. Allows the respondent to indicate the degree and severity of his feelings (Amin, 2001: 50).

   4. Provide a more uniform scale

   5. Collect a large number of paragraphs related to the behavioral phenomenon to be measured.

   6. Provide phrases that all of the respondents respond to with or without their consent, rather than only those that are approved by a range of terms as in the Thurston scale (Galal, 1985: 253).

   7 - enjoy high honesty and stability.

The researchers adopted the following rules in the formulation of paragraphs:

 1. The scale should consist of positive and negative paragraphs. The reason for this diversification is to alleviate the tendency of the respondent to the first answer.

 2. The content of the paragraphs should be clear, straightforward and direct.

3. The paragraph should be as short as possible.

4. The paragraph should reflect one idea and be subject to one interpretation.

5. Paragraphs should measure one of the components of the study

6 - Avoid exile negation, so as to prevent confusion.

7 - not to use sensitive and exciting paragraphs of the respondent.

It has been placed in forms classified according to their fields and definitions for the purpose of presentation to the arbitrators.

Table 3

Shows the positive and negative scale items in their initial form

total summation	Negative paragraphs	Positive paragraphs	the field	T
14	7 – 6 – 5 – 4	14-13-12-11-10-9-8-3-2-1	Self-assurance	1
12	11 – 7	12-10-9-8-6-5-4-3-2-1	Set realistic goals	2
14	11 – 8	14-13-12-10-9-7-6-5-4-3-2-1	Independence	3
13	13 – 10 – 6	12-11-9-8-7-5-4-3-2	the control	4
Total				Total

3 Validity of paragraphs:

The validity of the test is intended to measure what is set for it, ie the validity of the test to measure a specific goal or aspect, and this validity appears in multiple forms (Abu Jadu, 2013: 399 For the purpose of identifying the validity of the paragraphs, the scale was presented in its preliminary form to specialists in educational and psychological sciences, sports psychology, measurement and evaluation. The researchers presented alternatives to answer the arbitrators as the Likert method was used to build the self-adjustment scale. By placing a pentagon, it corresponds to the negative and positive paragraphs as shown in Table (4).

Table (4)

Shows alternatives to the self-adjustment scale

It never applies to me	It applies to me to a small degree	It applies to me in a medium degree	It applies to me a lot	It applies to me very much

After analyzing the opinions of the arbitrators on the paragraphs of the self-adjustment scale, the researchers used the Chi-Square square to indicate the differences between the approvers and the non-approvers. In the light of the arbitrators' observations and opinions, some paragraphs were amended as shown in Table (4), and some paragraphs (53-11.5), paragraph (7), were deleted from the scope of independence and paragraph (31). The area of defining realistic objectives and paragraph (51) of the field of control is shown in Table (5) and the number of paragraphs (50).

Table (5)

Amendments to the Self-Adjustment Scale according to the opinions of the arbitrators

The second area: setting realistic goals.2		
Paragraph after modification	Paragraph before modification	T
My high self-confidence is causing me some problems	Sometimes my high self-confidence brought me problems	.4
3The third area: independence		
Paragraph after modification	Paragraph before modification	T
I am determined to be unique and different from others	I strive to have a special and well-deserved place among my peers	32
I have a special talent that allows me to arrive without anyone's help	No one is preferred for what I reached, for I am independent of my opinion	.37
The fourth area: control .4		
Paragraph after modification	Paragraph before modification	T
Act wisely in difficult situations and ignore the wrong people	I try very hard to ignore many situations and people who accidentally got in my way	41

3 Preparation of Scale Instructions:

The answer instructions are a guide for the examiner or respondent.

The researchers asked the students not to be named to maintain the confidentiality of the information.

The researchers pointed out that the information for the purpose of scientific research will not be seen only by researchers. Each individual has attitudes towards the positions included in the scale.

6.4.3 Exploratory experience:

Before applying it to the main research sample, the scale requires the application of the scale to a small sample of the research community whose characteristics are similar to that of the main research sample.The exploratory application is useful in determining the clarity of the instructions and paragraphs of the measure, in addition to uncovering the obscure and unclear paragraphs of the sample members, as well as calculating the time taken to answer Therefore, the researchers applied the scale to a sample of (20) students from outside the research sample and the questionnaires were distributed to them. S for the answer ranged between (15-12) minutes.

7-4-3: Scale correction:

It is intended to put a score for the response of the examiner on each paragraph of the scale and then combine these scores to find the total score for each form, and formulated paragraphs of the scale in two directions (positive and negative) and five alternatives were given weights ranging from (5-1) according to the sequence of answer for the positive paragraphs and also Weights ranged between (1-5) for negative paragraphs Table (6) shows that.

