



CONSTRUCTION AND STANDARDIZATION OF THE LEARNED INABILITY SCALE AND ITS RELATIONSHIP TO EMOTIONAL AROUSAL AMONG WEIGHTLIFTERS

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Abstract:

The study aimed to build and codify the measures of acquired disability. As well as to identify the level of acquired disability and emotional arousal of weightlifters. As the imposition of research, there is an inverse moral correlation between the acquired disability and emotional arousal of the research sample, while the research areas have included the human field: weightlifters in the central and southern regions. The time domain is determined: The period from 3/4/2024 to 3/6/2024. While the spatial field in the sports halls was weightlifting. The researcher built and legalized the measure of acquired disability for weightlifters, and the researcher used the (survey) method, where the research community was determined, namely the weightlifting players for the southern and central region for the year 2023-2024, which numbered 150 players, and the research sample was chosen in a deliberate way, so that the research sample became 140 players by 93.33%, 5 were excluded due to absence and were distributed to several samples, including the exploratory experiment 7 players and by 4.33% from the research community, and the construction sample included 100 players and by 66.66% from the research community, and the application sample included 30 players and by 20% to extract the significance of the differences between the arithmetic and hypothetical means. The SPSS system was also used to obtain the results of the research, and the researcher concluded that there is an inverse correlation between the acquired disability and the emotional arousal of the research sample, i.e. the greater the degree of acquired disability, the lower the degree of emotional arousal and vice versa. The researcher recommended providing assistance to the players to discover their strengths and weaknesses and try to address them through coaches or those in charge of training. He urged the players to rehabilitate the psychological aspect by listening to lectures and scientific seminars to reduce psychological pressure.

Keywords: construction and legalization, acquired deficit, emotional arousal

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1. Research Introduction and Importance

The development in sports in general, whether individual or team, is due to the various means and training plans of coaches, which led to a high level of achievement among the players, which led to the convergence of sports levels in general, forcing experts and specialists in the field of sports to enhance the role of the psychological aspect, which contributes greatly to achieving higher levels. Hence, the researcher wanted to study sports psychology represented by the acquired disability, which is a real variable in reducing the level of the player and not achieving achievement in sports competitions, especially in weightlifting because of its complex routine character that depends entirely on the psychological aspect, which affects the player's physical and mental activity, as well as the researcher wanted to know the strength of the relationship between him and emotional arousal, which gives a vital and real indication to describe the psychological state of the player, hence The importance of research in shedding light on the acquired disability that affects the player as a result of external or internal pressures that affect his physical and mental level, which leads to frustration and a lack of ambition in the weightlifter.

2. Research Problem

A large number of problems experienced by young people in general and athletes in particular, whether social or political, negatively affected the lives of athletes in general and weightlifters specifically because this game has high psychological and physical requirements to reach high levels, which generated reluctance when most young people to practice this game in general or leave the sport because of the difficulty of continuing to train on it because we have mentioned earlier that the game of weightlifting needs a distinctive psychological aspect that depends on Emotional arousal in the progress of the player to practice physical activity and development in it, which prevents this through the entry of a variable, which is the acquired disability, which generates frustration in the players. Hence, the researcher decided to study that problem so that those concerned can develop appropriate solutions.

2.1 Research Objectives

- 1) Building and rationing the measure of the acquired deficit of weightlifting players.
- 2) Identify the level of acquired disability and emotional arousal of weightlifters.
- 3) Identify the nature of the relationship between the acquired disability and the emotional arousal of weightlifters.

2.2 Research Hypotheses

- There is an inverse moral correlation between the acquired disability and the emotional arousal of the research sample.

3. Research Areas

3.1 Human Field

The human field was composed of weightlifters in the central and southern regions.

3.2 Spatial Area

The spatial Area was the sports halls for weightlifting.

3.3. Time Domain

The period was from 3/4/2024 to 3/6/2024.

4. Definition of Terms

- 1) Acquired disability: It is a common phenomenon resulting from repeated exposure to negative or unwanted pressures and events that cannot be controlled.
- 2) Emotion: It is all the experiences that communicate our feelings to other people very quickly and can also protect us from harm.

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 the survey method.

