European Journal of Physical Education and Sport Science
ISSN: 2501 - 1235
ISSN-L: 2501 - 1235
Available on-line at: www.oapub.org/edu

DOI: 10.46827/ejpe.v11i5.5599 Volume 11 | Issue 5 | 2024

CONSTRUCTING AND STANDARDIZING THE SCALE OF NEGATIVE RUMINATIVE THINKING ON A SAMPLE OF STUDENTS FROM THE COLLEGE OF PHYSICAL EDUCATION AND SPORTS SCIENCES ACCORDING TO THE GENDER VARIABLE

Haider Kazem Abdel Zahra[i]
Asst. Prof. Dr.,
Faculty of Physical Education and Sports Sciences,
Maysan University,
Iraq

Abstract:
Several aspects represent the importance of the psychological aspect of that segment, the most important of which is the psychological pressures facing that segment; hence, the researcher wanted to study part of those psychological conditions that negatively affect through studies, which are subject to the results and that one of the most important of those variables to be studied is negative ruminative thinking, which is an obstacle stone that affects the intellectual and physical development of the student in general and the student of physical education and sports sciences in particular, who is the previous negative thoughts to the student's mind, which affects the student's level physically and mentally, whether they are males or females. Hence, the importance of the research is to highlight the psychological aspect of ruminative negative thinking in the research sample. The research problem lies in the study of negative ruminative thinking. The researcher pushed the study of this variable on the research sample after noticing the lack of interest in sports activities and the loss of motivation and energy by most students, which is one of the symptoms of negative ruminative thinking, which reflects negatively on the results of students. The Faculty of Physical Education and Sports Sciences, where the study aimed to build and codify the ruminative negative thinking scale for students of the Faculty of Physical Education and Sports Sciences, while the research fields included the human field. A sample of students of the first stage of the Faculty of Physical Education and Sports Sciences, Maysan University for the academic year 2023-2024. The time range is determined: the period from 15/11/2023 to 15/01/2024. The researcher used the descriptive approach in the (comparative) method, and the research sample consisted of 166 male and female students from the first stage divided into 123 male and 43 female students as well as the researcher built and applied the ruminative negative thinking scale and the SPSS system was used to obtain the results of the research, and the

[i] Correspondence: email hader_kadem@uomisan.edu.iq

Copyright © The Author(s). All Rights Reserved.

researcher concluded that practicing sports activity by adhering to lectures among female students had a positive impact on the psychological state more than students. The researcher recommended emphasizing parents, professors, and the university administration as a whole to pay attention to students' affairs for the purpose of harmony with society, especially in the first stage.

Keywords: constructing and standardizing, negative ruminative thinking, according to the gender variable

1. Research Introduction and Importance

The student is the basis building block in the development of countries in general and the national wealth for the future of any country at the scientific and industrial level and that interest in this segment is a difficult challenge to provide the requirements of this segment at the scientific and technical level, as well as we do not miss mentioning the importance of the psychological aspect of that segment represented by several aspects, the most important of which is the psychological pressures facing that segment. Hence, the researcher wanted to study part of those psychological conditions that negatively affect through studies, which are subject to the results and that one of the most important These variables to be studied is negative ruminative thinking, which is an obstacle stone that affects the intellectual and physical development of the student in general and the student of physical education and sports sciences in particular, who prepares the previous negative thoughts to the student's mind, which affects the student's level physically and mentally, whether they are males or females. Hence, the importance of the research is to highlight the psychological aspect of negative ruminative thinking in the research sample.

2. Research Problem

The importance of studying negative ruminative thinking prompted the researcher to study this variable in the research sample after noticing the lack of interest in sports activities and the loss of motivation and energy by most students, which is one of the symptoms of negative ruminative thinking, which reflects negatively on the results of students in the Faculty of Physical Education and Sports Sciences. Hence, the researcher decided to study the psychological variables of both sexes to reach accurate scientific conclusions and recommend the development of appropriate solutions.

2.1 Research Objectives

1) Building and codifying the scale of ruminative negative thinking for students of the Faculty of Physical Education and Sports Sciences.

2) Identifying the level of negative ruminative thinking among students of the Faculty of Physical Education and Sports Sciences according to the gender variable.

