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## **Psychological endurance and its relationship to self-efficacy expectations among students of the college of physical education and sports sciences, university of Babylon**

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### **Abstract**

Psychological endurance is one of the most prominent positive characteristics of the student's personality, as it enables him to deal with the various pressures of competition, study and training to maintain his psychological balance, and given the various stresses in the student's life, especially in the modern era, that vary in their types and severity according to the situations he is exposed to and his awareness of. Therefore, students vary in their psychological tolerance of these pressures. The student who has psychological tolerance is the self-confident student who has self-efficacy in performance and an increase in giving and the ability to be creative, thus maintaining his psychological balance and achieving the best athletic level. Therefore, the researcher must choose this topic for the current research to answer the following question: (Is psychological endurance a relationship with the expectations of self-efficacy among students of the College of Physical Education and Sports Sciences, University of Babylon?).

The Objectives of the research is to: Preparing the psychological endurance scale for students of the College of Physical Education and Sports Sciences, Babylon University, for the academic year 2020-2021. and identifying the level of self-efficacy expectations among students of the College of Physical Education and Sports Sciences, Babylon University, for the academic year 2020-2021.

The most important conclusions were: The effectiveness of the psychological stress scale, which the researcher prepared for students of the College of Physical Education and Sports Science at the University of Babylon. Expectations of self-efficacy are also among the prevailing values for students of the College of Physical Education and Sports Sciences at the University of Babylon. Also, students of the College of Physical Education and Sports Sciences at the University of Babylon have an average level of psychological endurance and self-efficacy expectations.

**Keywords:** Psychological endurance - self-efficacy expectations

### **Introduction**

Psychology is one of the important sciences, as it is concerned with researching psychological issues, including those related to sports activity in its various fields and levels. It also studies the psychological characteristics and characteristics of personality, which constitute the subjective basis of sports activity with the aim of developing this type of activity and trying to find scientific solutions to its various applied problems for the purpose of achieving the goals, aspirations and ambitions of society, there must be care in the process of preparing students properly. Since the university stage is a stage of preparation for life in all aspects, mentally, emotionally and professionally, the progress and greatness of the nation depends primarily on university youth, including students of the faculties of physical education and sports sciences, who are full of vitality and activity so that they become leaders of the future.

Psychological endurance is one of the important psychological concepts in all areas of life, especially sports, as this concept has attracted the attention of many researchers and scholars through their study of its active and important role in preventing the occurrence of negative psychological effects caused by sports work conditions in training, teaching and competitions in all games individual and group. (Mohamed, J. J., Hrebid, N. K., & Hussein, A. R. A. (2022) <sup>[10]</sup>.

Self-efficacy expectations are one of the theoretical constructs that are based on Bandura's social learning theory, as they are closely related to the sports field through the beliefs that students believe in overcoming difficult situations when performing and mastering

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mathematical skills and achieving achievement in any sports game, as self-efficacy expectations are the ability Predictive of the individual's athletic ability based on his mental, physical, skill and emotional abilities. As Muhammad points out, "Self-efficacy beliefs affect the activities that the individual will choose, as well as the amount of effort he exerts and the length of the effort that he will bear in facing the difficulties he may face. As well as developing the skills and sports movements of students and urging the use of ways and means that ensure proper growth in the aspects of their personality. The importance of this research lies in determining the psychological endurance and expectations of self-efficacy and knowing the relationship between them among the students of the College of Physical Education and Sports Sciences, University of Babylon, and urging their development during the period of university study, which will have a positive impact on academic adaptation, perseverance, and continuity of work that will gain them strength of character and mental health.