Table (6)

Shows alternatives to answer and paragraph weights for the self-adjustment scale

It never applies to me	It applies to me to a small degree	It applies to me in a medium degree	It applies to me a lot	It applies to me very much	Weights
1	2	3	4	5	Affirmative
5	4	3	2	1	Passive

3 Statistical analysis of a scale:

The characteristics of the scale are largely dependent on the standard characteristics of its paragraphs. Ebel points out that the purpose of statistical analysis of paragraphs is to keep the good paragraphs in the scale that reveal the accuracy in measuring what is set for measurement.

(Eble, 1982: 65)

1.8.4.3 The discriminatory power of paragraphs:

The discriminatory power of the paragraphs and their coefficients of validity are among the most important psychometric characteristics that should be verified in the paragraphs of the Self-Adaptation Scale. Distributed according to the proportion of their presence in the original community.

2.8.4.3 The two groups' method:

The discriminatory power of the Self-Adaptation Scale was verified using the two extremist groups method by applying the Scale paragraphs to the statistical analysis sample of (150) students. The answers were corrected, then the total score was calculated for each form. The total number of individuals in each group was (41) students. The grades of the upper group members ranged between (199 - 178). The degrees of individuals The minimum group ranged between (164 - 145), and after applying the T-test for two independent samples to find out the significance of the difference between the two groups in the scores of each paragraph of the scale shows that the calculated T values for all paragraphs is greater than the t-value of the tabular t-value (1,54) at Freedom (80) and level of significance (0.05).

Table (7)

Shows the T values to find the discriminatory power of the self-adjustment clauses

Indication	Computed T value	Lower group 41		Top group 41		Paragraph Sequence
		standard deviation	SMA	standard deviation	SMA	
Function	3,004	0,7839	3,186	0,755	4,066	1
Function	5,813	0,758	4,635	1,698	3,987	2
Function	4,784	0,753	3,737	1,721	3,055	3
Function	9,644	0,8863	4,816	1,763	5,933	4
Function	1,864	0,8339	4,762	1,911	4,622	5
Not a function	1,242	0,937	4,781	1,531	3,764	6
Function	4,085	0,725	4,665	1,544	3,854	7
Function	4,512	0,822	3,320	1,605	3,843	8
Function	5,575	0,781	4,739	1,640	3,954	9
Function	3,419	0,777	5,186	1,443	4,031	10
Function	4,631	5,855	3,621	1,655	4,911	11
Not a function	1,429	0,717	3,730	1,985	4,551	12
Function	4,318	0,843	3,847	1,612	4,713	13
Function	7,971	0,839	3,727	1,554	3,843	14
Function	7,490	0,732	4,788	1,998	4,766	15
Function	7,508	0,015	3,688	1,698	4,954	16
Function	7,572	0,857	3,703	1,621	4,832	17
Function	6,622	0,798	3,738	1,632	4,074	18
Function	7,717	0,789	2,180	1,985	4,840	19
Function	5,622	0,750	3,656	1,556	4,914	20
Function	9,244	0,719	4,773	0,755	2,164	21
Function	7,111	0,843	4,836	0,721	3,635	22
Function	4,302	0,889	5,727	0,743	3,737	23
Function	7,252	0,737	3,781	0,865	3,816	24
Function	5,916	0,795	4,616	0,887	3,997	25
Function	4,687	0,887	6,733	0,798	3,701	26
Not a function	1,525	0,741	5,776	0,015	4,616	27
Function	7,020	0.799	2,194	0,807	3,720	28
Function	7,295	0,750	4.635	0,751	3,980	29
Not a function	1,760	0,721	5,737	0,743	3,186	30
Function	8,593	0,894	3,836	0,700	4,676	31
Function	5,348	0,809	3,727	0,788	4,737	32

Not a function	1,479	0,743	4,781	0,886	3,813	33
Function	6,645	0,798	3,186	0,709	3,186	34
Function	4,097	0,809	3,203	0,756	4,635	35
Function	6,112	0.754	3,373	0,709	4,703	36
Function	8,611	0.709	2,104	0,883	3,433	37
Function	5,065	0,734	3,636	0,839	3,762	38
Function	5,487	0,700	3,735	0,737	3,781	39
Function	6,837	0,811	3,876	0,715	5,616	40
Function	3,987	0,809	3,769	0,257	3,703	41
Function	4,921	0,737	3,881	0,780	4,773	42
Function	6,132	0,765	3,186	0,739	2,164	43
Function	3,294	0,857	3,703	0,799	4,356	44
Function	5,774	0,791	3,718	0,743	3,773	45
Function	6,286	0,739	4,114	0,863	4,813	46
Function	6,844	0,758	4,621	0,339	1,765	47
Function	6,907	0,781	4,703	0,737	1,760	48
Function	7,223	0,998	3.679	0,707	4,667	49
Not a function	1,1098	1,1098	3.012	0,754	2,605	50

With the exception of paragraphs (50 - 33 - 30 - 12 - 6), their calculated T values are less than the tabular value and are omitted as shown in Table (7).

