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Research Paper

A Comparative Study of Psychological Integration and Emotional Intelligence Between the First and Fourth Stages Among Female Students of The College of Physical Education and Sports Sciences for Women

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ABSTRACT

Psychological integration and emotional intelligence have a major, influential, and effective role in the emergence and nomination of the principles of sportsmanship and the formation of the student's personality among female students. They are important matters for dealing with the situations that the student goes through in her daily life and while performing sports skills in all games, and also dealing with university life in the College and Departments of Physical Education and Sports Sciences. Therefore, the researcher decided to study the comparison between female students in the first and fourth stages in terms of psychological integration and emotional intelligence, and obtain the most important characteristics that distinguish these two stages. Therefore, the researcher used the descriptive approach, as she used the psychological integration and emotional intelligence scale prepared by previous studies, as a survey experiment was conducted on them to know the time and understanding of the students, then the researcher conducted the main experiment on them and distributed the questionnaires in a special hall and the two stages were answered, then the questionnaires were emptied and the questionnaire that did not meet the conditions was excluded and treated them statistically and concluded that there are statistically significant differences in the level of psychological integration among female students of the college for the first and fourth stages. The results of the fourth stage appeared better than the first stage in the emotional intelligence scale. The researcher recommended using the psychological scale at different stages in order to know the psychological characteristics that affect the student's activity practically and theoretically and the necessity of having a psychological counselor to follow up on the students at all stages.

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1. INTRODUCTION

Sports psychology is one of the important topics that has a direct impact on developing and improving the level of performance among athletes. It is an important axis of scientific studies in the field of sports education, and is the real indicator of the progress of society and the correctness of its intellectual and human approach. This progress is nothing but a natural reflection of the modern technical methods and means used in studies and research. These human cognitive researches have been influenced by factors of advancement and excellence, which are based on several sciences related to sports, including sports psychology, which has a great contribution to the development of these games. Psychological integration is receiving increasing attention among psychologists in general due to its great importance in achieving sound psychological growth, the positive effects of which are represented in their psychological integration and their enjoyment of a high level of integration in various aspects of their lives, behavior and activity, in addition to emotional intelligence, as they are considered important and basic concepts related to the personality of students and their psychological health and their adaptive relationship with the environmental and social environment, as female students differ in terms of their physical and mental abilities and their personal capabilities in various fields, and psychological integration also includes the student's ability to change her behavior and habits when she faces a new situation or problem, as positive psychological integration indicates psychological maturity and helps the student overcome negative habits, as it represents a basic criterion for psychological health, as it represents the point of arrival for forming the student's personality and directly confronting obstacles and problems and facilitates the performance of the required skills during learning (1: 45). Emotional intelligence is important for understanding and confronting situations (3: 87). In college, psychological integration and intelligence are considered Emotional are important qualities that distinguish students from each other and help them succeed in their university life.

Here lies the importance of the research in studying psychological integration and emotional intelligence among female students of the Faculty of Physical Education and Sports Sciences at Badad University for the first and fourth stages, and that these two qualities are among the distinctive features of the modern, developed personality.

Research problem

Psychological integration and emotional intelligence have a major, influential and effective role in the emergence and nomination of the principles of sportsmanship and the formation of the student's personality among female students. They are among the important matters for dealing with the situations that the student goes through in her daily life and while performing sports skills in all games, as well as dealing with university life in the Faculty and Departments of Physical Education and Sports Sciences. Therefore, the researcher decided to study the comparison between female students of the first and fourth stages in the qualities of psychological integration and emotional

intelligence and obtain the most important characteristics that distinguish these two stages.

RESEARCH OBJECTIVES

1. Identify the degree of psychological integration and emotional intelligence of female students of the Faculty of Physical Education and Sports Sciences for the first and second stages.
2. Identifying which of the two stages, the first or the fourth, is better in terms of psychological integration and emotional intelligence.

Research hypotheses

There are statistically significant differences in the degree of psychological integration and emotional intelligence between the first and fourth stages for female students.

Research fields

Human field: This study was limited to female students of the College of Physical Education and Sports Sciences for Women - University of Baghdad, first and fourth stages.

Time field: This study was conducted during the first semester 12-1-2022.

Spatial field: This study was conducted in the theoretical hall of the University of Baghdad, College of Physical Education and Sports Sciences for Women - University of Baghdad.