### 1.2. Research problem

Psychological endurance is one of the most prominent positive characteristics of the student's personality, as it enables him to deal with the various pressures of competition, study and training to maintain his psychological balance, and given the various stresses in the student's life, especially in the modern era, that vary in their types and severity according to the situations he is exposed to and his awareness of. Therefore, students vary in their psychological tolerance of these pressures. The student who has psychological tolerance is the self-confident student who has self-efficacy in performance and an increase in giving and the ability to be creative, thus maintaining his psychological balance and achieving the best athletic level. Therefore, the researcher must choose this topic for the current research to answer the following question:

Is psychological endurance a relationship with the expectations of self-efficacy among students of the College of Physical Education and Sports Sciences, University of Babylon?

### 1.3. Research objective

- Preparing two measures of psychological endurance and expectations of self-efficacy among students of the College of Physical Education and Sports Sciences, University of Babylon for the academic year 2020-2021.
- Identifying the level of self-efficacy expectations among students of the College of Physical Education and Sports Sciences, University of Babylon for the academic year 2020-2021.
- Identifying the relationship between psychological endurance and self-efficacy expectations among students of the College of Physical Education and Sports Sciences, University of Babylon for the academic year 2020-2021.

### 1.5. Research fields

**1.5.1. The human field:** Students of the College of Physical Education and Sports Sciences, University of Babylon for the academic year 2020-2021.

**1.5.2. Time field:** From 10/10/2021 to 20/2/2022.

**1.5.3. Spatial field:** Classrooms in the College of Physical

Education and Sports Sciences, University of Babylon.

## 2. Research methodology and field procedures

### 2.1. Research Methodology

The researcher used the descriptive analytical approach, using the survey and correlational methods.

### 2.2. Research community and sample

The research community consisted of all students of the College of Physical Education and Sports Sciences, University of Babylon for the academic year 2020-2021, The number of (450) students was chosen, and the research sample was chosen in a simple random way, and the number of them was (420) students.

### 2.3. Means of collecting information, data, devices and tools used in the research

Arab and foreign sources and references. Personal interviews. A questionnaire that includes a measure of psychological endurance and expectations of self-efficacy.

### 2.4. Search tools

**First: A measure of psychological endurance:** (Abdul-Wahhab, Mortada, 2021, p. 9-11) <sup>[1]</sup>

The scale was built in the Iraqi environment in the year (2021) and the scale may consist of six areas. These areas give the integrated picture of the player's psychological endurance and that the total score of the scale represents the degree of psychological endurance of the student. The scale consists of (33 items) and each paragraph has four alternatives or choices that (always apply to me) Apply to me a lot, stick to me a little, do not apply to me), the items on the scale are answered by the respondent choosing one of these alternatives. As for the correction of the scale, it is in the positive items such as (winning the competition gives me great confidence in myself) by giving (4) for the answer with (always apply to me) and (3) for the answer with (Applies to me a lot), (2) for the answer with (it applies to me a little) and (1) to the answer with (it does not apply to me at all). As for paragraphs such as (I get tired quickly when starting a training unit or competition) it is given (1) for the answer with (always applies to me), (2) for the answer with (applies to me a lot), (3) for the answer with (applies to me a little), and (4) On the answer (it does not apply to me at all). As for the degree of neutrality, it reached (82.5), and the higher degrees of the degree of neutrality represented positive psychological tolerance (high), and the lower degrees of the degree of neutrality represented negative psychological tolerance (low). The scale was presented to the (13) experts and specialists, and the result was the acceptance of the scale by (100%).

### 2.5. Exploratory experiments

The researcher conducted an exploratory experiment on 10/20/2021 on a sample representing (10) students from the College of Physical Education and Sports Sciences, University of Babylon. The aim of conducting this experiment was to reveal the following:

1. Knowing the difficulties and problems that the researcher may face.
2. Know the time taken to fill out the questionnaire.
3. Ensuring the efficiency of the auxiliary work team.
4. Test the validity of the data collection forms.
5. The validity of the selected sample and its response to

the tests.

- Determining the location of the basic and main experiment and overcoming errors, if any.