5.1 Research Community and Sample

The research community was identified as weightlifting players for the southern and central region for the year 2023-2024, which numbered 150 players, and the research sample was selected in a deliberate way so that the research sample became 140 players by 93.33% and 5 were excluded due to absence, and they were distributed as follows:

- 1) The exploratory experience included 7 players and 4.33% of the research community.
- 2) The construction sample included 100 players and 66.66% of the research community.
- 3) The application sample included 30 players and by 20% to extract the significance of the differences between the arithmetic and hypothetical means.

5.2 Means of Gathering Information, Devices and Tools Used

Arab and foreign references and sources, personal interviews with experts and specialists, a personal computer (laptop) type (Acer), manual electronic calculator (1), and dry pens.

The researcher used the Emotional Response Scale prepared by Esraa Abbas Mohammed.

5.3 Field Research Procedures

5.3.1 Basic Steps for Building the Scale (1)

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 the need for it is. One of the objectives of building the scale is to identify the level of acquired disability.

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. The phenomenon that the research aims to identify is the measure of acquired disability.

5.3.1.3 Determination of the Method and Basis for Drafting Paragraphs

The researcher 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 greatest 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 the scale structure and how to formulate paragraphs and benefit from interviews with experts and specialists, 28 items were formulated for the measure of acquired disability.

5.3.1.4 Validity of Scale Paragraphs

After preparing the acquired disability scale in its initial form, which contained (28), the researcher did the following:

The presentation of the scale in its initial form to a group of arbitrators with experience and competence in the field of mathematical and psychological sciences, testing and measurement, 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 indicates (Bloom): "*The researcher must obtain approval by (75%) or more of the opinions of the arbitrators in this type of honesty*"(1), as well as the deletion of paragraphs that were: the calculated degree (K_{a2}) is less than the tabular as the degree of K_{a2} was tabular at the level of significance of 0.05 and the degree of freedom (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 Acquired Disability Scale

Measure of acquired disability						
T	Paragraphs	Agreeing	Disagreeing	Percentage	Ka value ²	Sig
1	1, 2, 3, 5, 6, 7, 8, 10, 13, 14, 15, 16, 21, 22, 26, 27, 28	13	0	100%	13	0.00
2	4, 9, 12, 17, 20, 23	12	1	92.30%	9.31	0.00
3	11, 18, 19, 25	7	6	53.85%	0.077*	0.782*

*Non-significant below 0.05

Table 1 shows the number of paragraphs presented to experts and specialists, which is (28), the researcher reached the paragraphs in their initial form after deleting (4) of the paragraphs on the measure of acquired disability that were not agreed upon by experts and specialists, namely (11, 18, 19, 25), and thus the number of paragraphs became (24) paragraphs.

5.3.1.5 Selection of the Rating Scale

The appropriate scale of appreciation for the 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 scale of appreciation by 100%.

5.3.1.6 Method of Correction of Scale Paragraphs

For the purpose of obtaining the total score for each member 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 degrees of the respondent on the five-point scale, we get the total score for each individual, and since the paragraphs of the scale have been formulated in the negative and positive direction, the weights of the paragraphs have been determined from (1-5) degrees for the negative paragraphs and (5-1) for the positive paragraphs for each paragraph of the measure of acquired disability for weightlifters.

5.3.1.7 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 7 players 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) Know the difficulties facing the researcher 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 are appropriate, and the average time spent answering may range between 10 and 12 minutes.

5.5 Main Experience

The goal of the researcher in conducting the main experiment is to build the measure of acquired disability in its final form on the research sample, and after collecting the forms, analyze the results statistically to find the discriminatory power of each paragraph in order to exclude and delete the non-discriminatory 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 players.

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 (Discriminating 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 promised the value of T calculated and the value of (sig) an indicator of the validity of paragraph (3), where the number of forms obtained the highest grades 27 form as well as the lower number of forms approved (54) form and it became clear through the results of the analysis that all paragraphs of the scale distinctive, Using the Statistical Package for the Social Sciences (SPSS). Table 2 shows this.