3. Research Areas

3.1 The Human Field

A sample of male and female students of the first stage, Faculty of Physical Education and Sports Sciences, Maysan University, for the academic year 2023-2024.

3.2 Spatial Area

Classrooms of the Faculty of Physical Education and Sports Sciences, University of Maysan.

3.3 Time Domain

The period from 15/11/2023 to 15/01/2024.

4. Definition of Terms

Psychological rumination is a description given to the person who repeats and repeats negative phrases and thoughts that control the person's mind and do not leave him, and it occurs in the state of consciousness without his will.

5. Research Methodology

Many cases and phenomena can only be studied through an approach that fits the problem, as the nature of the problem is the basis on which the study methodology is chosen, so the researcher used the descriptive approach in a comparative manner.

5.1 Research Community and Sample

The research community identified are the students of the first stage of the theoretical and applied sciences branches of the Faculty of Physical Education and Sports Sciences, Maysan University, male and female students for the academic year 2023-2024, numbered 166 males and female students, divided into 123 male and 43 female students, and the researcher excluded 6 students from outside the research sample for the purpose of conducting the exploratory experiment, as well as 3 students were excluded due to absence, and they were distributed as follows:

1) The exploratory experiment included 6 students and 3.61% of the research community.
2) The sample of construction and legalization included 100 students and 60.24% of the research community.

3) The sample of the application included 80 male and female students divided into 57 male and 23 female students by 48.19% to extract the significance of the differences between the arithmetic and hypothetical mean as well as finding the moral differences.

5.2 Means of Collecting Information, Devices and Tools

Arab and foreign references and sources, personal interviews with experts and specialists, a personal computer (laptop) type (Compaq 610), a manual electronic calculator, and dry pens.

5.3 Field Research Procedures

5.3.1 Basic Steps to Build the Scale

The steps that can be followed when building the test or questionnaire are subject to many scientific steps, the most important of which are:

5.3.1.1 Purpose of Building the Scale

The first step to building the scale is to clearly determine the purpose of its construction and what is needed for it, and one of the objectives of building the scale is to identify the level of ruminative negative thinking of students of the Faculty of Physical Education and Sports Sciences, first stage, Maysan University according to the gender variable.

5.3.1.2 Identification of the Phenomenon to be Studied

The phenomenon to be measured should be identified, and its concept and boundaries should be quite clear, and the phenomenon that the research aims to identify is the measure of negative ruminative thinking for students of the Faculty of Physical Education and Sports Sciences, first stage, Maysan University, according to the gender variable.

5.3.1.3 Determination of the Method and Basis for Drafting Paragraphs

Al-Bahah adopted the Likert method in correcting paragraphs, and this method is one of the best ways to predict behavior or phenomenon for the following reasons (2):

1) Allows the most significant variation between individuals,
2) Easy to build and correct,
3) Collect a large number of paragraphs related to the phenomenon to be measured,
4) Allows the respondent to indicate the degree and intensity of his feelings.

By reviewing the literature on the nature of building the scale and how to formulate paragraphs and benefit from interviews with experts and specialists, 34 items were drafted.

5.3.1.4 Validity of Scale Paragraphs

After preparing the scale in its initial form, which contained 34 paragraphs, the researcher did the following:

The researcher analyzed the results of the scale using the percentage as a criterion for accepting or excluding the paragraphs of the scale, as the paragraphs agreed upon by 75% or more of the arbitrators were accepted as valid and appropriate for the scale and (Bloom) points out that "the researcher must obtain approval by 75% or more of the arbitrators in this type of honesty"(1), as well as the deletion of paragraphs that were the calculated degree) Ka2 is less than the tabular as the degree of Ka2 was tabular at the level of significance of 0.05, and the degree of freedom of 1 is equal to 3.84. Table 1 shows this.

Table 1: The percentage and score of Ka2 for the experts' answers to each paragraph of the scale

Ruminative negative thinking scale						
t	**Paragraphs**	**Agreeing**	**Disagreeing**	**Percentage**	**Ka value²**	**Sig**
1	1, 2, 3, 4, 5, 9, 10, 12, 13, 14, 15, 17, 19, 22, 23, 24, 25, 27, 28, 30, 31, 32, 34	13	0	100%	13	0.00
2	6, 7, 11, 16, 26, 29, 33	12	1	92.30%	9.31	0.00
3	8, 18, 20, 21	7	6	53.85%*	0.077*	0.782*

*Non-moral

After deleting 4 of the paragraphs of the scale that were not agreed upon by experts and specialists, namely (8, 18, 20, 21), the number of paragraphs of the scale became (30) paragraphs.