Definition of terms:

Psychological integration: It is the achievement of internal and external harmony and consistency of the various aspects of the personality and the creation of integration between them (2: 87).

Emotional intelligence: It is the ability to pay attention and perceive well the emotions and personal feelings and understand them and formulate them clearly and organize them according to accurate monitoring and perception of the emotions and feelings of others to enter into positive emotional, social and professional relationships with them that help the individual to advance mentally, emotionally and professionally, and learn more positive skills for professional and social life (5: 96).

RESEARCH METHODOLOGY AND FIELD PROCEDURES:

Research Methodology

The nature of the problem and the research objectives set by the researcher are what determine the appropriate research methodology, so the researcher used the descriptive method, which is "the accurate perception of the mutual relationships between society, trends, tendencies, desires, and development, as the research gives a picture of life reality and sets indicators and builds future predictions." (4: 83)

Community and sample research

The research community was determined by first-year female students and fourth-year female students in the College of Physical Education and Sports Sciences for Women - University

of Baghdad for the academic year 2024-2023 by drawing lots. Section (D) was chosen from among the sections.

Means, devices and tools used

Means used

The researcher used the following means

- Arab and foreign sources.
- Personal interviews
- Field visits to collect information.
- The International Electronic Information Network (Internet).
- Scale questionnaire

Devices and tools used

- Supporting team
- HP type electronic calculator.
- Casio type stopwatch to know the time to answer the scale statements during the survey experiment.
- Paper and pen.
- iPhone camera
- Data collection and emptying form.

Field research procedures

Psychological integration scale

After searching and investigating previous studies and consulting some experts to reach the final formula for the research procedures, the researcher found that this study requires the use of a scale specific to psychological integration and emotional intelligence, as the researcher used the psychological integration scale prepared by (5:45), which consists of (44) phrases, as the alternatives to answer the phrases were (always, sometimes, never) and the answer weights were (1-2-3). With a hypothetical average of 88

Emotional intelligence scale

To know the extent of suitability for the sample size on which the research was conducted and the sample distribution and normal distribution to reveal the emotional aspects among students of the College of Physical Education and Sports Sciences - University of Baghdad, this required the researcher to adopt a measuring tool concerned with measuring emotional intelligence among the individuals of the researched sample, and

after scanning the sources and scientific references, the (Emotional Intelligence Scale) (7:54) was adopted, which included (4) fields and (48) paragraphs, and it also included (five alternatives Answer) which is (strongly agree, agree, no opinion, disagree, strongly disagree) with a hypothetical average of 144.

Exploratory experiment

After setting the instructions for the scale, the researcher applied the survey experiment on a group of female students. The purpose of the survey experiment is for the researcher to ensure that the phrases are clear and easy to understand for the respondents, in addition to identifying the clarity of the instructions for the scale, and practical training for the support team, as the survey experiment was prepared for the following objectives: (8: 87)

- Knowing the difficulties and problems that the researcher may face.
- Knowing the effectiveness of the evaluation scale for the alternatives used.
- Ensuring the adequacy of the support team.
- The extent of the response of the sample members of the survey experiment to apply the scale to them.
- Ensuring the level of the sample and the possibility of conducting the study.
- Knowing the time used for the two scales.

Main experiment

The researcher and the assistant work team distributed the psychological integration and emotional intelligence scale to the sample individuals from the first stage and the fourth stage in Hall No. (6). It took (15-20) minutes to fill out the questionnaire and then empty the questionnaires into the emptying forms for statistical processing.

Statistical methods

The researcher used appropriate statistical methods.

Statistical description of the two scales

Table 1 shows the statistical description of the two scales: psychological integration and emotional intelligence.

Scales	Stage	Arithmetic mean	Standard deviation	Highest value	Lowest value	Hypothetical medium	Skewness
Psychological integration	First	81,860	10,168	91	70	88	0.874
	Fourth	90,980	12,919	119	78		0.582
Emotional intelligence	First	152,40	6,22	239	155	144	0.932
	Fourth	173,44	5,76	334	163		0.834

The table above shows that the arithmetic mean of psychological integration for the first stage is less than the hypothetical mean. This indicates that there is no psychological integration for the first stage. As for the fourth stage, the arithmetic mean is higher than the hypothetical mean by a small number, meaning that

they possess this trait. As for emotional intelligence, the arithmetic mean for the first and fourth stages is higher than the hypothetical mean, meaning that they possess the trait of emotional intelligence. The skewness coefficient is within ± 1 , meaning that the sample is distributed normally under the Gauss curve.

