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Psychological stress and its relationship to future anxiety among female students of the department of physical education and the scientific departments in the faculty of education for girls during the application period

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Abstract

The purpose of this paper is to knowing the extent of the impact of psychological stress facing physical education and sports science teachers and scientific departments at the University of Kufa / College of Education for Girls, and identifying the relationship between psychological stress and future anxiety among physical education and sports science teachers and scientific departments at the University of Kufa / College of Education during the practical application period in schools. The method used in the research is determined by the type of issue that needs to be resolved. To fit the nature of the issue to be resolved in the study, the researcher employed the descriptive approach with the correlation method. The research community was determined from female students of the scientific departments in the College of Education for Girls (Mathematics, Chemistry, Physics, Life Sciences, Computers, For the 2024-2025 school year, Physical Education and Sports Sciences (fourth stage). They were chosen at random, with 20 students chosen from each department, for a total of 120 students in the research sample. Among the researcher's most significant findings is that: There is a strong relationship between the variable of psychological stress and the variable of anxiety about the future among female students of the Physical Education Department and the scientific departments in the College of Education for Girls (fourth stage), and there is a statistically significant relationship between the variable of psychological stress and anxiety, as the more stress female students are exposed to, the more anxiety they have about the future.

Keywords: Psychological stress, future anxiety, physical education teachers, sports science teachers

Introduction

The teaching profession often puts pressure on the teacher, especially during the application period, as it is the first period in which the teacher is exposed to his first real test, especially after the educational and pedagogical tasks assigned to him have multiplied, in addition to the burden of social and intellectual tasks that fall on his shoulders, as well as the cultural, intellectual, professional and scientific needs of society, which are characterized by continuous growth, which requires educational and teaching institutions to respond to it (Hashem, Al Edhary, Radhi, & Hmeid, 2022) ^[5] (Radhi & Obaid, 2020) ^[6]. The teacher is considered the cornerstone of the educational process and the success or failure of this process depends on him basically, and the teaching profession is one of the most burdened professions with work stress due to the burdens, requirements and responsibilities it entails on an ongoing basis, which requires high levels of psychological and personal competencies and skills on the part of the teacher, (Helm, B.J.A. 1985) ^[1] (Kaplan, Louis. 1971) ^[2], (Killy, J. 1994) ^[4]. As the teacher, like others, is affected by the variables happening around him and the problems and professional stress he is exposed to, which generate spontaneous ideas that can hinder his performance and impede his desired and expected role. Hence, the importance of the research in identifying how to confront the psychological stress faced by physical education teachers and scientific departments at the University of Kufa / College of Education for Girls.

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Research problem

Female workers in the educational field in Iraq in general, and physical education teachers and other scientific specializations in particular, face many problems and psychological stress that vary according to the factors causing them, especially during the period of their first real test, which is the application period in the fourth stage in the second half of the academic semester. Some of these stress put them in front of great responsibilities that they try to fulfill, which exposes them to procrastination and frustration at first, and these stress are reflected negatively on their professional performance. Accordingly, the Ministry of Education must prepare appropriate plans and programs to train and enable human resources to overcome these stress and obstacles, as it is vital to confront the psychological stress that female students are exposed to during the practical application period in schools and beyond, which is reflected in arousing enthusiasm and motivation among them to achieve the desired goals with high efficiency.

Research objective

- Knowing the extent of the impact of psychological stress facing physical education and sports science teachers and scientific departments at the University of Kufa / College of Education for Girls.
- Identifying the relationship between psychological stress and future anxiety among physical education and sports science teachers and scientific departments at the University of Kufa / College of Education during the practical application period in schools.

Research hypotheses

- There is a correlation between psychological stress and future anxiety and its repercussions among physical education and sports science teachers and scientific departments at the University of Kufa / College of Education for Girls during the practical application period in schools.
- The psychological stress that physical education and sports science teachers and scientific departments at the University of Kufa / College of Education for Girls can be predicted by using a pre-prepared and standardized psychological pressure scale to be able to confront these stress.

Research fields

- **Human field:** Female students of the Department of Physical Education and Sports Sciences and scientific departments (Chemistry, Physics, Mathematics, Computers, Life Sciences) at the The academic year at the University of Kufa/College of Education for Girls 2024/2025.
- **Time field:** (1/11/2023) to (17/4/2024)
- **Spatial field:** College of Education for Girls and the University of Kufa / Scientific departments in the college

Fieldwork techniques and research methodology

Methods of Research

The type of problem that needs to be solved dictates the research methodology. To fit the nature of the issue to be resolved in the study, the researcher employed the descriptive approach with the correlation method.

Community and sample research

The research community was determined from female

students of the scientific departments in the College of Education for Girls (Mathematics, Chemistry, Physics, Life Sciences, Computers, For the 2024-2025 school year, Physical Education and Sports Sciences (fourth stage). They were chosen at random, with 20 students chosen from each department, for a total of 120 students in the research sample.

Information collection methods

Research methods

To fulfill the goals of the research and obtain accurate results, the researcher used the following methods:

Paper questionnaires (a questionnaire to measure psychological stress and anxiety).

Devices and tools used

- Office supplies (various stationery).
- Laptop (Lenovo) made in China.

Field research procedures

- **First:** Psychological stress scale (see appendix 1)
- **Second:** Anxiety scale (Taylor).

Main Experiment Procedures

The researcher distributed the (Psychological Stress and Anxiety) Scale questionnaire to the research sample, which numbered (120 female students) on Sunday, January 21, 2025.

Methods of Statistics

The statistical program's (SPSS) statistical relationships were employed by the researcher.