Selection of the rating scale:

The appropriate scale of appreciation for scale was presented to a group of arbitrators with experience and competence in the field of sports psychology, testing and measurement in order to indicate their opinions on the scale of estimation, and the arbitrators agreed on the proposed five-point scale of appreciation by 100%.

5.3.1.5 Method of Correction of Scale Paragraphs

For the purpose of obtaining the total score for each individual of the sample, appropriate weights are given to the alternatives of the paragraphs of the scale, showing the importance of the paragraphs gradually, and by collecting the respondent's grades on the five-point scale of estimation, we get the total score for each individual, and since the paragraphs of the scale have been formulated in the negative direction, the weights of the paragraphs have been determined from 1 to 5 degrees for each paragraph of the scale of the paragraph for the measure of ruminative negative thinking.

5.3.1.6 Preparation of Scale Instructions

After completing the readiness of the application of the scale in the initial form, the instructions were prepared on how to answer its paragraphs, and the instructions specified that the sample answer would be used for the purpose of scientific research only and no one would see it except the researcher and the sample members were asked to answer all paragraphs accurately for the purpose of reaching objective and fruitful results.

5.4 Exploratory Experiment

After the scale became ready for application, the researcher conducted the exploratory experiment before the final application of the research at an appropriate time by applying it to a sample consisting of 6 students for the purpose of creating the reasons for success when applying the main test to the research sample and to ensure that the sample understands the paragraphs of the scale and in order to avoid any errors or difficulties when applying during the main test of the research, and the researcher has done many things, namely:

1) Clarify the answer method for the individual sample.
2) Knowing the difficulties facing the researchers and the assistant work team.
3) A clear picture of the researcher and the assistant team about the answers to the paragraphs of the scale.

The researcher found that the paragraphs were appropriate, and the average time spent answering may range between 10 and 15 minutes.

5.5 Main Experience

The goal of the researcher in conducting the main experiment is to build the scale of ruminative negative thinking in its final form on the research sample, and after collecting the forms, the results are analyzed statistically to find the discriminatory power of each paragraph in order to exclude and delete the undistinguished paragraphs and find the correlation coefficient for the paragraphs, and in order to achieve this, the researcher applied the scale to the construction sample, which numbered 100 students.

5.6 Statistical Analysis of Paragraphs

The process of building the scale requires an analysis of its paragraphs, and in order to obtain paragraphs that meet the purpose, the analysis process must include a set of procedures conducted by the scale designer after the process of sorting the answer sheets and that the use of appropriate statistical methods is largely determined according to the method of designing the research and the type of data that will be collected, so it was used:

1) Discrimination indicators,
2) Scientific indicators of the scale.

5.6.1 Indicators of Discrimination

For the purpose of calculating paragraph discrimination coefficients, the researcher used two methods:

1) The two terminal groups,
2) Internal consistency method.

5.6.1.1 The Two Peripheral Groups (Discriminatory Force)

It means the ability of the test to distinguish between individuals with a high degree of trait or trait, and individuals with a low degree of the same trait or trait (1).

The detection of discriminatory power is done by knowing the total score of the respondents' answers and then the forms are arranged in descending order, after which two peripheral groups are selected by 27% of the total sample that was measured, a higher group represented by the individuals with the highest scores, and a lower group represented by the individuals with the lowest scores (2). Then, the test (T-Test) was applied to two samples. Two words to identify the statistical significance of the difference between the averages of the upper and lower groups of the paragraphs of the scale and the calculated value of T and the value of (sig) are an indicator of the validity of paragraph of 3, where the number of forms with the highest grades was of 27 forms as well as the lower number of approved forms of 54. It was clear through the results of the analysis that all paragraphs of the scale are distinct except for paragraphs (12, 21), using the Statistical Package for Social Sciences (SPSS). Table 2 shows this.

