

# Personal Traits and Social Cohesion Among Players in Specialized Schools of Soccer in the Southern Region

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## Abstract

This study dealt with the personal characteristics and social cohesion of the players schools specialized in football in the southern region, because it is considered one of the processes of psychological preparation for the players and the knowledge of their personal characteristics. From this point of view, the player must have a good amount of personal characteristics, and thus social cohesion occurs in the team to obtain good results. This is according to what the player possesses of personal characteristics and how they are employed within the specialized school. The researcher used the descriptive method in the survey method due to its suitability to the nature of the study, and the research community represented the players of specialized schools in football in the southern region (Dhi Qar - Basra - Maysan - Wasit). ) junior class players, and the researcher prepared a measure of personal characteristics and built a measure of social cohesion, after which the researcher extracted the scientific foundations and applied the appropriate statistical methods. And the results showed that the application sample had the average level in the social cohesion scale, and this is related to personal characteristics. Hence, the researcher concluded that the social cohesion scale is able to measure the research sample. The researcher recommended adopting the social cohesion scale to reveal the degree of team cohesion and the need for the coach to pay attention to the player's personal characteristics and work on developing them.

**Keywords:** Personal traits; social cohesion; southern region

## 1. Introduction

Psychology is interested in studying and analyzing behavioral phenomena in society, and depends on the prevailing theories to reach solutions to those phenomena related to the individuals life. Interest in studying the problems of players and their psychological and social adaptation is an urgent need, especially in the stage of psychological preparation as they will have the ability to address this phenomenon and discover the personal traits that enable them to be far from weak social cohesion and thus reflect positively on group cohesion to achieve common goals and reach high levels.

The importance of research lies in our society, especially among players with little experience. This research provides a tool for researchers and sports coaches to help them identify the most important personal characteristics of the players in their future research. Also it's of importance to coaches and decision makers in sports institutions to reveal the extent of the effectiveness of laws and regulations related to social cohesion among players for reconsideration.

### Research problem

Through the researcher's experience in this field, being a follower and interested in the game of football, he noticed that there are psychological problems that accompany some players like a lack of

harmony and a state of lack of good social cohesion among individuals over their colleagues. This leads to the unwillingness of some to continue in the sports team or withdraw into oneself and not integrate with others and this is closely related to the personal characteristics of some players. These psychological problems highly affect the cohesion of the group, especially among players with little experience and knowledge, and to address these psychological conflicts and create an appropriate training environment.

### Research objectives

1. Preparing and applying a measure of the personal characteristics of football players in specialized schools in the southern region.
2. Building, codifying and applying a measure of social cohesion for football players in specialized schools in the southern region.
3. Identifying the level of social cohesion for soccer players in specialized schools in the southern region.

### Areas of research

**Human field:** Specialized school football players in the southern region

**Time domain:** 1/11/2022.

**Spatial field:** Football specialized schools in the southern region (Basra - Dhi Qar - Maysan – Wasit)

## Chapter Two: Theoretical and Previous Studies

The research deals with topics that were related to the subject of the research, including personal characteristics and social cohesion as a social phenomenon that confirms the activity of individuals as a form of social interaction. It has touched on previous studies of the research.

**Personal traits:** Personality is defined as the distinctive behavior of an individual that distinguishes him from others.

**Social cohesion:**

Social cohesion: the summation of all the psychological and social forces that lead to the attraction of players towards their team and the resistance to giving up their membership in the sports team.

### 3 Chapter Three: Research Methodology and Field Procedure

#### Research Methodology

One of the most important basic steps to achieve the objectives of the research is to choose the appropriate approach, so the researcher used the descriptive approach in the survey method and correlations due to its suitability and the nature of the current study, as the method is defined as the method that the researcher uses and takes to answer the questions that indicate the problem of the research topic.

#### Research community

The research community is defined as "all the vocabulary of the phenomenon that the researcher studies, or all the individuals, or things who are the subject of the research problem"(1). Thus, the research community includes all the specialized football schools in the southern region for the season 2022-2023 and includes the governorates of (Dhi Qar , Maysan, Basra, Al-Kut), with a total number of (525) players (junior category).

