

Psychological Skills Among Postgraduate Students

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ABSTRACT

The current research aims to identify Psychological skills among postgraduate students, Statistically significant differences in psychological skills according to the variable (gender/males - females). Statistically significant differences in psychological skills according to the variable of specialization/scientific-humanities). To achieve the objectives of the research, the researcher built a measure of psychological skills. It may be in the final form of (30) items, and each item has four alternatives: It applies to me always - It applies to me sometimes - It applies to me rarely - It applies to me at all. To achieve the objectives of the research, the researcher prepared a scale (skills The psychological questionnaire, in its form, consists of (30) items, and each item has (5) alternatives, which are (always applies to me, often applies to me, sometimes applies to me, rarely applies to me, never applies to me). The researcher extracted the psychometric characteristics of discrimination and validity of its logical, phenomenological, and structural types. As for reliability, it was extracted using the test-retest method and Cronbach's alpha coefficient. The researcher applied the tool to a randomly selected research sample consisting of (300) male and female postgraduate students, with (150) male and (150) female students from the colleges and departments of Tikrit University. The statistical methods used in the research are (Chi-square test, t-test for one sample, t-test for two independent samples, Pearson correlation coefficient, and Cronbach's alpha equation). The results showed the following: Graduate students have a high level of psychological skills. There are no statistically significant differences on the psychological skills scale according to the variable (gender, specialization). In light of the research results, several recommendations and proposals were crystallized.

1. Introduction

The burdens of life and sudden and rapid changes require graduate students to have distinct capabilities, abilities, and skills that they can use to confront all new situations, including possessing psychological skills such as (mental visualization, managing psychological energy, managing stress, building goals, and focusing attention), which help in solving problems. Whether they possess them, as for not possessing these skills, it hinders their academic progress, and may hinder progress in other aspects of life. These skills also require the presence of a cognitive style that is compatible with the nature of the problem that university students face, whether on the academic or technological level. Some of them may take an approach that is inappropriate for the situation, which increases the complexity of the problems they face. Second: The importance of the research: From the first day, Islam has been directed to working and reforming souls and making them the basis of all righteousness and change, as stated in the Almighty's saying [God will not change the condition of a people until they change what is in themselves] (Al-Ra'ad: 11) And Glory be to God!... How great are His words. Man is a person of principle, character, and religion, and this is the goal of the Qur'an in raising good, strong individuals. (Mahmoud, 2015: 80). Here is one of the fine psychological skills mentioned in the Holy Qur'an, which is the ability to isolate feelings from behavior and be careful to prevent our behavior and attitudes from being influenced by our feelings towards others (Bakkar, 2011: 5). Individuals' interest in psychological skills in various activities increases the effectiveness of performance and leads to achievement, by increasing the desire for training and competition. The results in many Arab and foreign studies have indicated the importance of these skills that lead to the individual achieving excellence in performance and activity. Practicing psychology, which makes the individual happier and more satisfied, and that taking care to support psychological skills leads to achieving a better level of performance, and acquiring psychological skills increases the individual's ability to face pressures and frustrations, and thus adapt to life's circumstances to achieve good performance and enjoy the practiced activity. (Mahmoud, 2015: 81-82).

Third: Research objectives:

The current study aims to identify:

1 - The level of psychological skills among postgraduate students.

2- Statistically significant differences in psychological skills according to the variable (gender/males - females).

3-Statistically significant differences in psychological skills according to the variable of specialization/scientific - humanities).

Fourth: Limits of research:

The current study is limited to graduate students at Tikrit University for applied studies, specialization (scientific - humanities) and both genders (males - females) (2023 - 2024).

Fifth: Definition of terminology:

Psychological skills:-

-Skill is linguistically: "It is skill in a thing and skillful and skilled in every action, and it is said: I am skilled in this matter, I am most skilled in it, meaning I became skilled in it, and the honorable hadith who is skilled in the Qur'an is like the messengers, who are the angels."

It is said that he is skilled in knowledge, in industry, and elsewhere, and it is said: he is skilled in such and such, meaning "he is skilled in it, so he is skilled... it is said that he is skilled in industry." Skill is the knowledge of a thing in all its complete aspects (Ibn Manzur, 1997, 185-184). Skill is defined by:

It means a type of performance that an individual learns to perform easily, efficiently, and accurately with an economy of time and effort, whether this performance is mental, social, or motor (Al-Fatlawi 2002, 25).