Table 2: The arithmetic means, standard deviations, calculated value of (t) and level of significance

Psychological Unity Scale						
T	**Top Group**		**Lower Group**		**Calculated t-value**	**Sig**
	Arithmetic mean	**Standard deviation**	**Arithmetic mean**	**Standard deviation**		
1	4.318	476. 0	1.818	732. 0	13.415	0.000
2	4.681	787. 0	1.733	825. 0	14.617	0.000
3	4.681	787. 0	1.733	825. 0	14.617	0.000
4	4.681	787. 0	1.733	825. 0	14.617	0.000
5	4.318	476. 0	1.818	732. 0	13.415	0.000
6	4.272	455. 0	1.545	0.509	18.708	0.000
7	4.863	351. 0	1.136	351. 0	35.194	0.000
8	4.367	0.325	1.202	0.432	27.320	0.000
9	4.454	0.509	1.272	455. 0	21.826	0.000
10	4.474	549. 0	1.636	657. 0	15.883	0.000
11	4.827	455. 0	1.318	476. 0	24.242	0.000
12	2.101	0.728	1.907	0.724	0.880	0.385
13	4.681	787. 0	1.733	825. 0	14.617	0.000
14	4.454	0.509	1.272	455. 0	21.826	0.000
15	4.318	476. 0	1.818	732. 0	13.415	0.000
16	4.863	351. 0	1.590	666. 0	20.384	0.000

17	4.272	455. 0	1.545	0.509	18.708	0.000
18	4.545	0.509	1.636	726. 0	15.372	0.000
19	4.863	351. 0	1.590	666. 0	20.384	0.000
20	4.715	0.115	1.434	561. 0	27.131	0.000
21	2.202	0.703	2.132	0.649	0.347	0.734
22	4.328	496. 0	1.363	492. 0	20.221	0.000
23	4.681	476. 0	1.318	476. 0	23.401	0.000
24	4.310	0.449	1.478	575. 0	16.415	0.000
25	4.585	0.602	1.420	603. 0	20.579	0.000
26	4.672	527. 0	1.641	516. 0	17.396	0.000
27	4.263	482. 0	1.718	916. 0	11.590	0.000

Significant at the significance level of ≤ 0.05.

From Table 2, we find that there are 3 paragraphs that have a level of statistical significance greater than 0.05, and this means that there are no significant differences for those paragraphs between the upper and lower groups and therefore, these paragraphs were excluded from the scale, and thus the number of paragraphs of the scale became 28 paragraphs.

5.6.1.2 Internal Consistency of Paragraphs

This honesty consists through the preparation of a test consisting of a number of dimensions to measure a phenomenon, and the sum of the scores of these dimensions is the total score of the test, and to calculate the sincerity of the internal consistency of this test used for this purpose Pearson's correlation coefficient, by finding the correlation between the scores of each paragraph and the total degree of the scale, and relied on the responses of the construction sample of 100 players.

5.6.1.3 Relationship of the Paragraph to the Overall Score of the Scale

The Pearson correlation coefficient was used by the S.PSS between the paragraphs of the scale and the total score of the scale. Table 3 shows this.

Table 3: The degree of correlation of the paragraph with the total degree of the scale and the level of significance

Paragraph sequence	Correlation coefficient	Significance level	Paragraph sequence	Correlation coefficient	Significance level	Paragraph sequence	Correlation coefficient	Significance level
1	0.675	0.000	11	0.557	0.000	21	0.595	0.000
2	0.782	0.000	12	0.760	0.000	22	0.686	0.000
3	0.696	0.000	13	0.698	0.000	23	0.752	0.000
4	0.745	0.000	14	0.759	0.000	24	0.698	0.000
5	0.760	0.000	15	0.696	0.000	25	0.675	0.000
6	0.775	0.000	16	0.673	0.000	26	0.722	0.000
7	0.822	0.000	17	0.557	0.000	27	0.759	0.000
8	0.673	0.000	18	0.722	0.000	28	0.673	0.000
9	0.759	0.000	19	0.696	0.000			
10	0.557	0.000	20	0.679	0.000			

From Table 3, we find that all paragraphs are related to the overall score of the scale.