RESULTS AND DISCUSSION

Presentation, analysis, and discussion of the psychological integration scale

Table 2 shows the results of the t-test between the mean scores of the sample members on the psychological integration scale.

Stage	N	Arithmetic mean	Standard deviation	T-value	Degrees of freedom	Type sig
First	25	81,860	10,168	0,482	46	Non sig
Fourth	23	90,980	12,919			

The value of the tabular t at the degree of freedom (46) and the significance level (0.05) = 1.99, and at the significance level (0.01) = 2.63. Determining the degree of psychological integration and emotional intelligence among female students of the College of Physical Education and Sports Sciences for Women - University of Baghdad.

Determining the psychological integration among female students of the College of Physical Education and Sports Sciences for Women - University of Baghdad.

Where the calculated t value reached (0.482), which is a much higher value than the tabular value at the degree of freedom (46), indicating that the psychological integration flow is at a good level. This result is consistent with the results of the study (10: 74) that graduate students are characterized by psychological integration, while this result differs from the results of the study (Ibn Al-Sheikh, 2015) that secondary school teachers have a low level of psychological integration. The researcher believes that this may be due to the personal characteristics of female students and positive thinking, which is related to the individual's experience. To verify this hypothesis, the researcher used a t-test for two independent samples to compare the scores of the first and fourth stages on the emotional intelligence scale, and the following table (1) shows the results that were reached. To verify this hypothesis, the researcher used a t-test for two independent samples to compare the scores of the students on the psychological integration scale, and the following table (2) shows the results that were reached:

By comparing the tabular t-value with the calculated t-value, it becomes clear that the calculated t-value is smaller than the

tabular t-value at the significance level of (0.05) and (0.01), and thus it becomes clear that the alternative hypothesis is rejected and the null hypothesis is accepted, which states that there are no statistically significant differences in the level of psychological integration among students in the first and fourth stages.

This result can be interpreted as the students having a low level of psychological integration, which represents the harmony and positive adaptation of the sample individuals. It is an effective tool in building an integrated and psychologically compatible personality by involving the students in the various activities that take place in their organizational environment, which leads to the integration of the self and friendly relationships with their peers (12: 75). Psychological integration is a positive psychological development that indicates psychological maturity and helps the individual overcome negative habits (11: 72). Individuals who possess high psychological integration have self-confidence and the ability to bear responsibility and perceive situations and interpret them positively (14: 54). Individuals who are characterized by integration are less exposed to frustration, can meet their requirements and desires, and are more in harmony with others, face life, can change and be flexible in behavior, and modify it when facing new situations and problems.

Presentation, analysis, and discussion of emotional intelligence:

Table 3 shows the results of the t-test between the average scores of the sample members on the scale.

Stage	N	Arithmetic mean	Standard deviation	T-value	Degrees of freedom	Type sig
First	25	152,40	6,22	5,61	46	Sig
Fourth	23	173,44	5,76			

The value of the tabular t at a degree of freedom (46) and a significance level (0.05) = 1.99, and at a significance level (0.01) = 2.63. The degree of emotional intelligence was determined among female students of the College of Physical Education and Sports Sciences for Women - University of Baghdad. To determine this, the arithmetic means and standard deviations of the sample were used, which amounted to (48) female students, where the calculated t value was (5.61), which is a much higher value than the tabular value at a degree of freedom (46), which indicates that the level of emotional intelligence among female students is high. This result is consistent with the results of the study (Al-Rabi and Attia, 2016), which showed that the level of emotional intelligence among Yarmouk University students was also high. Presenting the results of the second hypothesis of the study, which states that: "There are statistically significant

differences in the level of emotional intelligence among first-stage female students. This result can be explained by the students' ability to know the feelings of others and their own emotions exactly as they happen, (15: 32) and their ability to control their feelings and sympathize with others and feel for them, and motivate themselves to make smart decisions.

CONCLUSIONS AND RECOMMENDATIONS

- There are statistically significant differences in the level of psychological integration among college students for the first and fourth stages.
- The results of the fourth stage appeared better than the first stage in the emotional intelligence scale.
- Psychological integration is not significant for the first and fourth stages.

RECOMMENDATIONS

1. Use the psychological scale at different stages in order to know the psychological characteristics that affect the student's activity practically and theoretically
2. The necessity of having a psychological counselor who follows up on the students in all Stages.

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