**2.6. The scientific basis of the scale**

**2.6.1. Validity of the scale:** “validity is one of the most important conditions for a good test. A validity test is the one who succeeds in measuring what was set for it” (Hassanein, Muhammad Sobhi, 1995, p. 183) [2]. The validity of the two scales was verified by finding the apparent validity. The apparent validity is based on two important points:

- The relevance of the test to what it measures.
- The extent to which the test is appropriate for whom it is applied to.

The psychological stress scale was presented to a group of expert professors in educational, psychological and physical education sciences to show the validity of the two scales for use on the research sample. After reviewing the answers of the specialists about the paragraphs of the two scales and the validity of the two scales to apply it to the sample, it was found that there is complete agreement at 100% about the validity of the two scales.

**2.6.2. Scale reliability**

“The concept of reliability is one of the basic concepts in the scale, and it must be available in the scale or test in order for it to be valid for use (Imam, Mostafa Mahmoud, 1990, p. 143) [3]. It means “that the test gives us the same results when re-applied to the individuals themselves” (I-Zubai, Abd al-Jalil & others, 1987, p. 30) [4]. The method of testing and re-testing by distributing the scale to (10) students, and

the scale was redistributed to the same group after 15 days of applying it for the first time, and after collecting the testers’ responses, they were statistically processed using the correlation coefficient (Pearson), as the value of the correlation coefficient appeared in the psychological stress scale (0.86), and this indicates a high correlation, that is, there is a good reliability coefficient for the scale.

**2.6.3. Objectivity**

Objectivity is defined as “the degree of agreement among the assessors of the degree” (Farhat, Laila El-Sayed, 2001, p. 153-145) [5]. Objectivity is related to the method of correcting the test more than it is related to the test itself. Hence, the objective test is the one in which the laboratory obtains the same degree no matter what, and objectivity was identified through the correction key.

**2.7. The Self-Efficiency Expectations Scale**

The researcher relied on the self-efficacy expectations scale that was built in the study (Laftah: 2008), where this scale included (28) paragraphs, five alternatives were placed in front of each of the paragraphs, and the researcher adapted it to the research sample after consulting with educational and sports psychology experts in that. By making some amendments to its paragraphs to suit the sports field after its paragraphs were general. The paragraphs of the scale amounting to (28) paragraphs were presented after making adjustments to the experts in educational and sports psychology, testing and measurement. After the researcher retrieved the questionnaire from the experts, he collected the data and unloading them, as the (Ka<sup>2</sup>) test was used to identify the valid paragraphs. The results showed the validity of all paragraphs, and Table (1) shows that.

**Table 1:** Shows the validity of the paragraphs of the self-efficacy expectations scale. The tabular value of (Ka<sup>2</sup>) is 3.84 at a degree of freedom (n-1) = 2-1 = 1 and a level of significance (0.05)

N	Paragraph numbers	Number of paragraphs	Experts Number				Ka <sup>2</sup> value		Sig type
			Agrees	percentage	Disagrees	percentage	calculated	tabular	
1	27-25-22-18-16-14-8-1	8	16	%100	0	%0	16	3.84	Sig
2	24-21-17-10-9-3	6	15	%93,75	1	%6,25	12,25		
3	26-23-19-13-5	5	14	%87,5	2	%12,5	9		
4	28-12-7-4	4	13	%81,25	3	%18,75	6,25		
5	20-15-11-6-2	5	12	%75	4	%25	4		

**2.7.1. Preparing the instructions for the self-efficacy expectations scale**

The instructions for the scale are explained before starting to apply it to the research sample, noting that these instructions and the conditions for implementing the test are clear, easy and objective so that they can be adhered to without any differences that may affect the test results. These instructions were written on a separate page of the test pages, and the instructions included the clarity of the answer, the importance of focusing on the answer, being honest in it, and not leaving any paragraph unanswered. The research sample was reassured that their answers are confidential and are used only for the purposes of scientific research only, giving an illustrative example of how to answer the list.

