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## Building a measure of psychological courage and its relationship to the performance and completion of the 110m hurdles event for students

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### Abstract

The purpose of this paper is to building a measure of psychological courage for students of the College of Physical Education and Sports Sciences at the University of Wasit, and identifying the relationship between psychological courage and the performance and completion of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit. The researcher used the descriptive method using the correlational method to achieve the objectives of his study. The research Community was limited to students from the College of Physical Education and Sports Sciences - second stage - for the academic year 2023/2024 at the University of Wasit, for both morning and evening studies, who numbered (100) students. The sample of the current study was represented by the same members of the original community at a rate of (100%), and they represent the sample for constructing and applying the psychological courage scale. As for the exploratory sample, their number was (15) students, representing a percentage of (15%) from the original community, and they are from within the members of the main sample of the current study. One of the most important results reached by the researcher is that: Success in performing sporting events, including the 110m hurdles event, is associated with students possessing psychological courage, and the students who had psychological courage were distinguished by their high performance and achievement in the 110m hurdles event.

**Keywords:** Psychological courage, measure, college of physical education and sports sciences

### Introduction

The progress achieved in every field of life has led to the opening of the doors of science and knowledge. In the modern era, a new type of challenge has emerged, as the doors have been opened to research and innovation in several new fields, so all countries have begun to compete with each other to achieve sophistication, progress and prosperity in various fields, and the sports field is considered the most important. One of the pillars of this development is its connection with various sciences.

The sports field constitutes the main base for the training and education process. Without it, it is difficult to achieve achievement, as good performance alone is not sufficient to achieve victory. Rather, there are many factors that control achievement in races, including the surrounding conditions, such as the audience and the level of competition, in addition to motivation and motivation. All of these things combined are called psychological factors. They influence the player, and these factors are capable of turning the tide of races and overcoming competitors. As for the skill, tactical, and physical aspects, they can be controlled and developed by paying attention to training and education based on modern scientific foundations.

Sports psychology is considered one of the most important sciences that lead to achieving excellence, and investing in players' psychological, tactical, physical, skillful and educational abilities depends on what is employed and what this science requires in terms of principles, theories and psychological traits such as psychological courage.

Psychological courage is considered one of the modern concepts in positive psychology, and it is one of the most important positive emotional characteristics that has a role in psychological well-being. Its concept was discussed by the psychologist Selegman, who is considered one of the founders of positive psychology, and he considers it the ability to

confront situations and confront them with all steadfastness. As for the world (Dr. Putman) says that psychological courage includes several options to confront frightening and painful circumstances with the conviction of the ability to face risks for the sake of a noble goal. (Self-Development Institute: <http://www.tathwir.com/hattp:>).

Therefore, it is a measure of people's ability to face psychological challenges and pain. It is an important factor in players' personality and has a major role in improving physical and psychological performance and confronting the various psychological pressures to which athletes are exposed.

Psychological courage has been explained by several scientific theories, which indicated the existence of three types of courage: physical courage, moral courage, and psychological courage. The latter (Psychological courage) was considered the means of overcoming the fear of death or any physical harm, and Daniel defined it as the courage in Facing fear, avoiding self-deception and admitting mistakes. (Putman, Daniel: 2004)<sup>[12]</sup>.

Sports activity is a fertile field for intense emotions, as it is full of situations characterized by excitement and enthusiasm. In athletics in general, athletes or students are exposed to internal and external psychological pressures in very large proportions. The pressure of training and competition between them, the surrounding environment, the opponent, and the variables of the race are all things that work to prevent achieving excellence, so athletes need there are several standards that determine their courageous behavior, and the most important standards are endurance, patience, self-efficacy, and altruism. The sum of these standards is sufficient to make the educational and training process a success.

The 110m hurdles event in particular is one of the events that requires a great deal of emotional control and psychological preparation to overcome all psychological influences and achieve one's goal when performing artistically. Daniel stated that a person's happiness lies in his psychological courage. The importance of the research lies in the fact that having psychological courage enhances the ability of students to perform well and achieve well in the 110m hurdles event. It is worth noting that psychological courage works as a psychological variable to mitigate the reality of stressful events on the athlete's psyche. Therefore, there must be some amount of psychological courage among the 110m event runners.

