

STUDY OF PERSONALITY TRAITS AND THEIR RELATIONSHIP WITH LONG JUMP ACHIEVEMENT AMONG FOURTH-STAGE STUDENTS

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ABSTRACT

This research aims to explore the personality traits and long jump achievements of fourth-stage students and to identify the correlational relationship between personality traits and long jump achievements among these students.

The descriptive method with a correlational approach was utilized. The study sample included fourth-stage students from the Faculty of Education for Girls, Department of Physical Education and Sports Science, University of Kufa, for the academic year 2023-2024, totaling (40) students.

The personality traits scale with its (26) items representing (5) areas with three alternative answers (Yes, Somewhat, No) was applied, along with the long jump test. Results were analyzed using the SPSS statistical package.

The research concluded the following:

- Students possess a high degree of personality traits.
- Students exhibit a high level of effectiveness in the long jump.
- A positive correlation exists between personality traits and the effectiveness of the long jump among students.

The researcher recommends:

- The necessity of measuring students' personality traits, especially upon admission to the college, to establish their personal traits level.
- Emphasizing the importance of focusing on students' psychological aspects as they impact their sports performance.
- Conducting a comparative study between students of all four stages in terms of personality traits and the effectiveness of the long jump.

KEYWORDS: *Personality Traits, Long Jump Achievement, Fourth-Stage Students*

INTRODUCTION

Research Introduction and Importance:

Physical education is a significant field of education and training as it prepares the individual physically, skillfully, emotionally according to their inclinations and emotions. Given the significant role that physical education plays in preparing individuals in various life aspects, interest in it has increased, turning it into a civilizational phenomenon that suits different nations for excellence. Observing sports achievements reveals they depend on several factors, with physical fitness and skilled performance of an activity being foremost, completed by the psychological aspect, primarily the sports personality and its traits, forming a fundamental pillar for effective sports practice leading to sports achievements.

The topic of personality traits is among the most prominent subjects of sports educational psychology, a science that attempts to study human behavior as it interacts and adapts to its environment. From birth and throughout life, an individual develops inclinations, directions, habits, and traits that define and distinguish their personality, with the environment shaping and defining its features. It's well-known that sports play a significant role in developing and enhancing important personality traits since the sports field requires interaction and bonding with others, high willpower, and self-confidence to achieve goals. Scientific research in sports education has focused on studying athletes' personality aspects as a significant factor contributing substantially to balanced comprehensive education in some sports activities.

Athletics, being the "queen of sports" due to its special status in the sports field, forms an essential component in the academic community. Thus, it requires diverse educational methods with specific peculiarities. The long jump event, being one of the exciting and enjoyable activities that everyone can practice in various places and locations, has gained significant attention recently for its enjoyment for spectators through its coordinated and beautiful kinetic sequence.

Based on the above, the importance of the research emerges through studying personality traits as they are significant factors affecting motor behavior, in addition to understanding their relationship with the achievement of the long jump event in athletics for students.

1. Research Problem:

Educational and sports institutions have central objectives aimed at building the psychological and physical aspects of the student since the mission of physical education is to form a flexible, persevering, and successful personality away from psychological influences and conflicts. To achieve this, we must focus on healthy inputs to obtain correct outputs that help us face complex and critical situations in our sports work. The strength of a student's personal traits depends on practicing technical skills easily and avoiding problems during the long jump event performance. It has been observed that some students experience anxiety and fear during the long jump event performance, lacking desire, enthusiasm, and high confidence, leading to difficulty in performing the long jump event. From all the above, the research problem leads to the following question: (Is there a correlational relationship between personality traits and the achievement of the long jump event for students?).

2. Research Objectives:

- To identify the personality traits and long jump achievements of fourth-stage students.
- To explore the correlational relationship between personality traits and long jump achievements among fourth-stage students.

3. Research Hypothesis

- There is a correlational relationship between personality traits and long jump achievements among fourth-stage students.

4. Research Domains:

- Human Domain: Fourth-stage students in the Faculty of Education for Girls, Department of Physical Education and Sports Science, University of Kufa for the academic year 2023 - 2024.
- Temporal Domain: The period from //2023 to //2024.
- Spatial Domain: The athletics field in the Faculty of Education for Girls, Department of Physical Education and Sports Science, University of Kufa.