5.6.2 Persistence

Stability means "*the extent of accuracy by which the test measures the phenomenon subject of measurement*" (1), and stability is one of the basic elements in the preparation of tests and the adoption of their results. and there are several ways through which the stability coefficient can be extracted, chosen by the researcher among them:

5.6.2.1 Cronbach's Alpha Method

To extract the stability in this way, the equation (Alpha Cronbach) was applied to the scores of the sample members of 100 players, so the value of the scale stability coefficient was 0.932, which is an indicator that the stability coefficient of the test is very high, the closer the stability coefficient of the test of the correct one, the strength of the stability of the test (1).

5.6.2.2 Half-segmentation Method

The method of half-segmentation is one of the most stable methods used in paper and pen tests, and in this way, two degrees can be obtained for each individual by dividing the test into two halves, such as that the first half includes the odd numbers and their number (14), and the second half on the even numbers and their number (14), and on that we get two degrees for each individual and the link between these two degrees (the degrees of the two halves of the test) is the internal consistency of the test half only and not for the test as a whole (3), if the Pearson correlation coefficient was 0.919 and in order to obtain the value of the stability coefficient for the whole scale, the researchers used the

Spearman-Brown equation, using the SPSS, and its value was 0.936 and this is a high indicator of the stability of the scale.

5.6.3 Objectivity

The researcher believes that the clear instructions and the existence of a model on how to answer, as well as the clarity of the phrases and ease of interpretation, the multiplicity of alternatives to answer, and the exclusion of questionnaires in which the answer to the same paragraph is repeated or in which the answer to all paragraphs is not completed all this makes the answer to the paragraphs of the scale objective.

5.6.4 Finding the Standard Scores and Levels (Codification) of the Ruminative Negative Thinking Scale

The researcher seeks to complete the procedures for codifying the scale of ruminative negative thinking by finding the grades and standard levels of the sample of legalization of (100) male and female students, through which it is possible to judge the measurement of the level of the scale on students, where he set the standard levels using the method of distribution of Kaos (normal distribution) "*as it is one of the most common distributions in the field of physical education because many of the qualities and characteristics that are measured in this area are close to their distribution of the natural curve*" (3). Table 4 shows the statistical features of the results of the scale, and Table 5 shows the raw scores and the standard, Zai and T grades adjusted for the sample after arranging them in ascending order of the scale.

Table 4: The statistical results of the results of the ruminative negative thinking scale for the rationing sample

Scale	Unit of measurement	N	Going to	Standard deviation	Hypothetical mean	Torsion coefficient	Highest score	Lowest degree	Extent
Negative ruminative thinking	degree	100	116.59	7.45	84	1.44	92	58	34

It is clear from Table 4 that the arithmetic mean of the sample of rationing the results of the ruminative negative thinking scale amounted to 116.59, with a standard deviation of 7.45 and an assumed mean of 84, while the torsion coefficient reached 1.44 and the highest degree was 92, the lowest degree was 58, and the range was 34. To determine the grades and standard levels of this scale, Table 5 shows the raw and standard degrees and the modified T for the degrees of rationing after arranging them in ascending order.

Table 5: The raw grades, the Zai standard grade, and the adjusted T standard grade arranged in ascending order for the ruminative negative thinking scale for the rationing sample