### Research problem

Given the prominent importance in achieving the educational and psychological goals of students, reaching the stage of acceptable technical performance, and achieving a better level of achievement in performing the 110m hurdles event, it requires attention to several aspects, including the physical and psychological aspects, and the fact that the researcher is one of the practitioners of this event noted that those in charge of teaching and training students of the College of Physical Education and Sports Sciences For the 110m hurdles event, they focus on the physical and skill aspects and do not address the psychological aspect, such as psychological courage, which emphasizes the positive aspects of the personality and its development, because its absence leads to psychological disorders and failure to achieve the required technical performance, and also the failure to teach the individual to

regulate and control psychological emotions and control them as a result of his presence in emotional situations from which he gains. True emotional experience. Therefore, the researcher aspires to know the answer to the following questions: Does the research sample have psychological courage? Is there a correlation between psychological courage and the performance and completion of the 110m hurdles event for students?

### Research objective

- Building a measure of psychological courage for students of the College of Physical Education and Sports Sciences at the University of Wasit.
- Identifying the relationship between psychological courage and the performance and completion of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit.
- Identifying the contribution of psychological courage to the performance and completion of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit.

### Research hypotheses

- There is a statistical correlation between psychological courage and the performance and completion of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit.
- There is a percentage of contribution between psychological courage and the performance and completion of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit.

### Research fields

- **Human field:** Students of the College of Physical Education and Sports Sciences at Wasit University for the academic year 2023-2024.
- **Time field:** (27/2/2024) to (8/4/2024)
- **Spatial field:** Classrooms and athletics stadium in the college.

### Research methodology and field procedures

#### Research Methodology

The researcher used the descriptive method using the correlational method to achieve the objectives of his study.

#### Community and sample research

The research Community was limited to students from the College of Physical Education and Sports Sciences - second stage - for the academic year 2023/2024 at the University of Wasit, for both morning and evening studies, who numbered (100) students. The sample of the current study was represented by the same members of the original community at a rate of (100%), and they represent the sample for constructing and applying the psychological courage scale. As for the exploratory sample, their number was (15) students, representing a percentage of (15%) from the original community, and they are from within the members of the main sample of the current study.

**Methods, tools and devices used in research:** To ensure obtaining accurate data and information, the researcher

identified all means, tools and devices necessary to collect data and information related to his research procedures.

**Field research procedures**

In order to achieve the research objectives, the researcher carried out several research procedures in order to achieve the objectives by following the following steps:

**Determine the phenomenon to be measured:** It is the first step that the researcher must pay attention to because it is related to defining the research topic on the one hand, defining the concept, and clarifying what is required to be studied and the reasons for that. This is what (Mohsen Lotfi Ahmed.) “Determining the idea of the scale is one of the first steps, because it helps the person building the scale to arrive at the main ideas that It is relied upon in the construction process” (Mohsen Lotfi Ahmed. 2006: 114) [6]. Studying the psychological courage of students helps those in charge of the education and training process identify the students’ psychological courage that makes them able to technically perform many athletics events, including the 110m hurdles event. And the extent of success they achieve. It is also an advanced means of improving and developing the level of quality of the educational process for students of the College of Physical Education.

**Determine the goal of building standards:** The first step in building a specific scale is to clearly define the purpose of the scale and what is the intended use for this scale. The main goal of constructing the (Psychological Courage) scale is to identify the percentage of psychological courage’s

contribution to the performance and completion of the 110m hurdles event for students.

**Determine the main dimensions of the scale and ensure their validity**

The main goal of the process of building a good measure takes into account the goal for which the measure was built. It requires many operations, such as numbers and planning, so that a clear picture is obtained in defining the areas. (Musa Al-Nabhan, 2004: 74) [9], stressed that in the process of building standards, “the builder must adopt the principle of analyzing the phenomenon to be studied into its basic elements, as each element represents a specific field or frame of reference for the scale. The researcher identified and proposed (6) main areas for the (Psychological courage) scale, and then designed a special form to be presented to the (7) experts and specialists in the fields of sports psychology, testing, measurement, and evaluation (Appendix 1). After that, the researcher extracted a consensus percentage. In order for the experts to accept the field whose percentage is (75%) or more and to delete the field that obtained a percentage less than that, according to what Bloom indicated, “The researcher must obtain an agreement rate of 75% or more from the experts’ estimates and neglect what is less than that” (Benjamin Bloom and others. 1986: 126) [3]. For ensuring the significance of the selection of fields, the researcher used the (Ca2) test to identify the fields for which the calculated Ca2 value was greater than the tabular value of (3.841) at a degree of freedom (1) and a significance level (0.05). As shown in Table (1).