5. Definitions of Terms:

Personality Traits: Defined as "a set of distinctive individual or group characteristics that include traits, behavioral tendencies, and emotional responses, presenting in everyday situations in a consistent and predictable manner."

Long Jump: Defined as "one of the natural competitions practiced at a general level, hence it comes as a second phase after running in the natural progression of children's movements starting from crawling, then walking, running, and then jumping. The long jump competitions are among the oldest athletics events."

RESEARCH METHODOLOGY AND FIELD PROCEDURES

1. Research Method

The term 'method' refers to "the techniques, procedures, or approach used in research to collect data and achieve results, explanations, interpretation, or predictions related to the research topic."

The researcher employed the descriptive method with a survey approach due to its suitability for the research's objectives and hypotheses. The descriptive method is known for "accurately conceiving the mutual relationships among society, attitudes, inclinations, desires, and development, providing the researcher with a realistic picture of life, setting indicators, and building future predictions," making it appropriate for the specific problem of the research.

2. Research Population and Sample:

The selection process is closely related to the nature of the population from which the sample is drawn, as it "represents the original community or the model upon which the researcher conducts his/her entire work." The research population was represented by fourth-stage students at the Faculty of Education for Girls, Department of Physical Education and Sports Science, University of Kufa, for the academic year 2023 - 2024, totaling (43) students. The researcher randomly selected (40) students for the research sample.

3. Information Collection Methods, Devices, and Tools Used:

Research tools are "the means by which the researcher can collect data and solve his/her problem to achieve the research objectives, regardless of the tools, data, samples, and devices."

- **Information Collection Methods:**

The researcher used several methods to collect the necessary information and data for her research, including:

- Study in Arabic and foreign references and sources.
- Personality traits questionnaire.

- **Devices and Tools Used in the Research:**

- HP laptop.
- Handheld calculator.
- Whistle (1).
- Official field for triple jump event.
- Measuring tape.
- Chalk material.

- **Field Research Procedures**

1. Personality Traits Scale:

The researcher used the personality traits scale developed by (Amer Al-Khikani 2008), which consisted of (26) items, representing (5) domains, with three alternative answers (Yes, Somewhat, No) and the answers' weights being (3-2-1). The highest score on the scale is (78), the lowest is (26), and the hypothetical median is (52). Table (1) shows the domains of the scale and the number of items.

Table (1): Shows the domains of the Personality Traits Scale and the number of items in each domain.

Personality Traits Scale Domain	Number of Items
Activity	6
Self-confidence	6
Nervousness	5
Openness	5

Personality Traits Scale Domain	Number of Items
Emotional	4
Total	26

• **Validity of the Personality Traits Scale Items:**

The scale items were presented in a questionnaire (*) to a group of experts and specialists, numbering (5) (**), to evaluate the validity of the items. After reviewing the scale items, the experts and specialists provided their feedback, after which the researcher calculated the (Kappa) value for the agreement among the experts and specialists, accepting all items since the calculated (Kappa) value was greater than its table value of (3.84) at a degree of freedom (1) and a significance level (0.05).

2. Long Jump Test (1):

Purpose of the test: To measure the achievement in the long jump event.

Tools used: Long jump pit, running track, measuring tape, chalk.

Performance description: From a fast run (full approach distance), the jump phases are performed, followed by landing on both feet in the pit. (3) attempts are given, with a rest of (5) minutes between them.

Recording: Measurement is taken from the takeoff board to the nearest mark left by the body on this line, with the best attempt being calculated.

Pilot Study:

The researcher conducted a pilot study on (5) fourth-stage students from the Faculty of Education for Girls, Department of Physical Education and Sports Science, University of Kufa, outside the main research sample, on Sunday, 12/2/2024, in the sports hall. The purpose of the pilot study was:

- To ensure the clarity of the test and scale instructions.
- To identify the time taken to perform the test and answer the scale items.
- To understand the conditions of applying the test and scale and any accompanying difficulties.
- To provide practical training for the researcher to directly experience the positives and negatives encountered during the main experiment.

• **Main Experiment:**

The researcher conducted the main experiment on Sunday and Monday, 19-20/2/2024, at 10 a.m. in the field of the Faculty of Education for Girls, Department of Physical Education and Sports Science, University of Kufa, on fourth-stage students of the Faculty of Physical Education and Sports Science for Girls, University of Kufa, for the academic year 2023 - 2024, totaling (40) students, in the presence of the assistant work team (*). The researchers applied the long jump test on Sunday and the personality traits scale (**) on Monday, explaining the requirements of both tests. They distributed the questionnaire to the sample members and then allowed them to make trial attempts before starting the test, followed by three attempts for each student, taking the best attempt.