3.8.4.3 The method of correlating the degree of the paragraph to the total score of the scale to which it belongs:

The correlation of a paragraph to an external or internal test is one of its indicators of validity. All correlation coefficients were statistically significant at significance level (0.05) and freedom degree (148), which is greater than the tabular value (2,03), as shown in Table (8).

Table (8)

Shows how the degree of correlation is related to the total score of the self-adjustment scale

Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T
0,765	41	0,498	31	0,596	21	0,311	11	0,187	1
0,570	42	0,325	32	0,441	22	----	12	0,374	2
0,419	43	----	33	0,239	23	0,296	13	0,337	3
0,289	44	0,375	34	0,485	24	0,461	14	0,561	4
0,341	45	0,264	35	0,408	25	0,371	15	0,268	5
0,357	46	0,358	36	0,398	26	0,440	16	----	6

0,409	47	0,288	37	0,486	27	0,452	17	0,335	7
0,418	48	0,205	38	0,361	28	0,426	18	0,585	8
0,421	49	0,391	39	0,442	29	0,464	19	0,843	9
----	50	0,403	40	0,592	30	0,391	20	0,542	10

Paragraphs that fell and did not reach the moral level (50, 33, 30, 12, 6)

4.8.4.3 The method of correlating the degree of the paragraph to the degree to which it belongs:

The method of correlation of the degree of each paragraph was calculated by the area of each of the self-adjustment scales according to the four domains using Pearson correlation coefficient. The relationship of all paragraphs with the degree of each paragraph to the field to which they belong was statistically significant, and Table (9) shows the calculated values of the correlation coefficients of the self-adjustment scale.

Table (9)

Shows the degree of correlation coefficients of the degree to which the self-adjustment scale belongs

The fifth domain		The fourth field		The third area		The second area		First area	
Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T	Correlation coefficient	T
0,419	5	0,568	4	0,412	3	0,422	2	0,365	1
0,654	10	0,876	9	0,521	8	0,459	7	----	6
0,431	15	0,511	14	0,471	13	----	12	0,359	11
0,373	20	0,524	19	0,482	18	0,525	17	0,449	16
0,492	25	0,512	24	0,434	23	0,486	22	0,608	21
----	30	0,532	29	0,364	28	0,543	27	0,481	26
0,426	35	0,428	34	----	33	0,522	32	0,506	31
0,491	40	0,449	39	0,329	38	0,514	37	0,431	36
0,389	45	0,463	44	0,466	43	0,580	42	0,985	41
----	50	0,528	49	0,518	48	0,526	47	0,343	46

The method of correlation of the field degree to the total score of the self-adjustment scale

This method was used to find the correlation between the total scores of each field and the total score of the scale. (05) At the degree of freedom (148), if the tabular value (0.132) and table (11) shows this.

Table (11)

Shows how the field score relates to the overall score of the scale

The total score for the field	Domain name	T
0,890	Self-assurance	1
0,865	Set realistic goals	2
0,806	Independence	3
0,852	the control	4

3: Scientific bases of the scale:

1.5.3 Validity: The validity of the meter has been verified in the following ways:

Virtual Honesty:

Is the general appearance of the test or the scale or is the external image of it in terms of the type of vocabulary and how to formulate and how clear these vocabulary, as well as dealing with instructions and accuracy and the degree of objectivity and accuracy enjoyed by (Majid, 2010: 47), has been achieved this kind of honesty in the scale Self-adjustment, when presented in the initial form of the scale to a group of experts in educational sciences, psychology and sports psychology who agreed to the validity of the scale to measure what was set for it, as mentioned in the procedures for the preparation of the scale.

2 - 1 - 5 - 3 Construction Validity:

Cronbach and Meehl have proposed a number of evidence to support the validity of the constructs of tests and measures, including: differences between groups of individuals; To verify the uniformity of results (Allam, 2000: 354).