Table 2: The Arithmetic Means, Standard Deviations, Calculated Value of (t) and the Level of Significance of the Measure of Acquired Disability

The measure of acquired disability						
T	Top Group		Lower Group		Calculated t-value	Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation		
1	4.576	0.590	1.896	0.621	12.764	0.000
2	4.367	0.376	1.618	0.602	21.387	0.000
3	4.827	0.455	1.318	0.476	24.242	0.000
4	4.318	0.476	1.818	0.732	13.415	0.000
5	4.681	0.787	1.733	0.825	14.617	0.000
6	4.454	0.509	1.272	0.455	21.826	0.000
7	4.318	0.476	1.818	0.732	13.415	0.000
8	4.310	0.449	1.478	0.575	16.415	0.000
9	4.585	0.602	1.420	0.603	20.579	0.000
10	4.672	0.527	1.641	0.516	17.396	0.000
11	4.263	0.482	1.718	0.916	11.590	0.000
12	4.474	0.549	1.636	0.657	15.883	0.000
13	4.318	0.476	1.818	0.732	13.415	0.000
14	4.681	0.787	1.733	0.825	14.617	0.000
15	4.454	0.509	1.272	0.455	21.826	0.000
16	4.318	0.476	1.818	0.732	13.415	0.000
17	4.272	0.455	1.545	0.509	18.708	0.000
18	4.545	0.509	1.636	0.726	15.372	0.000
19	4.272	0.455	1.545	0.509	18.708	0.000
20	4.545	0.509	1.636	0.726	15.372	0.000
21	4.863	0.351	1.590	0.666	20.384	0.000
22	4.263	0.482	1.718	0.916	11.590	0.000
23	4.474	0.549	1.636	0.657	15.883	0.000
24	4.827	0.455	1.318	0.476	24.242	0.000

Significant at the significance level of ≤ 0.05 .

From Table 2, we find that all paragraphs are significant for those paragraphs under the level of significance of 0.05% between the upper and lower groups, and he must accept these paragraphs of the scale, and thus the number of paragraphs of the scale became 24 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.

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

The correlation coefficient (Pearson) was used by the statistical package (SPSS) between the paragraphs of the scale and the total score of the two scales. Table 3 shows this.

Table 3: The Degree of Correlation of the Paragraph with the Total Degree of self-observation Scale in Light of the Desired Behavior and the Level of Significance

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

Table 3 shows that all paragraphs are related to the total score of the acquired disability 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 essential elements in the preparation of tests and the adoption of their results. There are several ways through which the stability coefficient can be extracted, chosen 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 members of the construction sample, which numbered 100 players, so the value of the stability coefficient of the acquired disability scale was 0.853, which is an indicator that the stability coefficient of the test is very high, and from this, we infer whenever the stability coefficient of the test approaches the correct one, this indicates the strength of the stability of the test (2).

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 method, it is possible to obtain two degrees for each individual by dividing the test into two halves, such as the first half includes the odd numbers and their number 12, and the second half on the even numbers and their number 12 for the measure of acquired disability, 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 half of the test only and not for the test as a whole ⁽³⁾, if the Pearson correlation coefficient was 0.734 and in order to obtain the value of the stability coefficient for the whole scale, the researcher used the Spearman-Brown equation, using the statistical package (SPSS), and its value was 0.836 and this is a high indicator of the stability of the measure of acquired disability.

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 Derivation of Standard Scores for the Measure of Acquired Disability

After calculating some statistical indicators for the sample (rationing) of the measure of acquired disability using the statistical program (SPSS), it was found that the torsion coefficient indicates that the degrees are distributed closer to the moderate distribution due to their small value and approaching zero. Table 4 shows this.

Table 4: The Statistical Coefficients of the Rationing Sample of the Acquired Disability Scale

Sample size	Arithmetic mean	Standard deviation	Torsion coefficient	Highest value	Lowest value	Extent
100	98.56	11.34	1.468	120	70	50

The criteria of the Za'i ranks, and the modified T criteria, corresponding to the raw grades, have been calculated for the measure of acquired disability. Table 5 shows this.