The Encyclopedia of Special Education defines the skill (Skill: It is "proficiency that is developed through learning, and it may be motor, as in cycling, or verbal, as in listening and speaking, or a combination of the two, as in writing with a typewriter." (Al-Rimawi, 1998:180).

1- Define it (Baza and Abu Hatab, 1994):

It indicates learned or acquired behavior that meets two essential conditions, the first of which is that it must be organized so that it leads to achieving the goal in the shortest possible time, and this learned behavior must have the characteristics of skilled behavior. (Baza and Abu Hatab, 1994: 330)

2- Abdel Shafi (1997) knows it:

It is something that can be learned, acquired, or created by the learner, through simulation and training, and what he learns varies according to the type of material, its nature, characteristics, and the goal of learning it (Abdul Shafi, 1997: 213).

3- Abdo (2000) defined it as:

"Abilities to confront psychological pressures in order to set specific goals" (Abdo, 2000:12)

4-Baalbaki defined it (2004):

It is "the ability that enables an individual to perform a specific action with a high degree of speed, mastery, and efficiency while saving time and effort" (Baalbaki, 2004: 275).

5- Rateb (2005) defined it as:

"Organized educational programs designed to provide assistance to both the trainee and the trainer for the purpose of improving performance and mastery, as well as the tendency to practice the activity as a source of enjoyment" (Rateb, 2005)

The theoretical definition of psychological skills: (They are the abilities that contribute to enhancing the individual's psychological energy and expanding mental perceptions while compatible with the surrounding environment psychologically and socially and expressing feelings positively, oneself and

with others).

-Procedural definition: - It means the total score that the respondent obtains when he responds to the emotional intelligence scale prepared for the purposes of the current study.

Chapter II :

Introduction to psychological skills

Nations and peoples rise and their historical role in building human civilization increases according to the level of thinking that their individuals resort to as it is the basis of human progress, and if skill preparation is trained by controlling psychological skills training in terms of the degree of effort expended and the amount of appropriate rest and knowing their effect on graduate students. Psychological preparation is trained by helping the student control his thoughts, focus his attention, control emotions, and avoid stress or excessive fear of competition. The nature of high levels of education requires the individual learner to use his physical, skill, tactical and psychological abilities in an integrated manner in order to try to achieve the best possible level of education. The methods and principles of physical, skill and tactical preparation have converged to a great degree during recent years and therefore the need has emerged for more attention to the psychological aspect. Skills excellence depends on the extent to which students employ their psychological and physical skills. Psychological skill helps individuals mobilize their physical abilities and energies to achieve maximum and best skill performance and can be developed through special training and programs for that purpose.

Psychological skills represent an important dimension in the preparation of postgraduate students. They play a fundamental role in developing the learner's performance and are now viewed as one of the variables that must be taken care of along with the skill and tactical requirements.

Types of psychological skills:

In order to obtain the maximum benefit from psychological skills training, it is very necessary that any exercise be practiced according to the steps and explanations provided with each of them, without rush and without worry. (Mahmoud, 2015)

-Mental perception:-

Mental visualization is considered the basis of the process of successful thinking about a subject. The names for this term have varied. It has been said that it is called mental visualization, mental visualization, visual visualization, mental taming, or even mental review. Despite this and the many names, they all lead to one thing, which is that A person among us can conjure what is in his mind and remember previous events. However, mental visualization is not limited to remembering previous experiences. Rather, for example, the player can learn a specific skill that he saw from one of the heroes, by conjuring this image in his mind and teaching it accordingly. Moreover, another example is when developing a strategy for an upcoming match with a competing team that he has not previously played with. The player here begins to form points in his mind for how to play with the opposing team and also imagines how the opposing team will respond to these situations. (Qatami, 2001: 27

Mental visualization achieves positive results if it is done for a short period of time in order to avoid the individual difficulties that he faced when trying to maintain concentration for a long time. Mental visualization: It is an experience similar to sensory experience and appears in the absence of the stimulus (Rateb, 2004).

Uses of mental visualization

Among the most important of these uses are the following:

- . Solve performance issues.
- . Practice psychological skills.