**2.7.2. Keys to correcting the self-efficiency expectations scale**

The step of calculating the degree that is obtained by each member of the research sample on the scale is one of the important steps, and the degree depends on the method of constructing the paragraphs and the number of answer alternatives, and after the approval of the experts on the answer alternatives that are sometimes formulated according to the Likert model and on a five-step scale is (Applies to me completely, applies to me a lot, applies to me sometimes, applies to me a little, does not apply to me at all). The answer alternatives were given scores (5, 4, 3, 2, 1) for the positive paragraphs, and vice versa (1, 2, 3, 4, 5) for the negative paragraphs, respectively, and the table (12) shows the numbers of positive and negative paragraphs and their number.

**Table 2:** Shows the positive and negative items of the self-efficacy expectations scale:

N	Paragraphs	Paragraphs Number
1	Positive paragraphs	28•26•25•22•20•19•17•13•11•10•8•7•5•4•3•1•15
2	Negative paragraphs	27•24•23•21•18•16•14•12•9•6•2

**2.7.3. The exploratory experiment of the self-efficacy expectations scale**

The researcher conducted an exploratory experiment on a sample of (40) students from the College of Physical Education and Sports Sciences, University of Babylon.

1. Identifying the clarity of the paragraphs of the scale and its instructions.
2. Know the time required to answer.
3. Identifying the obstacles that the researcher may face in applying the scale in its final form.
4. Knowing the efficiency of the assistant work team.

It was found through the exploratory experiment that the response time to the scale items ranged between (15-20) minutes and that all the items are clear and understandable to the students.

**2.7.4. Statistical analysis of the paragraphs of the self-efficiency expectations scale**

The statistical analysis of the paragraphs is more important than the logical analysis as it verifies the content of the

paragraph in doing what it was prepared to measure based on some indicators such as its ability to distinguish between respondents and its validity and difficulty factor. The researcher followed the following procedures after the process of correcting the forms and unloading their data.

**2.7.4.1. Discrimination ability**

**2.7.4.1.1. End Group Method**

To calculate the discriminatory power of the paragraphs of the Self-Efficiency Expectations Scale, the scores were arranged in descending order from the highest degree to the lowest total score for the analysis sample of (40) students from the College of Physical Education. In each group (11) students, the T-test was applied to two independent samples to identify the statistical significance of the difference between the averages of the upper and lower groups. The T-value was considered an indicator of the validity of the paragraph by comparing it with the tabular value of (1.97) at a degree of freedom (20) and a level of significance (0.05). And it became clear through the results of the analysis that all the paragraphs are distinct, and Table (3) shows that.

**Table 3:** Shows the discriminating ability of the items of the self-efficacy expectations scale:

N	Higher group		Lower group		T value	Sig type
	Mean	Std. Deviation	Mean	Std. Deviation		
1	4,088496	0,959516	3,424779	1,015991	5,04	Sig
2	3,955752	1,012329	2,82301	1,077218	7,00	Sig
3	4,123894	1,070153	3,415929	1,139593	4,81	Sig
4	4,424779	0,933554	3,646018	1,148915	5,59	Sig
5	4,380531	0,858971	3,548673	1,24636	5,84	Sig
6	4,522124	0,835564	2,99115	1,398313	9,99	Sig
7	4,557522	0,706324	3,743363	1,083799	6,69	Sig
8	4,327434	0,828537	3,522124	1,094608	6,23	Sig
9	3,690265	1,000711	3,035398	1,034487	4,83	Sig
10	4,654867	0,578945	3,814159	1,090123	7,24	Sig
11	4,221239	0,831678	3,196429	1,097411	7,89	Sig
12	3,80531	0,998735	2,725664	1,182067	7,41	Sig
13	4,345133	0,942735	3,221239	1,066825	8,39	Sig
14	4,03598	1,02582	2,814159	1,106383	8,60	Sig
15	4,477876	0,733112	3,274336	1,189596	9,15	Sig
16	4,088496	1,048447	2,902655	1,149259	8,10	Sig
17	4,212389	1,121632	3,141593	1,09273	7,26	Sig
18	4,176991	1,028436	2,752212	1,199189	9,58	Sig
19	3,938053	1,182334	3,619469	1,227065	1,98	Sig
20	4,39823	0,762278	3,309735	1,000711	9,19	Sig
21	3,849558	1,045579	2,539823	1,069341	9,30	Sig
22	4,106195	1,072071	3,566372	1,109022	9,72	Sig
23	4,345133	0,997944	2,858407	1,231051	9,97	Sig
24	4,19469	1,007635	3,336283	1,192316	5,84	Sig
25	4,292035	0,903183	3,212389	1,183603	7,70	Sig
26	4,424779	0,765382	3,40708	1,146712	7,84	Sig
27	4,141593	1,059542	2,902655	1,288442	7,89	Sig
28	4,451327	0,834428	3,646018	1,017001	6,50	Sig