Therefore, the validity of the construction of the self-adjustment scale was verified by finding the discriminatory power of the paragraphs in the two extremist groups, where all the paragraphs were statistically significant, as explained earlier.

2.5.5 Stability:

Stability means accuracy and consistency in the performance of individuals, and stability in results over time. Static testing yields the same results if applied to the same group of individuals again (Brown, 2006: 218).

The researchers extracted stability in two ways:

1.2.5.3 Test Method Retest:

If the scale is stable, it means getting the same results when applying the test in two different periods, usually within a week or two, as a shorter period of time provides an opportunity to remember and a

lengthy period may provide an opportunity for individuals to grow or change. This method provides us with two grades for each student, since the correlation coefficient between the first and second application scores is the product of the stability of the tool and the stability coefficient is the stability coefficient (Melhem, 2000: 257), the researchers applied the scale to a sample of (20) students Students from the Faculty of Physical Education University of Tikrit were selected by the way Equal stratified randomness from outside the research sample, and then re-apply the scale to the same sample after (14) days.

After the completion of the two applications according to the stability of the scale by calculating the degrees of the stability sample of the individuals in the first application, and calculating their degrees in the second application and then extracting the correlation coefficient (Person Correlation Coefficient) between the degrees of the first and second application, the value of the correlation coefficient (stability) of the self-adjustment scale (0.89) is a high stability coefficient.

2 - 2 - 3 - 3 Alpha-Kronbach equation:

The idea of this method is to calculate the correlations between the paragraphs included in the test and divide it into a number of parts equal to the number of paragraphs, that is, each paragraph constitutes a sub-test (Odeh, 1998: 354), and to estimate the internal consistency of the scale used the answers of the construction sample of (150) students The coefficient of stability (0.82), which indicates the harmony of paragraphs among them.

6.3 Final Scale:

The self-adjustment scale consists of (45) items distributed over four areas, the highest expected score for the scale was (225), the lowest expected score (45) and the hypothetical mean of the scale is (135) as shown in Table (12).

Table (12)

Shows statistical indicators of the self-adjustment scale

Self-adaption	Statistical property
127,14	Arithmetic mean
130	Mediator
125	Vein
11,41	standard deviation
212,27	variance

-0,637	skewness
0,158	Kurtosis
225	The highest score expected
45	The lowest score expected
45	Statistical property
135	Arithmetic mean

3: Final Application:

After verifying the validity and consistency of the Self-Adaptation Scale, the researchers applied it in its final form in its paragraphs (45) paragraphs as in Appendix (2). 12/5 - 2018/1/20).

8.3 Statistical means:

The researchers used statistical methods through the statistical analysis program (SPSS) using the electronic calculator to extract the following:

1. Percentage.

2- Arithmetic mean.

3. Standard deviation.

4- t-test.

5 - simple link (Pearson).

The Fakronbach equation.

7. The Spearman-Brown equation.

4. Conclusions and recommendations:

1.4 Conclusions

At the end of their research, the researchers reached the following conclusions:

1- Building a self-adjustment scale for students of the College of Physical Education and Sports Science at Tikrit University:

2 - (4) areas for measuring self - adaptation based on statistical results as follows.

A- The scale shall be of (45) paragraphs as follows:

1- Building a self-adjustment scale for students of the College of Physical Education and Sports Science at Tikrit University:

2 - (4) areas for measuring self - adaptation based on statistical results as follows.

A- The scale shall be of (45) paragraphs as follows:

B - the first area called (self-confidence) and contains (12) paragraphs.

The second area was called (defining realistic goals) and contained (10) paragraphs.

The third area was called (independence) and contained (12) paragraphs

The fourth area was called (control) and contained (11) paragraphs

2.5 Recommendations:

Based on the findings of the research, researchers recommend the following:

1- Applying the current standard by the students of the university for the purpose of diagnosing and identifying students who suffer from lack or lack of self-adaptation and thus utilizing these results to help students through the development of guidance programs to improve their self-adaptation psychologically.

2 - build an equal relationship through which the student build self-confidence, and take responsibility, and commitment, as accustomed to obedience based on love and persuasion until we reach a sense of self-adaptation and become a distinct student not just something or a topic.

3 - the need to pay attention to students by holding seminars to provide students with opportunities to express their ideas and beliefs naturally so that some negative and extremist ideas that stand in the way of self-adaptation can be controlled through persuasion, not through the imposition of opinions.

4 - the need to pay attention to the development of personal characteristics of students, which work to develop self - adaptation of students during the lectures practical and theoretical.

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