Table 5: The raw grades and the adjusted Z and T grades
corresponding to the rationing sample of the acquired disability scale

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
70.00	-2.6473	21.09	118.0	.16691	51.67	169.0	2.2345	69.45
70.00	-2.6473	21.09	118.0	.16691	51.67	169.0	2.2345	69.45
70.00	-2.6473	21.09	119.0	.23948	52.39	169.0	2.2345	69.45
80.00	-2.1132	23.44	119.0	.23948	52.39	170.0	2.3578	71.66
80.00	-2.1132	23.44	119.0	.23948	52.39	170.0	2.3578	71.66
80.00	-2.1132	23.44	119.0	.23948	52.39	170.0	2.3578	71.66
87.00	-2.0823	29.17	120.0	.31205	53.12	172.0	2.5570	73.89
88.00	-2.0106	29.90	121.0	.38461	53.85	172.0	2.5570	73.89
88.00	-2.0106	29.90	122.0	.45718	54.57	172.0	2.5570	73.89
91.00	-1.7925	32.08	122.0	.45718	54.57	174.0	3.5632	75.73
94.00	-1.5744	34.25	122.0	.45718	54.57	174.0	3.5632	75.73
94.00	-1.6383	35.53	123.0	.52975	55.30	174.0	3.5632	75.73
99.00	-1.2110	37.88	123.0	.52975	55.30	175.0	3.7783	76.13
99.00	-1.2119	37.88	124.0	.60232	56.02	175.0	3.7783	76.13
99.00	1.2110	37.88	124.0	.60232	56.02	175.0	3.7783	76.13
100.0	-1.1393	38.61	126.0	.74746	57.47	176.0	3.8749	77.68
101.0	-1.0666	39.33	127.0	.82003	58.20	176.0	3.8749	77.68
101.0	-1.0666	39.33	127.0	.82003	58.20	176.0	3.8749	77.68
102.0	-.99419	40.06	128.0	.89260	58.93	177.0	3.9845	78.12
103.0	-.92162	40.78	129.0	.96517	59.65	177.0	3.9845	78.12
105.0	-.77649	42.24	129.0	.96517	59.65	177.0	3.9845	78.12
106.0	-.70392	42.96	130.0	1.03773	60.38	177.0	3.9845	78.12
108.0	-.55878	44.41	130.0	1.03773	60.38	178.0	4.6387	80.55
108.0	-.55878	44.41	134.0	1.32801	63.28	178.0	4.6387	80.55
109.0	-.48621	45.14	135.0	1.40058	64.01	178.0	4.6387	80.55
111.0	-.34107	46.59	135.0	1.40058	64.01	180.0	4.7832	82,70
112.0	-.26850	47.31	136.0	1.43667	65.01	180.0	4.7832	82,70
113.0	-.19594	48.04	136.0	1.43667	65.01	180.0	4.7832	82,70
115.0	-.05080	49.49	137.0	1.74746	67.34	182.0	4.8934	83.71
115.0	-.05080	49.49	137.0	1.74746	67.34	182.0	4.8934	83.71
116.0	.02177	50.22	168.0	2.1178	68.16	182.0	4.8934	83.71
116.0	.02177	50.22	168.0	2.1178	68.16	182.0	4.8934	83.71
116.0	.02177	50.22	168.0	2.1178	68.16			
117.0	.09434	50.94	168.0	2.1178	68.16			

5.6.5 Standard Levels of Self-observation Scales in Light of Desired Behaviour and Mathematical Concerns

To complete the procedures for codifying the scale and finding the grades and standard 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 acquired disability 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	(20-35)	11	11 %
2	Acceptable	(36-50)	19	19 %
3	Medium	(51-75)	47	47 %
4	Good	(76-85)	23	23 %
Total			100	100%

5.7 Main experience

The researcher distributed the forms to the members of the main sample through direct contact and explained the importance of the research and the need to answer all questions honestly and carefully. The researcher believes that this is very important in order to give the laboratory more accurate answers, and after collecting and unloading the data, he relied on the key to solving the questions and obtained the raw grades as the results of this test on Thursday, 18/4/2024.

5.8 Statistical Methods

The researcher used the statistical package (SPSS V.21), for statistical information, and the Excel program.

6. Presentation, analysis and discussion of the results

6.1 The Arithmetic Means and Standard Deviations of the Research Variables

Table 7: The hypothetical and arithmetic means, standard deviation, calculated (T) value, (Sig) value for the learned disability scales and emotional arousal scale for the research sample

Variables	Number of scale paragraphs	Hypothetical mean	Arithmetic mean	Standard deviation	(T) Calculated	Sig
Acquired disability	24	72	93.16	10.32	30.096	0.00
Emotional arousal	42	126	183.24	8.76	34.60	0.00

Table 7 shows the number of paragraphs of the measure of acquired disability and the number of 24 and the hypothetical mean of 72, while the arithmetic mean was 93.16 and standard deviations 10.32, while the value of (T) calculated was 30.096 and the level of significance was 0.00, which is less than the level of significance of 0.05. This indicates the existence of significant differences between the two averages in favor of the arithmetic mean of the research sample. The number of paragraphs of the emotional arousal scale was of 42, and the hypothetical mean was 126, while the arithmetic mean was 183.24 and standard deviations of 8.76, while the value of (T) calculated was 34.60, and the level of significance was 0.00, which is less than the level of significance of 0.05 and this indicates

the existence of significant differences between the two averages in favor of the arithmetic mean of the research sample.