#### research sample

After defining the features of the research community, the researcher resorted to selecting appropriate samples from it to prepare for its application. Accordingly, what

(1) Gamal Zaki, Mr. Yassin: Foundations of Social Research. Cairo. Dar Al-Fikr Al-Arabi 1992, pg. 108. is meant by the sample is "that part or model of the community that is selected

according to specific scientific rules and methods so that it represents the community correctly" (1). Therefore, the researcher chose the sample of his current study from the study community, which is (225) junior players. For this reason, the sample was divided into three sections.

#### Field Research Procedures

In order to achieve the objectives of the current research, the researcher was required to prepare a measure of personal characteristics and build a measure of social cohesion for soccer players in specialized schools in the southern region (Dhi Qar - Basra - Maysan - Wasit), according to the following steps:

#### Procedures for preparing the personal characteristics scale

##### Determine the purpose of preparing the scale

The first step for preparing any scale is to clearly define the purpose of the scale and what is the intended use of this scale.

##### Choosing a measure of personal characteristics

After looking at similar studies related to the current research and in the educational fields, the Freiburg personality scale which is translated by Muhammad Hassan Allawi (1998) (2) was chosen as a research tool.

##### Personal traits scale domains

The chosen scale contains eight dimensions:

1. Aggressiveness
2. Excitability
3. Social
4. Calmness
5. Control
6. Lack of excitement
7. Depression
8. Nervousness

After that, the researcher presented the areas of the scale to experts and specialists.

(1) Haider Abdul-Ridha Al-Khafaji: The Applied Guide to Writing Psychological and Educational Research, 1st Edition, Al-Najaf Al-Ashraf, The Good Word Library, 2014, p. 131.

(2) Muhammad Hassan Allawi: Encyclopedia of Psychological Tests for Athletes, 1st Edition, Cairo, Al-Kitab Center for Publishing, 1998, pp. 489-493

**Preparing the personal traits scale:**The scale consists of a number of paragraphs and the type of paragraph is determined according to several considerations.

The following are the most important (1):

1. The function or functions that the test measures.
  2. The purpose of the test.
  3. The type of sample to be measured.
  4. Limits of time and costs.
  5. The veracity and stability of the paragraphs.
  6. Procedures to be followed in designing the scale.
- The researcher relied on the items of the personality traits scale consisting of (42) components distributed over 6 domains.

This shows the number of paragraphs according to the dimensions of the personality scale		
Domains	Number of paragraphs	Sequencing
Aggressiveness	7	1
Excitability	7	2
Social	7	3
Calmness	7	4
Control	7	5
Lack of Excitement	7	6

The players answer the expressions of the scale

according to their personal opinion, and each of the

six dimensions is corrected separately so that the degree (2) represents the highest degree of importance, while the degree (1) represents the lowest degree of importance. Therefore, the degree (84) represents the upper limit of the scale while the degree (42) represents its minimum, and the hypothetical average is (63) degrees.

(1) Sabah Hussein Al-Ajili (and others): Principles of Educational Measurement and Evaluation, Baghdad, Ahmed Al-Dabbagh Office for Printing and Reproduction, 2001, p. 66.

-Correction key for the scale: Each of the six dimensions is corrected separately and in the summarized manner.

Explains the key to correcting the research tool (Personal traits)		
No	Yes	Marks
1	2	Balance

#### Procedures for experimenting with the personality traits scale

After completing the preparation of the items of the scale, the main step comes which is to test it. Accordingly, the researcher conducted his survey experiment on Tuesday on 1/11/2022 on a sample of (25) players. The researcher determined in this experiment the time taken to perform the test which was calculated by recording the time of the first tester who finished the answer, and it was (10) minutes and the time of the last tester who completed the answer was (13) minutes. Thus, by calculating the average time of the answer and reaching the test time which is (11.5) minutes, and thus the scale with its instructions and paragraphs (42) became ready to be applied to the preparation sample.

#### The main experiment of the personality traits scale on a prepared sample

For the purpose of verifying the objectives of the research and its assumptions, the scale was applied with its (42) paragraphs ( ) on the preparation sample, which numbered (120) players on Sunday 6/ 11/2022 The researcher distributed the scale to the members of the preparation sample to answer its paragraphs according to a work plan developed the researcher with the members of the assistant work team.

**How to correct the statements of the personality traits scale:** The intent of correcting the scale is to set a score for the respondent's response to each paragraph of the scale by means of the correction key. After that the scale to the preparation sample is applied, forms are collected. Then, extracting the total scores for it using the correction key prepared for it, as the highest score for the scale is (84) and the lowest score is (42). Thus, after the completion of unpacking the scores, they are ready for statistical analysis.