**2.7.4.1.2. Internal consistency (relationship between the degree of the paragraph and the total degree of the scale)**

To extract the correlation coefficient between the scores of each paragraph and the total score of individuals on the

scale, as the number of forms that were subject to analysis was (40) forms, which are the same forms that were subjected to analysis in the light of the method of the two peripheral groups at the level of significance (0.05) and the degree of freedom (20) and Table (4) shows that.

**Table 4:** It shows the correlation coefficient of the score of each item with the total score of the self-efficacy expectations scale by the method of internal consistency:

Paragraph number	Correlation coefficient	Sig	Correlation coefficient after deletion	Paragraph number	Correlation coefficient	Sig	Correlation coefficient after deletion
1	0,28	Sig	0,29	26	0,39	Sig	0,39
2	0,37	Sig	0,38	27	0,39	Sig	0,38
3	0,27	Sig	0,27	28	0,33	Sig	0,33
4	0,32	Sig	0,31				
5	0,28	Sig	0,26				
6	0,50	Sig	0,51				
7	0,33	Sig	0,33				
8	0,33	Sig	0,33				
9	0,26	Sig	0,27				
10	0,37	Sig	0,36				
11	0,45	Sig	0,46				
12	0,39	Sig	0,40				
13	0,39	Sig	0,40				
14	0,44	Sig	0,44				
15	0,43	Sig	0,43				
16	0,40	Sig	0,41				
17	0,39	Sig	0,39				
18	0,44	Sig	0,46				
19	0,06	Non-Sig	deleted				
20	0,44	Sig	0,44				
21	0,46	Sig	0,47				
22	0,22	Sig	0,22				
23	0,49	Sig	0,49				
24	0,30	Sig	0,31				
25	0,38	Sig	0,37				

**2.7.4.2. Description of the Self-Efficiency Expectations Scale in its final form**

The scale in its final form consists of (27) items, and the five-point scale has been relied on for assessment against each item, and the degrees of correction are from (5-1) respectively. Therefore, the highest possible score for the respondent is (135) and the lowest score for him is (27) degrees. The hypothetical mean of the scale is (81) degrees.

**2.7.4.3. Standard (psychometric) properties of the scale:**

**2.7.4.3.1. Validity: The following indicators of validity are available in the current scale**

**2.7.4.3.1.1. Apparent validity:** This type of validity has been achieved by presenting the paragraphs of the scale and its alternatives to a group of experts and specialists in educational, psychological, sports psychology, testing and taking their opinions about the suitability of the paragraphs to the goal for which they were developed. As it was clarified in the study of the validity of the paragraphs by experts, it was referred to in Table (3).

**2.7.4.3.1.2. Content validity:** This type of validity was achieved when the researcher defined self-efficacy expectations and made adjustments to the paragraphs of the scale that were relied upon to fit the research sample and presented it to a group of experts and specialists in psychology After analyzing their opinions statistically using (Ka<sup>2</sup>), all the paragraphs obtained the acceptable percentage of agreement as shown in Table (3).