Results and discussion

Presentation, analysis and discussion of the results

Presentation of the results of the Psychological Stress Scale and its relationship to future anxiety

Table 1: Shows the value of the arithmetic mean and standard deviation for the research sample for the studied variables

Variables	Arithmetic mean	Standard deviation
Psychological stress	1.771	0.0173
Anxiety	525.50	11.777

The arithmetic mean and standard deviation of the data are displayed in Table 1. psychological stress and anxiety variable, where the arithmetic mean appeared at (1.771) and the standard deviation at (0.0173), and the arithmetic mean value of the anxiety variable appeared at (525.50) and the standard deviation at (11.777). It is clear from the above that the anxiety results are higher in value than the psychological stress results, which indicates that increasing the rates of psychological stress increases the rates of anxiety about the future among female students.

Table 2: Shows the correlation coefficient and the type of correlation in the variables studied

Variables	Correlation coefficient	Level sig	Type sig
Psychological stress	0.68	0.017	Sig
Anxiety			

The researcher concluded through the field experiment of the research, and extracting 'The research variables' arithmetic means and standard deviations studied, which were presented in Tables (1) and (2), which showed that there is a significant correlation between psychological stress and anxiety about

the future among female students of the Physical Education Department and female students of the scientific departments in the College of Education for Girls (fourth stage), as the results showed that the increase in psychological stress that female students are exposed to leads to an increase in the results of anxiety about the future, especially since they are on the verge of the end of the bachelor's stage and the beginning of the search for a new practical life, in light of the many difficulties present in how to search for a suitable job, whether in the government or private sector.

Conclusion and Recommendations

Conclusion

1. There is a significant correlation between the variable of psychological stress and the variable of anxiety about the future among female students of the Physical Education Department and the scientific departments in the College of Education for Girls (fourth stage).
2. A statistically significant correlation has been observed between the variable of psychological stress and anxiety, as the more stress female students are exposed to, the more anxiety they have about the future.
3. The relationship between psychological stress and anxiety is a direct relationship.

Recommendations

1. The researcher recommends the necessity of paying attention to the psychological preparation of female students by those in charge of the educational process in government institutions, as is the case with paying attention to the scientific material.
2. Holding workshops, seminars and training courses that contribute to reducing the psychological stress that

female students in the fourth stage are exposed to at this stage.

3. The necessity of learning new skills and experiences in the English language and computers, which helps female students find suitable work in the private sector after graduation.

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Appendices

Stress Scale Items

Paragraph No.	Agreement Degree	I do not suffer from a problem	I suffer to a slight degree	I suffer to a severe degree
No.	Paragraph	1	2	3
1	I suffer from my overall school achievement level			
2	I suffer from low achievement in science subjects (mathematics and physics)			
3	I suffer from my achievement in English			
4	I try to see the positive side of the psychological problems I face			
5	I convince myself that I am able to face psychological problems			
6	I convince myself that the psychological problems that happen to me can be changed			
7	I convince myself that I will be fine with my psychological problems no matter what happens			
8	I resort to talking about what worries me from work stress to feel comfortable			
9	I express my negative feelings to whoever caused my stress at work			
10	I confront the person who caused me stress at work			
11	I often feel that the school atmosphere is tense			
12	I feel that work relationships between colleagues are friendly and strong			
13	I breathe deeply when I am tense at work			
14	I practice muscle relaxation exercises when I feel anxious			
15	I read newspapers, magazines, stories and novels to change the daily work atmosphere			
16	I take a short walk and take a break			
17	I ask for help from my colleagues at work when facing a psychological problem			
18	I resort to the spiritual and religious side to get psychological comfort			
19	I ask for help from those who are more experienced than me			
20	I turn to my colleagues at work who suffer from a problem similar to mine			
21	I feel that my colleagues always stand by me in solving my psychological problems			
22	I sit alone when I am stressed at work			
23	I keep quiet and do not talk to anyone when I face any problem			
24	I avoid doing any work when I am agitated			

25	I feel that I do not participate in the decisions made at work			
26	I scream loudly to vent my anger when I am exposed to psychological pressure			
27	I cry to feel comfortable when I face a stressful psychological situation			
28	I travel to forget my problems that I face			
29	I blame myself when I face any psychological problem			
30	I treat my colleagues with some nervousness when I am stressed			
31	I resort to blaming and reprimanding my friends because they are the reason for the psychological pressure I am exposed to			

Taylor Anxiety Scale

In front of you is a set of statements. Please answer all the questions by putting a mark (×) in front of the statement that applies to you

No.	Paragraph name	True	False
1	My sleep is disturbed and interrupted		
2	There have been times when I have not been able to sleep due to anxiety		
3	I have very few worries compared to my friends		
4	I think I am more nervous than most people		
5	I have bad dreams or nightmares several nights		
6	I sometimes have stomach problems		
7	I often notice that my hands are shaking when I try to do something		
8	I sometimes suffer from diarrhea		
9	Work and money matters worry me		
10	I get nausea		
11	I often fear that I will blush		
12	I feel hungry all the time		
13	I am very confident		
14	I get tired quickly		
15	Waiting makes me nervous		
16	I get excited to the point where I can't sleep		
17	I am usually calm		
18	I have periods of instability to the point where I can't sit still for long		
19	I don't feel happy most of the time		
20	It is easy to focus my mind on something		
21	I worry about something or someone all the time		
22	I don't dread crises and hardships		
23	I would like to become Happy as others seem		
24	I often find myself worried about something		
25	I sometimes feel certain that I am of no use		
26	I sometimes feel torn apart		
27	I sweat a lot, even on cold days		
28	Life is difficult for me most of the time		
29	I am unusually sensitive about myself		
30	I don't cry easily		