#### Final Scale Test of Personality Traits

After completing the procedures for preparing the test in its final form through the process of statistical

analysis conducted by the researcher for the test items and ensuring the validity of the test as well as its stability, the test became finalized and as previously composed of (42)\* items divided into (6) domains. Thus, the highest score is (84) and the lowest score is (42) degrees.

#### Procedures for building coherence scales

Since the research tools contain a construction scale (social cohesion), and due to the absence of a local tool that meets the required conditions in terms of its suitability for this research according to the researcher's knowledge, the researcher built the scales of social cohesion and psychological bullying to achieve his goal. For the purpose of achieving this, the researcher followed the steps that he indicated (Al-Khikani and Al-Jubouri, 2017) (1) since there are a set of basic steps that can be followed when building standards.

#### Determine the phenomenon to be measured

After defining the objective of the two scales, the researcher identified the phenomenon to be measured. This is building a measure of social cohesion for the players of specialized schools in the southern region.

**Determine the areas of social cohesion scale:** For the purpose of defining the areas of the two scales, the researcher looked at the literature, previous studies, and scientific theories related to the subject of the study, its sources, and scientific interviews. Through that, six areas of social cohesion were identified.

**Determine the validity of the proposed domains:** After identifying the main areas of the two scales, the researcher worked to identify the validity of representing these areas. They were presented to a group of male experts and specialists in educational and psychological sciences, sports psychology, measurement and evaluation. They were (15) experts which were asked to mark (✓) under A field that is valid if the field is suitable for measuring social cohesion. A (no) field if the field is not suitable. After enumerating the fields that received the marks of all experts, and by analyzing the opinions of the experts statistically, The researcher tested to determine the agreement of experts and specialists about the areas of the scale, and some of the areas that were presented were excluded.

(1) Amer Saeed Al-Khikani and Ayman Hani Al-Jubouri: The Scientific Uses of Mathematical Psychological Tests and Measurements, 2nd Edition, Al-Najaf Al-Ashraf, Dar Al-Diyaa for Printing and Design, pp. 53-63.

#### Determine the method and principles for formulating the paragraphs of the scale

The test usually consists of a number of items, and the item (item) is a unit in the test, and this unit may be one or more questions (1). In order to formulate the paragraphs for the scale, the researcher examined a number of previous studies and scales that are related to the topic. The researcher used a

common measurement method, the Likert method, in constructing the two measures of social cohesion. The "Likert method is one of the best methods in predicting behavior or phenomenon" (2) for the following reasons: (3)

1. Ease of use
2. High degree of reliability and validity of the scale
3. Reduces chances of guesswork and coincidental factors

**Develop the initial formula for my scale (social cohesion):**

To develop the initial formula for the scale, the researcher took several steps, namely: 3.5.6 Preparing and assembling the items of the scale: The researcher prepared phrases for each domain of the scale after reviewing the Arabic and foreign sources, references and the theoretical framework. As well as a group of multiple psychology scales that search in other fields in order to benefit from them. The researcher put (24) paragraphs in the introductory form (\*), distributed on (2) Journals with (6) paragraphs for each area of the social cohesion scale,

The researcher used the following alternatives (strongly agree - agree - disagree) to measure social cohesion.

**Determine the validity of the scale paragraphs**

The researcher presented the scale paragraphs to a specialist in the Arabic language to evaluate them from the linguistic point of view ( ) so that they are free from linguistic errors before identifying the validity of the scale paragraphs. These paragraphs were presented with a questionnaire to determine their validity to a group of (15) experts and specialists in the educational and psychological sciences, sports psychology.

(1) Sabah Hussein Al-Ajili (and others): Principles of Educational Measurement and Evaluation, Baghdad, Ahmed Al-Dabbagh Office for Printing and Reproduction, 2001, p. 47.

(2) Shaker Mubader Jassim: Systems of Vocational Guidance and Comparative Educational Counseling, University of Basra, Higher Education Press, 1990, p. 144

(3) Khair al-Din Ali Owais and Issam al-Hilali: The Mathematical Meeting, Cairo, Dar al-Fikr al-Arabi, 1997, p. 67.

testing and measurement for the purpose of judging their validity in terms of wording and suitability for measuring social cohesion.