Raw grade	Standard Al.zae'a value	Adjusted T Grade	Raw grade	Standard Al.zae'a value	Adjusted T Grade	Raw grade	Standard Al.zae'a value	Adjusted T Grade
58.00	-2.123	24.15	76.00	0.144	27.39	86.00	0.279	34.78
58.00	-2.1230	24.15	80.00	0.156	28.66	87.00	0.334	35.15
58.00	-2.1230	24.15	80.00	0.156	28.66	87.00	0.334	35.15
58.00	-2.1230	24.15	80.00	0.156	28.66	87.00	0.334	35.15
58.00	-2.1230	24.15	80.00	0.156	28.66	88.00	0.445	36.45
62.00	-.1.639	25.58	80.00	0.156	28.66	88.00	0.445	36.45
62.00	-.1.639	25.58	81.00	0.167	29.14	88.00	0.445	36.45
65.00	-.1.739	26.24	81.00	0.167	29.14	88.00	0.445	36.45
65.00	-.1.739	26.24	81.00	0.167	29.14	88.00	0.445	36.45
65.00	-.1.739	26.24	81.00	0.167	29.14	89.00	0.698	37.99
68.00	-.1.879	26.55	81.00	0.167	29.14	89.00	0.698	37.99
68.00	-.1.879	26.55	82.00	0.182	30.19	89.00	0.698	37.99
68.00	-.1.879	26.55	82.00	0.182	30.19	89.00	0.698	37.99
71.00	-.1.633	26.76	82.00	0.182	30.19	89.00	0.698	37.99
71.00	-.1.633	26.76	82.00	0.182	30.19	89.00	0.698	37.99
71.00	-.1.633	26.76	82.00	0.182	30.19	90.00	0.778	38.21
72.00	-1.557	26.80	82.00	0.182	30.19	90.00	0.778	38.21
72.00	-1.557	26.80	83.00	0.199	31.85	90.00	0.778	38.21
72.00	-1.557	26.80	83.00	0.199	31.85	90.00	0.778	38.21
75.00	-1.462	26.98	83.00	0.199	31.85	90.00	0.778	38.21
75.00	-1.462	26.98	83.00	0.199	31.85	90.00	0.778	38.21
75.00	-1.462	26.98	83.00	0.199	31.85	91.00	0.883	38,65
75.00	-1.462	26.98	84.00	0.224	32.58	91.00	0.883	38,65
77.00	0.138	27.22	84.00	0.224	32.58	91.00	0.883	38,65
77.00	0.138	27.22	84.00	0.224	32.58	91.00	0.883	38,65
77.00	0.138	27.22	84.00	0.224	32.58	92.00	0.987	38.99
77.00	0.138	27.22	85.00	0.264	33.17	92.00	0.987	38.99
77.00	0.138	27.22	85.00	0.264	33.17	92.00	0.987	38.99
76.00	0.144	27.39	85.00	0.264	33.17	92.00	0.987	38.99
76.00	0.144	27.39	85.00	0.264	33.17	92.00	0.987	38.99
76.00	0.144	27.39	86.00	0.279	34.78	92.00	0.987	38.99
76.00	0.144	27.39	86.00	0.279	34.78	92.00	0.987	38.99
76.00	0.144	27.39	86.00	0.279	34.78			
76.00	0.144	27.39	86.00	0.279	34.78			

5.6.5 Standard Levels of the Negative Ruminative Thinking Scale

To complete the procedures for codifying the scale and finding the standard scores and levels to reach a codified tool that can be relied upon in measuring the phenomenon subject of measurement, and after extracting the standard degrees of Zai and T, work has been done to find the standard levels by which the results of the ruminative negative thinking scale can be controlled. Table 6 shows the standard levels of the scale.

Table 6: The standard levels, categories, frequencies and percentage of the self-control scale in light of the desired behavior

T	Levels	Categories	Duplicate	Percentage
1	Weak	(35-20)	61	61%
2	Acceptable	(50-36)	39	39%
Total			100	100%

5.7 Main Experience

After the completion of the construction of the scale and its legalization by the researcher, the scale was applied in its final form to the main sample on Sunday, 3/12/2023.

5.8 Statistical Methods

The researchers used the following statistical systems: Ready-made statistical bag (SPSS. Ver. 21)

Table 7: The hypothetical and arithmetic means, standard deviation, calculated (t) value and (Sig) value for the two ruminative negative thinking scales for the research sample

Gender variant	Number of scale paragraphs	Hypothetical mean	Arithmetic mean	Standard deviation	T Calculated	Sig
Male Students	28	84	109.66	7.568	21.05	0.000
Female Students			103.45	6.243	19.45	0.000

Table 7 shows that the number of paragraphs of the ruminative negative thinking scale was 28 and the hypothetical mean was 84, while the arithmetic mean was 109.66 and standard deviation 7.568, the calculated value of (t) was 21.05 and the level of significance was 0.00, which is less than the level of significance of 0.05. This indicates that there are significant differences between the two averages in favor of the arithmetic mean for boys, while the number of paragraphs of the negative ruminative thinking scale for girls was 28 and the hypothetical mean was 84, while the arithmetic mean was 103.45 and standard deviations was 6.243, while the value of (t) calculated was 19.45, and the level of significance was 0.00, which is less than the level of significance (0.05). This indicates the existence of significant differences between the two averages in favor of the arithmetic mean of the research sample. The researcher attributes that both male and female students have a sense of negative ruminative thinking, but in varying proportions and few, and this is due to several psychological variables that generate a sense of negative rumination thinking through talking or thinking about an old topic that is painful.