• **Statistical Means:**

The SPSS statistical package was used to extract the following data: (mean, standard deviation, goodness of fit (Kappa), Pearson's simple correlation coefficient).

3. Presentation and Discussion of Results:

The results will be presented and discussed based on the statistical data obtained from the research sample, according to the main variables adopted, in order to verify the hypothesis proposed by the researcher. The means and standard deviations for both personality traits and long jump achievements were calculated.

1. Presentation and Analysis of Results for Personality Traits Scale Items:

The researcher presents the results of the responses to the items in the three alternatives with their frequencies and percentages, as shown in Table (2).

Table (2): Presents the frequencies and percentages of responses to items on the Personality Traits Scal.

Item Number	Statement	Yes Response	Somewhat Response	No Response
1	I feel embarrassed when I meet someone important for the first time.	30 (75%)	7 (17.5%)	3 (7.5%)
2	My friends love me because I am fun-loving.	34 (85%)	6 (15%)	0 (0%)
3	I love taking risks for the sake of entertainment.	28 (70%)	10 (25%)	2 (5%)
4	People describe me as very active.	20 (50%)	15 (37.5%)	5 (12.5%)
5	I believe tomorrow will be worse than today.	32 (80%)	6 (15%)	2 (5%)
6	I am ambitious to be better than my siblings and friends in many things.	23 (57.5%)	15 (37.5%)	2 (5%)
7	Fear and anxiety are more apparent in me than in my colleagues.	27 (67.5%)	11 (27.5%)	2 (5%)
8	I can work accurately without being affected by what bothers me.	16 (40%)	18 (45%)	6 (15%)
9	I like to retaliate against those who hurt me.	25 (62.5%)	13 (32.5%)	2 (5%)
10	I feel comfortable when I insult those I hate.	22 (55%)	16 (40%)	2 (5%)
11	Responding kindly to others' offenses corrects them.	15 (37.5%)	20 (50%)	5 (12.5%)
12	I can easily understand my colleagues.	18 (45%)	18 (45%)	4 (10%)
13	I love social gatherings.	32 (80%)	6 (15%)	2 (5%)
14	I love mountain climbing sports.	18 (45%)	16 (40%)	6 (15%)
15	I get confused when I am with important people.	20 (50%)	16 (40%)	4 (10%)
16	I love to achieve my goal even if it seems unattainable.	24 (60%)	14 (35%)	2 (5%)
17	When things are against me, I prefer to sleep.	21 (52.5%)	17 (42.5%)	2 (5%)
18	Most of the time, I feel that life is meaningless.	9 (22.5%)	19 (47.5%)	12 (30%)
19	I feel lucky.	20 (50%)	15 (37.5%)	5 (12.5%)
20	My colleagues do not describe me as cold and calm.	30 (75%)	8 (20%)	2 (5%)
21	I get angry at the simplest annoying things.	17 (42.5%)	19 (47.5%)	4 (10%)
22	I hate the person who refuses to help me.	29 (72.5%)	8 (20%)	3 (7.5%)

Item Number	Statement	Yes Response	Somewhat Response	No Response
23	I have a large number of friends.	30 (75%)	8 (20%)	2 (5%)
24	My face easily changes color when facing dangerous situations.	2 (5%)	16 (40%)	22 (55%)
25	I prefer to get injured rather than being called cowardly.	2 (5%)	18 (45%)	20 (50%)
26	My injury is better than people saying I'm cowardly.	18 (45%)	20 (50%)	2 (5%)

Table (2) shows the frequencies and percentages of respondents to the personality traits scale items, indicating that the highest frequency of the "Yes" response was for item number (2) "My friends like me because I am fun," with a frequency of (34) and a percentage of (85%). The researcher attributes this frequency to the athlete's sociable nature, being loved by people and highly social, as mentioned by Mohamed Jassn Alawi, "interacting with others, trying to get close to people, quickly making friends, being cheerful, lively, and active, and acquiring a large circle of acquaintances."

The lowest frequency of the "Yes" response was for item (18) "When things are against me, I prefer to sleep," with a frequency of (9) and a percentage of (22.5%). The researcher believes that the life pressures faced by students, whether due to family issues, studies, work, or other factors, cause some students to escape to sleep, feeling temporary relief that is ultimately unhelpful, thus exacerbating and complicating the problem.