**The exploratory experiment of the two measures of social cohesion:** To build a scale of high quality and to verify the clarity of the instructions, understanding of the phrases and words of the respondents, as well as identifying the method of answering in the paper, and calculating the time taken for the answer, the scale had to be conducted through an exploratory experiment which is (a mini experiment applied to a sample. A small sample of the same research community is conducted in conditions similar to the conditions of the main experiment (1), as the purpose of conducting the exploratory experiment

was:

1. Identifying the difficulties that the researcher faces during the basic experiment 2. The time it takes to submit and receive the forms

3. To know the extent of the respondents' comprehension of the items of the scale The scale was applied to a survey sample of (25) specialized school players, on Tuesday 1/11/2022. They were asked to read the instructions and phrases, inquire about any ambiguity and mention the difficulties.

**The main experiment of the scale on the construction sample:** The purpose of applying the scale paragraphs on the building sample is to be analyzed statistically and to select the valid ones and exclude the weak ones based on their discriminatory power. The methods are (the primary analysis of the scale paragraphs and the two end groups) as a prelude to preparing the final version of the scale before extracting the indicators of validity and reliability. The scale was applied to the building sample, whose number is ( 120) player, and the researcher stressed the need to read the instructions and paragraphs accurately and answer truthfully and honestly for all the paragraphs of the scale, on Sunday 6/11 3.5.10 Scale correction key: After collecting the answer forms for the sample, the total scores were extracted from them using the triple correction key for the social cohesion scale. In order to extract the total score for the scale, the scores obtained by each player in his answer to the paragraphs of the scale are collected, with respect to its paragraphs, as the highest score for the social cohesion scale is (72 ).

(1) Haidar Abd al-Ridha al-Khafaji: a source previously mentioned, p. 177.

**Statistical analysis if the items of the scale**

The statistical analysis of the paragraphs is more important than the logical analysis. The logical analysis may not reveal the validity of the paragraphs accurately because it depends on the virtual examination of them only, that is, as it appears to the expert (1). The aim of analyzing the items of the scale is to improve the quality of the test by discovering the weaknesses of the items and then working on rephrasing them again and excluding them if they are not valid (2). Based on the above, the researcher followed the following steps to conduct the statistical analysis.

**The internal consistency coefficient of the scale**

The discriminatory power of the paragraphs do not determine the extent of their homogeneity in measuring the phenomenon set to measure them, as there may be similar paragraphs in their discriminatory power. But they measure different dimensions, as this method assumes that the total degree is a criterion for the validity of the measure, so the paragraph is deleted when the degree of its correlation with the total degree is low. The basis is that the paragraphs do not measure the phenomenon measured by the scale. The correlation coefficient (Pearson) used to extract the correlation



between the total score and the score of each paragraph of the scale. The use of the internal consistency method distinguishes the scale with important advantages (3).

The correlation between the paragraph score and the total score for the domains of the two scales

This is one of the methods through which internal consistency can be calculated. It is based on finding the correlation coefficient between the paragraph score and the total score of the field to which it belongs after calculating the Pearson correlation coefficient between the paragraph and the total score of the field. The researcher assured the significance of the correlation by using the correlation coefficients between the degrees of the sample of (120) players on each paragraph and the total degree of the field, as it appeared that all the paragraphs were significant at the level of significance (0.05).

- (1) Safwat Farag: Psychological Measurement, Dar Al-Fikr Al-Arabi, Cairo, 1980, p. 33.
- (2) Scanall. Detesting and measurement in the classroom hongt. 1975, p219.
- (3) Mohamed Ahmed Abdel Salam: Psychological and Educational Measurement, The Egyptian Renaissance Bookshop, Cairo, Vol. 1, 1981, p. 294.

The correlation between domain scores and the total score of the scale

This type is found by using the correlation coefficient (Pearson) between the total score of one field and the total score of the scale where the results showed all the significant correlation coefficients. The level of significance is (0.05). It shows that all domains are statistically significant, and table (17) shows this.

**4. Validity of the scale:** The researcher relied on two types of validities to verify it, namely:

a.) Virtual honesty (expert validity)

This kind of validity was achieved when the two scales were presented to a group of experts and specialists in the field of sports psychology, testing and measurement, and scientific meetings with the experts to establish the validity of the fields and paragraphs of the candidate scale for use.

b.) Constructive validity (the validity of the formation of hypothesis) It is considered one of the most suitable types of validity due to its suitability for constructing standards. It is called the concept validity or the validity of the hypothesis formation because it depends on experimental verification of the extent to which the degrees of the paragraphs correspond to the characteristic or concept to be measured, and the methods of analyzing the paragraphs are indicators of this type of validity (1).