- . Controlling physiological responses
- . Performance review and analysis.
- . Improve self-confidence and positive thinking
- . Willingness to perform in certain conditions. (Saleh, 2011:29)

Focusing attention

The skill of concentration is considered to be the collection of all thoughts and intellectual processes in one point to serve the skill work to be achieved. The point on which attention is focused is also called (the focus of attention). This characteristic has a significant impact on the accuracy, clarity and mastery of the technical aspects of the parts of the motor skill. By developing this psychological skill, one can The individual adapts and responds to instructions (Saeed: 2022: 18)

The ability to focus attention is the most important skill for training psychological abilities, so we must develop ourselves on how to focus attention, and this does not require more than just providing the desire to focus, and it is necessary that focus not be stressful such that we try hard to do it, but rather we must be aware of what we want. Achieving it, focus does not require effort, it happens automatically. (Mahmoud, 2015: 86)

Managing psychological energy

The term psychic energy has been used recently in the field of psychology since 1978, synonymously with other terms and as an alternative to arousal and emotionality, stimulating the mind. Therefore, its use in the field of psychological skills for graduate students causes a kind of ambiguity and lack of understanding at a time when the term psychic energy is considered a prisoner of understanding, specifically 1 Therefore, what is required in the field of psychological skills is to activate the mind, although we cannot ignore the integrated view in terms of the influence of the mind. Psychological energy is viewed as more than one type of activity, vitality, intensity or severity of the functions of the mind, and its basis is motivation. (Ismat, 1981)

Stress management

Stress is one of the main aspects that characterize our contemporary life, and these pressures are only a reaction to the sharp and rapid changes that have occurred in all aspects of life. The current era is described as the era of psychological pressures, which have become the subject of interest of researchers and scientists in all of the fields of psychology, sociology, medicine, and other human sciences. . (Amani Abdel Maqsood and Tahani Othman 8:2007)

From theories of psychological skills:

Fuhmann's theory:

Hoffman believes that most of us use the half of the brain that we were born with, i.e. the left half, which is responsible for logical and rational actions, and we usually neglect the brain powers of the other half, i.e. the brain for initial impressions, obsessions, and feelings. In other words, it records information that cannot be accessed remotely. The path of natural perception of consciousness, and from here it is said that "your first impression is often correct," that the right brain "knows," while the left brain "guesses" and "sees."

Instead of living our lives in doubt or confusing guesses, we can train psychological skills and enjoy the pleasure of certain knowledge and the reality that exists within or beyond objective facts.

Our first impressions come from our primal brain. (Primary Brain), meaning the right hemisphere is the site of intuitive powers that only a few people care to use or develop. As for theories and rational actions, they all come from the left half of the brain, which is characterized by logic. It is called the secondary brain, meaning it issues ideas. Secondary and beyond thoughts, or rather it is the subject of ordinary states of consciousness and responsible for almost all of our life actions (Homvan, 1989: 5).

Spending most of our time in homes, in departments, or in factories, all of which are characterized by a logical, systematic, and mechanical nature, has made us lose touch with our capacity for inner knowledge. The rational idea that follows from intelligence takes precedence over our feelings about how things should be, and thus life has become boring and monotonous. However, people and life gain a new meaning and another purpose when you can look within them instead of being satisfied with a superficial, passing glance. The ability to monitor our negative feelings and isolate their impact on our behavior and decisions is a necessary skill, and being a skill means that it only grows with time, practice, training, and accepting failure over and over again. (Bakar, 2011:23).

Psychological skills can be developed in the same way that a person develops his ability to swim in water. This person may be able to swim, or he may drown, or float, and all of that. It depends on the person's abilities, but if he receives training in swimming, the person not only learns how to swim in a safe water environment, but he also learns movements specific to swimming as well. A good swimmer learns how to be calm and comfortable in the water, and how to feel especially strong in any environment. You will find that training psychological skills is completely similar to the process of learning to swim, and in the swim not to drown method, a person can train his psychological skills, as with a rational, organized approach, a person can learn how to train his skills and expand his awareness in order to harmonize with the environment or psychological surroundings.

2. Conclusion and future scope

Training any skill requires one pattern, which is to observe, then imitate, and then through continuous experimentation we reach our goal with ability, which is that a person's learning of psychological skills is parallel to the development of his mental ability in school. In school, we learn how to study and how to pay attention in order to learn, and we also learn how to think and develop solutions to problems. that we face, and training psychological skills follows the same, same line, and some may learn easier than others, meaning that the degree of learning often depends on the personal nature of the individual. We must not put ourselves in comparison with others, that is, when a person learns a skill faster. This does not mean that we have to learn like him or better than him. We are working to train our psychological skills in a way that we can develop our lives and the lives of others. With our acquisition of psychological skills, comes strength, and with strength comes a sense of responsibility, and personal strength helps us control our lives, but Not on the lives of others. Perhaps we can explain to others how we lead ourselves and that is the responsibility that power produces (Hoffman, 1989: 18-20).

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