6.2 Presentation, Analysis and Discussion of the Results of the Correlation between the Variables of the Research

Table 8: The Results of the Arithmetic Means, Standard Deviations, calculated and Tabular Values of (t) for the Search Variables

Variables	Unit scaling	Arithmetic mean	Standard deviation	Value (t) Calculated	Value (t) Tabular	Significance
Acquired disability	Grade	93.16	10.32	-73.56	0.000	D
Emotional arousal	Grade	183.24	8.76			

Degree of freedom (n-2) and level of significance (0.05).

It is noted from Table 8 that the arithmetic mean of the scale of acquired disability was of 93.16 and the standard deviation was 10.32, while the arithmetic mean of the scale of emotional arousal was 183.24 and the standard deviation was 8.76, and the value of the simple correlation coefficient (Pearson) between them -73.56 at the level of significance of 0.00 and below the level of significance of 0.05. This means an inverse significant relationship between the measures of acquired disability and emotional arousal. From this we infer that the relationship between disability acquired coupled with emotion because emotion is one of the situational and personal factors affecting the occurrence of acquired disability and that emotion is a double-edged sword through the expression of joy and sadness, where we find that it is considered in the case studied positive and different to the acquired deficit in the research sample and this is confirmed by Mario Mikulincer who affirms that the relationship of emotion with acquired disability is hostage to the situation, whether negatively or positively (1).

7. Conclusions and Recommendations

7.1 Conclusions

- It was reached to build a scale of psychological disability for weightlifters for the research sample.
- The existence of an inverse correlation between the acquired deficit and emotional arousal in the research sample, i.e. the greater the acquired disability, the lower the degree of emotional arousal and vice versa.
- The players of the southern and central regions have an average degree of acquired disability through the results reached by the researcher.

5.2 Recommendations

- Assisting players in discovering their strengths and weaknesses and trying to address them with coaches or those in charge of training.
- Urging players to rehabilitate the psychological aspect by listening to scientific lectures and seminars to reduce psychological pressure.
- Taking care of mental health by staying away from excitement, anxiety and depression, and paying attention to reading books, sleeping and healthy nutrition.

Conflict of Interest Statement

The author declares no conflicts of interest.

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Appendix 1: Measure of acquired disability in its final form

t	Paragraphs	Not at all	Rarely	Sometimes	Often	Always
1	When I am trained in a new way, I see a lot when you use it					
2	I justify my use of failed methods in training.					
3	Stay away from using hard workouts.					
4	I feel like I don't have the ability to change my low level.					
5	I see that my continued failure in training does not negatively affect my life.					
6	I often leave training because of my fear of failing to perform lifts.					
7	When it comes time to compete, I make excuses not to participate.					
8	I feel that I can achieve a positive result in competitions.					
9	The easiest way to face problems is to stay away from them.					
10	I avoid talking about my results in front of my colleagues for fear of ridicule.					
11	I don't regularly come to the sports hall for fear of a sudden test.					
12	I can't change my way of training despite my mediocre results.					
13	I do not find it difficult to provide ideas or appropriate solutions to some problems.					
14	I can't dedicate enough time to training.					
15	I am convinced that continuing in sports improves my physical level.					
16	I see that sport adds important values to the human being.					
17	I occupy my time with entertainment, not training					
18	I don't care about advice about my level, whether from the parents or from the coach.					
19	I am surprised by the great sadness shown by the players when the results are bad.					
20	I don't care what my colleagues achieve.					
21	Usually, I don't worry on the night of the tournament.					
22	I don't worry about the players' concern about the imminent competition.					
23	The idea of excelling in sports has no place in me.					
24	I don't care about the results of tournaments.					

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