The validity was calculated through: c the scale

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782782

## The method of the two end groups

The discriminatory power of the paragraphs was

extracted when analyzing the paragraphs statistically, in the light of which the paragraphs capable of distinguishing between individuals with high scores and those with low scores were identified.

The Relationship of the degree of each paragraph with the total score of the scale (internal consistency)

The researcher verified this validity by extracting coefficients of correlation of the degree for each paragraph with the total score of the scale for the social cohesion scale.

The relationship of the degree of each paragraph with the total degree of the domain (internal consistency)

- (1) Abdul-Jalil Al-Zobaie (and others): Psychological tests and measures, Mosul University Press, Mosul, 1981, p. 43.

The researcher verified this validity by extracting coefficients of correlation of the degree of each paragraph with the total score of the domain.

## 5. Constancy of Scale

Reliability is a basic element in constructing tests and is defined as "accuracy in estimating the true score of the individual on the item measured by the scale, or the extent of consistency in the individual's relationship if the same scale is taken several times in the same circumstances." (1). To verify the stability of the two scales, the researcher chose two methods: **First / the semi-partition:** in which the paragraphs of the scale are divided into two halves, the first half includes the odd paragraphs and the second half includes the even paragraphs. In this way we get two degrees for each individual and find the correlation constancy between the two degrees to obtain the constant stability and half the constant stability (2).

The researcher adopted the forms of the building experiment sample amounting to (120), and the researcher divided the scale paragraphs into individual and even pair paragraphs. The correlation quantity (Pearson) was calculated between the degrees of the two groups by means of the statistical bag (spss) and the degree of stability was (0.738) for the measure of social cohesion. To find a degree for complete stability, the researcher used the (Jathman) equation, as the degree of stability reached (0.923) for social cohesion, which is a high value indicating the stability of the scale. Second / Alpha Cro-Nabach equation: It is one of the most common measures of stability and more suitable for scales with a graduated scale. As this method depends on the extent to which the paragraphs are related to each other within the scale, as well as, the correlation of each paragraph with the scale as a whole, as "the rate of internal correlation numbers is between the paragraphs that determines the alpha coefficient"(3). To calculate the stability of the scale, the researcher relied on the data of the sample of the application experiment, which amounted to (120) junior players using the statistical bag (spss), as it was found that the value of the stability number is equal to (0.962) for social cohesion, which is a high stability

indication.

(1) Ahmed Odeh and Fathi Malkawi, Fundamentals of Scientific Research, 2nd edition, Al-Kinani Library, Jordan, 1993, p. 194.

(2) Abd al-Sattar Jabbar al-Damd and Saeed Suleiman Mayouf: Measurement and Evaluation, Libya, University of Tripoli Publications, 2015, p. 49.

(3) Mustafa Hassan Bahi: Scientific and Practical Transactions between Theory and Application, 1st edition, Al-Kitab Center for Publishing, Cairo, 1999, p. 18.

**6. Objectivity of the Scale:** The test "is considered objective if in all cases it gives the same grades regardless of who corrects it" (1). So, the researcher worked in a multiple choice method when preparing the paragraphs of the two scales. Also, since this type of test is given a key to a solution or a clear correction, the two of them do not differ Arbitrators or correctors, which earns this tests objectivity.

#### Find grades and standard levels for the scale

#### Normal distribution

Most of the sample distributions are not completely symmetrical and may tend to be on one side of the maximum value at a rate of more than the other, so if the values of the variable are centered towards the small values more than they are centered towards the large values, then the distribution of this variable is skewed to the right and is called positively skewed. But, if the opposite is the case, it is negative. The convolution is to identify how close and far the sample answers are from the normal distribution.

#### Standard scores

The raw scores (raw data) are of no use unless they are compared to another score. These scores alone do not give us an idea of what level was measured except by comparing it with standard scores. Accordingly, it is necessary to statistically deal with the raw score to convert it into a standard score, and the standard score is (a score in which the score of each individual is expressed on the basis of the number of unit of standard deviation of his score from the mean) (2 ). Therefore, the researcher processed the results of the scale statistically through the use of the arithmetic mean and standard deviation and the C degree and the T degree, as it shows the standard scores for the two scales.