**2.7.4.3.2. Reliability:** In order to extract the reliability of the self-efficacy expectations scale, the researcher adopted the following method.

**Internal consistency Method**

**Alpha-Cronbach:** To find reliability in this way, as the (Alpha-Cronbach) equation was used on the answers of the research sample of (40) students, it reached the stability of alpha for the current scale, as shown in Table (5).

**Table 5:** shows the correlation coefficient of the stability values using the Alpha-Cronbach method for the self-efficacy expectations scale:

N	Name	Number of Paragraphs	Value of reliability Coefficient
1	Whole the scale	27	0.773

(t) Tabular value at significance level (0.05) and degree of freedom (n-2=22-2=20) = (0.098)

**2.8. The final application of the two search tools**

The researcher applied the two scales (psychological endurance and expectations of self-efficacy) together in a double manner on the applied research sample, which consisted of (420) students of the University of Babylon / College of Physical Education and Sports Sciences, and for the four academic years, which is the same sample of statistical analysis for the period from 1-10/12/ 2021, taking into account the provision of a positive atmosphere to understand the perception of the paragraphs of the scale to

ensure accuracy in the information. Also, the process of distributing and answering the two scales took (45-50) minutes, with a break between the answer on the first and second scales (5) minutes, as well as the help of the assistant staff.

**2.9. Statistical Means:** In processing the data, the researcher used the following statistical means:

1. Ka<sup>2</sup> test.
2. The t-test for two independent samples: t-test.
3. Pearson's correlation coefficient.
4. The Alpha-Cronbach equation for internal consistency: it was used to calculate the stability of the paragraphs.
5. Mean
6. Standard deviation.

**3. Presentation, analysis and discussion of the results:**

**3.1. Presenting and analyzing the results of the arithmetic means and standard deviations of the psychological endurance scale:**

**Table 6:** Shows the means and standard deviations in psychological endurance:

Variables	Mean	Std. Deviation
Psychological endurance	108.58	10.44

From Table (6) it is clear that the arithmetic mean was (108.58) and the standard deviation was (10.44). This means that students of the Faculty of Physical Education and Sports Sciences. The University of Babylon have a statistically significant level of psychological endurance. The researcher attributes this result to the fact that the students train every day through practical lectures, or most of them participate in the university teams, and that the training leads to an increase in self-confidence and the ability to deal with the pressures and real difficulties of competition and an increase in psychological endurance to face these difficulties. (Muhammad Hassan Allawi (and others)) [6] sees that "Preparing the player physically well affects the psychological energy, considering that the fitness of the body is an important part of mental health, as well as the effect of psychological energy in preparing the player physically through balance and psychological stability for the player before and during the competition, which leads to an increase in psychological endurance and thus reaching a

**3.4. Identifying the relationship between psychological endurance and students' self-efficacy expectations:**

**Table 8:** Shows the correlation value of the psychological stress scale and expectations of self-efficacy.

Year	Sample	Scale	Mean	Std. Deviation	Correlation value	Sig level	Sig type
First	115	Psychological endurance	108.58	10.44	0.678	0.05	Sig
		Self-efficacy	98.05	11.209			

**4. Discussing the results**

It is noted from the above table that there is a significant correlation between the variables of psychological endurance and self-efficacy expectations for students of the College of Physical Education and Sports Sciences at the University of Babylon. The calculated correlation value for the first year was (0.678), which is higher than the tabular correlation degree (0.153) in front of the degree of freedom (418) and below the significance level (0.05).

The researcher attributes this to the experience gained by the

psychological and physical state good" (Allawi, Muhammad Hassan & others, 2003) [9].