Table 8: The arithmetic mean and standard deviation of the research sample

Variable	Students		Students		Calculated T-value
	Going to	on	Going to	on	
Negative ruminative thinking	109.66	7.568	103.45	6.243	*23.56
Number of Students	120		43		

*Significant at the level of significance (0.05).

Table 8 shows that there is a moral difference in the level of negative ruminative thinking and in favor of students, and the researcher attributes this simple difference to the commitment of students to practical lessons and not to being absent because sport gives a good feeling as an integrated social system and since the sport is part of society, it greatly affects the student's personality. This was confirmed by (Abdelhafiz *et al.,* 2001). If we look at sports and the practice of sports activities objectively, we will notice that sports, with its multiple activities and diverse fields, gain the practitioner a lot of habits and social qualities, especially getting rid of negative thoughts, and this is confirmed (Al-Shafei, 2004). Sport gives individuals positive psychological qualities that qualify them to be useful to themselves and society. He also touched on Rateb (1999), who mentions that sport has a significant role in providing diverse opportunities for the development of social skills in personal relationships with colleagues, teachers and competitors.

6. Conclusions and Recommendations

6.1 Conclusions

- Practicing sports activities through commitment to lectures had a more positive effect on the psychological state of female students than male students.
- Male and female students of physical education and sports sciences had a slight negative ruminative thinking, but the general sports atmosphere and commitment to lectures had a positive role.

6.2 Recommendations

- Emphasizing on parents, professors and the university administration as a whole to care about students' affairs for the purpose of harmony with society, especially the first stage.
- Holding seminars and discussion dialogues for students in general that contribute to raising morale and eliminating negative effects in students' lives in general.
- Conducting similar studies for other stages according to other variables and for both genders.

Conflict of Interest Statement

The authors declare no conflicts of interest.

References

Osama Kamel Rateb. *Psychological preparation for juniors, guidance and guidance guide for trainees, administrators and parents*, Dar Al-Fikr Al-Arabi.

Bloom Benjamin *et al. (*1983). Evaluation of Student Learning Synthesis and Formative, (translation) Mohamed Amin Al-Mufti et al., Macrohill House, Cairo.

Gaber Abdel Hamid Gaber (1973). *Research Methods in Education and Psychology*, Cairo, Dar Al-Nahda Al-Arabiya.

Hassan Ghaly Mahawi (2015). *Reality and Future Vision for Investment in Sports Clubs in the Central and Southern Governorates*, PhD thesis, University of Basra, College of Physical Education and Sports Sciences.

Hussein Hamad Al-Shafei (2004). *Responsibility in Local and International Sports Competitions*, Manshaet Al-Maaref Publishing House, Egypt, Cairo.

Haider Abdul Razzaq Kazim (2015). *Fundamentals of Writing Research in Physical Education and Sports Sciences*, 1st Edition, Iraq-Basra.

Mr. Mohammed Abu Hashem Hassan (2006). *Psychometric Properties of Standard Tools in Psychological and Educational Research Using SPSS, Educational Bag*, King Saud University, College of Education, Department of Psychology.

Abdel Hafeez, Ikhlas Mohamed, Haji, Mustafa Hussein (2001). *Sports Meeting, 1st Edition,* Book Center for Publishing and Distribution, Cairo.

Abdullah Al-Smadi and Maher Al-Darabi (2003). *Psychological and Educational Measurement and Evaluation between Theory and Practice, 1st Edition*, Amman, Dar Wael.

Laila El-Sayed Farhat (2001). *Measurement and Testing in Physical Education, 1st Edition,* Cairo, Book Center for Publishing.

Mahjoub Ibrahim Yassin (2015). *Tests and Measurements in the Field of Physical Education and Physical Education Sciences, 1st Edition*, Baghdad.