#### Standard levels

To determine these levels, the researcher used the normal distribution curve (KOS), and it is considered one of the most common distributions in the field of physical education because many of the traits and characteristics that are measured in

(1) Qasim Al-Mandalawi (and others): Tests and Measurement and Evaluation in Physical Education, Baghdad: House of Wisdom, 1989, p. 67.

(2) <http://www.iraqacad.org.k.net> virtual library this field are close to the distribution of the natural curve (1). The researcher chose (5) levels (for the scale).

## Statistical Means

Square test (Ca2) (

Mean

Hypothetical mean

Standard Deviation

Corpse handler

Standard error

One-sample t-test

The (t) test for two independent samples of equal number.

Standard and t-degree

**The fourth chapter presents, analyzes and discusses the result:** This chapter deals with

presenting, analyzing and discussing the results of the research. This occurs after the researcher completed the collection of data resulting from the tests used and the analysis, which were developed in the form of tables. It was done this way because they represent ease in extracting scientific evidence and are an appropriate explanatory tool for research that enables us to achieve the objectives of the research in the light of the procedures of the field that we have carried out with it.

**Presenting, analyzing and discussing the results of the personality traits scale**

It shows the statistical indicators of the application sample in the personality traits scale						
Torsion modulus	Standard error	hypothetical mean	Standard deviation	Arithmetic mean	Application sample	The Scale
0, 352	0, 664	63	18, 36	68, 36	80	Personal traits

Through the results presented in the table, we note that the application sample has achieved an arithmetic mean of (68.36) in the personal traits scale with a standard (1) Nizar Talib, Mahmoud Al-Samarrai: Principles of Statistics and Mathematical Physical Tests, Mosul, p. 116.

deviation of (18.38), which is higher than the hypothetical mean of (63).

The coefficient torsion reached (0.352). On the moderation of the sample distribution on the normal distribution curve, which occurred between  $\pm 3$ , and accordingly, "the sample is considered normally distributed, as whenever the value of the torsion coefficient is confined between  $\pm 3$ , the sample is homogeneous." (1). As for the standard error, it amounted to (0.664), which is a small value indicating the internal stability of the sample results.

**Presenting, analyzing and discussing the results of the social cohesion scale**

This shows the statistical indicators of the application sample in the measure of social cohesion							
Level	Torsion modulus	Standard error	hypothetical mean	Standard deviation	Arithmetic mean	Application sample	The Scale
Average	0, 276	0, 437	48	11, 72	54, 49	80	Social Cohesion

From the statistical indicators presented in the table above, we note that the application sample achieved an arithmetic mean of (54.49) in the measure of social cohesion and a standard deviation of (11.72). This occurred between  $\pm 3$  and accordingly, "the sample is considered normally distributed whenever the value of the coefficient torsion is limited between  $\pm 3$ , the sample is homogeneous." (2). As for the standard error, it amounted to (0.437), which is a small value that indicates the internal stability of the results of the sample, and the measure of social cohesion achieved an average level for the research sample. The researcher believes that the level (average) in which the research sample occurred is a very realistic result for the youth category, and that the level of their social relations is in constant fluctuation as a result of the adolescence stage that they are going through. In addition to their difference in personal characteristics among themselves, the the style of socialization of the players and the family and community environment in which they live have a clear impact on the emergence of desirable behaviors in society or vice versa. As a result, this is

reflected within their specialized schools in which they are trained and aim to obtain notable results. Here comes the role of the team's psychologist to direct these undesirable phenomena towards a correct and a scientific path with thoughtful planning in order

(1) Wadih Yassin Al-Tikriti and Muhammad Hassan Al-Obeidi: Statistical Applications and Computer Uses in Physical Education, Mosul, 1999, p. 178.

(2) Wadih Yassin Al-Takriti and Muhammad Hassan Al-Obaidi: a previously mentioned source, 1999, p. 178.

to make the most of the available capabilities according to their personal characteristics and to obtain good results that are compatible with their personalities. This is consistent with what Mohsen Muhammad Darwish (2013 AD), "The coach occupies an important position in the training system, as it influences the players directly and has a significant impact on the behavior of the players and in determining their future. He is the effective and influential element in all the inputs of the training system and in achieving the required goals."