**3.2. Presenting and analyzing the results of the arithmetic means and standard deviations of the self-efficacy expectations scale**

**Table 7:** shows the arithmetic means and standard deviations in the self-efficacy expectations scale

Variables	Mean	Std. Deviation
Self-efficacy expectations	98.052	11.209

Through the above table, the results showed that the arithmetic mean of the research sample scores on the self-efficacy expectations scale reached (98,0523), with a standard deviation of (11,20996), and the arithmetic mean. This means that the students of the College of Physical Education and Sports Sciences. The University of Babylon have a statistically significant level of self-efficacy expectations (self-efficacy). The researcher attributes this result to the fact that the students have self-confidence and cognitive and emotional ability to achieve their goals, but at different levels, and they are motivated to achieve achievement or excel in their practical or theoretical lessons as much as they have expectations of their mental, physical and skill abilities that they may have through previous success experiences that have been achieved or from By observing other athletes, imitating them and doing the same similar activities to achieve success, or through continuous directives by the physical education teacher to reach good performance, or as a result of the student's emotional and physical state of better performance. "A person who feels a high degree of self-efficacy will exert more effort and perseverance than that who feels a lower degree of self-efficacy. A high pre-evaluation of self-efficacy gives the individual confidence that his endeavors will also lead to success, regardless of their difficulties". While the low appreciation of self-efficacy also pushes the individual with this little effort and perseverance, and this is what (Shwarzer) calls management, which is based on transforming the intention of a behavior also into actual behavior or even maintaining the continuity of this behavior in front of the obstacles it faces. (Hamid, Jaber Abdel, 2016, pp. 56-65) [7].

students by continuing the lectures, as experience is an important factor in getting rid of psychological stress "The experience and attitudes that the student faces are environmental stimuli that he interacts with and cause a change in him from this interaction, as they are among the important factors in changing the behavior and thus lead to a decrease in the psychological endurance of the student" (Jaber, Abdul Sattar, 2004, pp. 16-17) [8]. There is also a group of students who have the ability to control their emotions and this is consistent with what Muhammad

Hassan Allawi mentioned, as there are some players who are characterized by calm and the ability to control their emotions and emotions, and there are some players who are characterized by rapid arousal with less excitement and need more time to control their emotions and these They are often less psychologically tolerant than their colleagues (Allawi, Muhammad Hassan & Ratib, Osama Kamel, 1999, p. 266) [9].

The researcher attributes that both variables affect one on the other. As the students of different school levels and genders enjoy self-awareness and self-efficacy that enhances the strength of personality and mental health, and that both sexes have a percentage of psychological endurance and expectations of self-efficacy to varying degrees, but both of them are expressed in their own ways during their performance of various sports activities or their theoretical lessons and according to the situations they face during their work The athlete and as a result of their mental, physical and emotional capabilities.

## 5. Conclusions and recommendations

### 5.1. Conclusions

- The effectiveness of the psychological stress scale prepared by the researcher for the students of the College of Physical Education and Sports Science at the University of Babylon.
- Self-efficacy expectations are one of the prevailing values for students of the College of Physical Education and Sports Sciences at the University of Babylon.
- The students of the College of Physical Education and Sports Sciences at the University of Babylon have an average level of psychological endurance and self-efficacy expectations.
- Psychological endurance is directly related to competency expectations for students of the College of Physical Education and Sports Sciences at the University of Babylon.
- The students of the Faculty of Physical Education differ in their level of psychological endurance and their expectations in their self-efficacy as a result of the differences in their mental, physical, skill and emotional abilities.

### 5.2. Recommendations

- Giving importance to the subject of psychological endurance and expectations of self-efficacy and working to disseminate them and make them known concepts in the university community, in particular among students of the Faculty of Physical Education and Sports Sciences.
- Taking advantage of psychological endurance skills and sources of self-efficacy expectations to build the sports personality cognitively and emotionally to be able to perform the educational work successfully.
- The introduction of programs to develop and develop psychological endurance and self-efficacy within the curriculum of sports psychology, which is taught at the college.
- Working on organizing scientific courses and lectures to clarify the role of psychological endurance and self-efficacy expectations among students of the College of Physical Education and Sports Sciences.

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