In the "Somewhat" alternative, the highest frequency of response was for item number (12) "Responding kindly to others' offenses corrects them," with a frequency of (18) and a percentage of (45%). The researchers see that the students are characterized by kindness, as shown by their positive responses to people's offenses against them, not harboring grudges and facing offenses calmly and patiently. Responding to offense with kindness is rare, and those who do enjoy a peaceful and serene life.

The lowest frequency of the "Somewhat" response was for item (25) "My face color easily changes when I face serious events," with a frequency of (2) and a percentage of (5%). The researcher observes that most students of physical education are adapted to serious events due to their study nature and participation in both easy and difficult sports activities that require facing embarrassing and dangerous situations. Thus, it's natural for them to adapt and deal with these events spontaneously and confidently.

In the "No" alternative, the highest frequency of response was for item number (21) "My peers do not describe me as calm and cool," with a frequency of (17) and a percentage of (42.5%). The researchers believe that increased psychological endurance leads to increased calmness, the opposite of excitability. Practicing sports helps individuals remain calm. As for control, Mohamed Hassan Alawi confirms that athletes are characterized by control in their life situations.

The lowest frequency of the "No" response was for item (24) "I have a large number of friends," with a frequency of (2) and a percentage of (5%). The researchers find that most athletes carry a social trait, loving to form friendships and good relations with others, and possessing a large number of friends. They are social personalities, preferring group interaction and communication, considering it beneficial for health and psychological comfort.

2. Presentation and Analysis of Results for Personality Traits and Long Jump:

To achieve this goal, it was necessary to find the mean and standard deviation for the research sample, as shown in Table (3).

Table (3): Shows the mean and standard deviation for Personality Traits and Long Jump effectiveness.

Variable	Mean	Standard Deviation
Personality Traits	54.917	4.942
Long Jump Effectiveness	2.171	0.318

Table (3) presents the mean and standard deviation for personality traits and long jump, showing the results of the personality traits scale for students. The mean was (54.917) and the standard deviation (4.942). Comparing the mean with the hypothetical median showed it was higher than the hypothetical median of (52). To statistically test these differences, the t-test for a single sample was used, resulting in a calculated t-value of (2.891), which is statistically significant at a significance level of (0.05).

The researcher attributes the significance of personality traits to expanding students' horizons through interaction with others, self-realization, easing the feeling of discomfort, increasing interaction among themselves, providing opportunities to express opinions, and confirming Marwan Abdul Latif (2018)'s statement that "the behavior of each team member corresponds to others because he is part of a group, representing the mutual relationships between team members on and off the field."

In the long jump test, the mean was (2.171) and the standard deviation (0.318), with the t-test for a single sample resulting in (33.416), which is statistically significant at a significance level of (0.05).

3. Presentation, Analysis, and Discussion of the Relationship between Personality Traits and Long Jump:

To achieve this goal, it was necessary to find the correlation coefficient between personality traits and long jump for the research sample, as shown in Table (4).

Table (4): Illustrates the correlation coefficient between Personality Traits and Long Jump effectiveness.

Variable	Correlation Coefficient	p-value
Personality Traits and Long Jump Effectiveness	--	--

Table (4) shows the significance of the correlation between personality traits and long jump. The researchers believe that this result is due to the high level of personality traits among the students, which reflected on their performance in the long jump event. A student with a strong personality can perform tests and exercises with high confidence, balance, excitement, and get rid of the tension and anxiety accompanying the performance, as confirmed by Hamed Al-Afandi, stating that "sports provide an opportunity to get rid of psychological tension."

• CONCLUSIONS:

- Students possess a high degree of personality traits.
- Students exhibit a high level of effectiveness in the long jump.
- The highest frequency of the "Yes" answer appeared in item (2) with a frequency of (34), and the lowest frequency of the "Yes" answer in item (18) with a frequency of (9).
- The highest frequency of the "Somewhat" answer appeared in item (12) with a frequency of (18), and the lowest frequency of the "Somewhat" answer in item (25) with a frequency of (2).
- The highest frequency of the "No" answer appeared in item (21) with a frequency of (17), and the lowest frequency of the "No" answer in item (24) with a frequency of (2).
- A positive correlation exists between personality traits and the effectiveness of the long jump among students.

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