A table showing the statistical indicators for social cohesion scale

Indication	SIG	T Value	Standard deviation	Arithmetic mean	Domains
Moral	0.05	33.343	4.25	14.32	Social background
Moral	0.05	42.810	4.90	12.37	Social connection
Moral	0.05	39.389	3.32	13.49	Social Norms and Values
Moral	0.05	35.562	3.87	14.31	Social interaction

**5.1 Conclusions:** In the light of the results of the research and statistical analysis of the data obtained by preparing the personality traits scale and building the social cohesion and psychological bullying scales, the researcher reached the following conclusions:

1. The measure of personality traits that the researcher has prepared and whose scientific conditions have been met is capable of measuring the personality traits for which the research sample was developed.
2. The scale of social cohesion, which includes four domains, where the researcher has built and whose conditions were met. This entails that the scientific method is able to measure the degree of social cohesion of the research sample.
3. The measure of social cohesion, when applied to the research sample, was obtained at the (medium) level.

## Suggestions

1. Adopting a measure of social cohesion to reveal the degree of social cohesion among the players of other specialized schools, because it was built according to a scientific foundations.
2. The relationship between the coach and the players must be established because of its positive psychological effects on the player's psychology.
3. Attention to psychological preparation by the coach for the players, especially the junior category.
4. Holding seminars and cultural dialogues to develop personal characteristics and social cohesion

to enhance the psychological aspects in the right direction to achieve the desired goals.

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Personality trait scale			
No	Yes	Paragraph	Sequence
		My mood is mild	1
		I find it difficult to get to know people	2
		I lose control of my nerves quickly	3
		When I face any situation, my face turns red and changes color quickly	4
		I find pleasure when I cause problems for others	5
		I don't like seeing some people in public places	6
		I wish harm to everyone who hurt me	7
		I like to take risks	8
		I use physical force to protect my right	9
		I can send happiness to people	10
		I get confused easily sometimes	11
		I find it difficult to deal with people	12
		I expect that I will be harmed by some of the mistakes I made	13
		I am embarrassed when entering a room where there are people talking	14
		He seems troubled and afraid faster than others	15
		I don't care about my failure if I fail to do any work	16
		I resist everyone who hurts me	17
		I encourage my friends to take revenge on some people	18
		I am happy to point out the mistakes of others	19
		I think of the effects of strife among people	20
		I am active and lively	21
		I take things simple and without complication	22
		I leave everyone who tries to insult me or provoke me	23
		When I get angry, I don't care	24
		I get confused when I'm with people higher than me and important in society	25
		I can't be happy or happy myself	26
		I get nervous quickly	27
		when I am exposed to a sudden situation I get angry quickly	28
		when I hear any word that annoys me I say things without thinking and regret them later	29
		I like to play some harmless pranks on people	30
		I look at my future very carefully	31
		I do not lose my courage even if everything is against me	32
		I like making fun of others	33
		I can calm myself down from any situation that bothers me	34
		I get excited from some people quickly	35
		I find it difficult to win and befriend others	36
		I am a talker	37
		I rejoice when I see some friends who are injured or have problems	38
		I'd rather be hurt than be a coward	39
		I prefer not to start talking to others	40
		Thoughts running through my mind cause me distress	41
		I can get over failure easily	42



Measure of social cohesion				
Disagree	Agree	Strongly Agree	Paragraph	Sequence
			I enjoy being part of social activities with my colleagues abroad	1
			I am satisfied with the time I play with my colleagues on the field	2
			I miss my fellow players after the end of the training season	3
			I am satisfied with the level of my colleagues on the field	4
			I have close friends on the field	5
			My colleagues give me ample opportunity to improve my performance on the field	6
			I help my fellow players to develop individual skills	7
			My teammates on the field are the most important social group I belong to	8
			My teammates and I are sticking together on the field to reach our achievement	9
			My teammates and I want to share the field with others without them being alone	10
			We bear responsibility in case of falling short in the match	11
			My colleagues rarely celebrate their positive results inside the stadium	12
			My colleagues share common goals between them on the field	13
			In the event that a colleague encounters a problem we all help him	14
			Colleagues on the field stick far from competition during play	15
			There is freedom when dealing with the players task on the field	16
			Colleagues work together to document The spirit of friendship and affection among them	17
			I work to support my teammates in case of failure	18
			I take the initiative to solve the problems of my colleagues in training and during competition	19
			I Participate in bringing the views of the players closer	20
			My goal is to win the team regardless of my performance in the team	21
			I feel like I am with my athletic family	22
			Our team players share their views on daily life issues	23
			I respect my teammates' point of view	24