Muhammad Jassim Al-Yasiri *et al.* (2015). *Al-Mukhtasar in Writing Scientific Research, 1st Edition*, Iraq, Dar Al-Diaa for Printing.

(1) Mahjoub Ibrahim Yassin: Tests and Measures in the Field of Physical Education and Physical Education Sciences, 1st Edition, Baghdad, 2015, p. 157.
(2) Hassan Ghaly Mahawi: Reality and Future Vision for Investment in Sports Clubs in the Central and Southern Governorates, PhD thesis, University of Basra, College of Physical Education and Sports Sciences, 2015, p. 95.
(1) Bloom Benjamin (et al.): Evaluation of Student Learning Synthesis and Formative, (translation) Muhammad Amin Al-Mufti and others, Dar Macrohill, Cairo, 1983, p. 126.
(1) Haider Abdul Razzaq Kazim: Fundamentals of writing research in physical education and sports sciences, 1st edition, Iraq-Basra, 2015, p. 123.
(2) Abdullah Al-Smadi and Maher Al-Darabi: Psychological and Educational Measurement and Evaluation between Theory and Practice, 1st Edition, Amman, Dar Wael, 2003, p. 155.
(3) Muhammad Jassim Al-Yasiri and others: Al-Mukhtasar fi Writing Scientific Research, 1st Edition, Iraq, Dar Al-Diaa for Printing, 2015, p. 75.
(1) Laila El-Sayed Farhat: Measurement and Testing in Physical Education, 1st Edition, Cairo, Book Center for Publishing, 2001, p. 144.
(1) Mr. Muhammad Abu Hashem Hassan: Psychometric Properties of Standard Tools in Psychological and Educational Research UsingSPSS, Educational Bag, King Saud University, College of Education, Department of Psychology, 2006, p. 11.
(2) Mahjoub Ibrahim Yassin: op. cit., 2015, p. 94.
(3) Gaber Abdel Hamid Gaber: Research Methods in Education and Psychology, Cairo, Dar Al-Nahda Al-Arabiya, 1973, p 301.
(1) Abdel Hafeez, Ikhlas Mohamed, Haji, Mustafa Hussein: Sports Meeting, 1st Edition, Book Center for Publishing and Distribution, Cairo, 2001, p. 29.
(2) Hussein Hamad Al-Shafei: Responsibility in Local and International Sports Competitions, Dar Manshaet Al-Maaref Publishing, Egypt, Cairo, 2004, p. 24.
(1) Osama Kamel Rateb: psychological preparation for juniors, guidance and guidance guide for trainees, administrators and parents, Dar Al-Fikr Al-Arabi for Printing and Publishing, Egypt, Cairo, 1999, p. 339.

Appendix: Psychological Unity Scale in Its Final Form

t	Paragraphs	Never	Rarely	Sometimes	Often	Always
1	When I remember the past, I feel tight and have difficulty breathing.					
2	I don't like talking in the past.					
3	I lose my focus when I remember negative situations					
4	I feel helpless and lose self-worth					
5	I feel disinterested in activities and lose motivation and energy					
6	I try to balance my relationships with my colleagues					
7	I try not to break the university rules .					
8	I control my emotions in front of my colleagues and teachers					
9	I think about the negative things before the positive					
10	I'm trying to get rid of negative intellectual rumination.					
11	I'm trying to find useful alternatives					
12	I try to occupy my time with entertaining things					
13	I try to reach psychological well-being in thinking					
14	I feel very tired and need to sleep					
15	Feel appetite disorders					
16	I set myself goals that I try to achieve					
17	Achieving success and excellence helps me get rid of psychological stress					
18	I maintain my commitment to the official working hours in order to achieve success					
19	I feel like dropping out of school					
20	I constantly think about painful topics.					
21	Worry a lot before the practical lecture					
22	Participate in most sports competitions					
23	Stay away from quarrels between classmates					
24	I try to organize my daily time					
25	I have a feeling that the worst is coming.					
26	I don't care about the mathematical results I achieve during practical lessons.					
27	I feel bored and tired during the practical lecture					
28	I feel bad most of the time.					

Creative Commons licensing terms
Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Physical Education and Sport Science shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a Creative Commons attribution 4.0 International License (CC BY 4.0).