**Table 1:** Shows the relative importance of psychological courage and the calculated and tabulated chi-2 value

No.	Fields	Number of experts		Level importance	Relative importance	Chi-2 calculated	Chi-2 tabulated	Type sig	Acceptable
		Valid	Invalid						
1.	Self confidence	7	-	28	80%	7	3.841	Sig	Acceptable
2.	Reinforcement	7	-	29	83%	7	3.841	Sig	Acceptable
3.	Allergies	1	6	21	60%	1.439	3.841	Non sig	Unacceptable
4.	An ambitious pursuit	2	6	22	63%	1.937	3.841	Non sig	Unacceptable
5.	Boldness and feet	7	-	27	77%	7	3.841	Sig	Acceptable
6.	Control	7	-	30	86%	7	3.841	Sig	Acceptable

The tabular value of Ka2 (3.841) at a significance level of (0.05) and a degree of freedom (1)

**Preparing the initial version of the psychological courage scale**

The researcher prepared the initial version of the scale after reviewing scientific sources, previous studies, and relevant psychological scales according to several procedures that begin with the process of collecting and formulating the items for the psychological courage scale and using and following a set of foundations in formulating the scale’s items, after studying and distributing them to the main areas according to the relative importance of each area. After that, the researcher presented the scale’s items to a linguistic expert to evaluate them from a linguistic standpoint so that

they were free of linguistic errors. After that, he placed them in a special questionnaire (Appendix 2) and presented them to a group of experts and specialists to determine their validity in terms of their suitability to the main areas of the scale, as their number reached (49) items and were distributed. On (4) areas (self-confidence, reinforcement, courage and courage, control) and after obtaining their answers, the researcher verified the significance of the answers by analyzing them and using the (Ca2) test at a significance level of (0.05) and at a degree of freedom (1), noting that the tabular value (3.841). As shown in the following table.

**Table 2:** Shows the number of items proposed for the psychological courage scale after using the Chi-2 test

Scale	Paragraph numbers	Experts		Chi-2 calculated	Type sig	Acceptable
		Agree	Disagree			
Psychological courage	1-2-4-5-6- 8-9- 10-11-12-13-14- 15- 18- 19 84-74-64-44-04-53-43-33-72-62-52-32-12-	7	-	9.603	Sig	Acceptable
	3-7-16-17-20-22-24-28-29-30-31-32-36-37-38-39-41-42-43-45-49	-	7	2.461	Non sig	Unacceptable

The tabular value of (Ka2) is (3.841) at a degree of freedom (1) and a significance level (0.05)

5- Determine the answer method for the psychological courage scale: In his research, the researcher relied on the developed five-point Lucert method in formulating answer alternatives for the scale items, which are (Always - often - sometimes - rarely - never), and assigned each alternative a numerical value (5-4-3-2-1), respectively, which is a similar method. For the multiple choice method, whether the items are positive or negative, they are arranged according to the order shown above.

### First experiment (exploratory experiment)

In order to maintain the conduct of the research procedures for the study in a scientific manner, the scale must be conducted and tested because the exploratory experiment is the first step for field studies. (Muhammad Abd al-Nabi Muhammad Huyt, and Nour Abd al-Nabi Muhammad Huyt, 2022: 306) <sup>[8]</sup>, and therefore the researcher conducted the exploratory experiment on a number of (15) students, and the purpose was These include knowing the difficulties that the researcher will face, the clarity of the instructions and paragraphs during the main experiment, knowing the time required to answer, and knowing the efficiency of the assistant work team.

### Second experiment (Construction experiment)

To complete the procedures for constructing a psychological courage scale for students with the aim of analyzing the items statistically and ensuring the validity of the scale by identifying the scientific weight, such as discriminatory power, to determine the distinctive and non-distinctive items, finding internal consistency for the scale's items, and extracting the scientific foundations. In order to achieve this, the researcher conducted the second experiment (Construction experiment).for the psychological courage scale on a sample of (100) students.

### Statistical analysis of the scale items

In order to improve the quality of the scale, it is necessary to conduct a statistical analysis of the scale in order to discover the strength and weakness of the items and then work to reformulate or exclude them if they are not valid (Scannel, 1975: 55) <sup>[13]</sup>. The method of finding discriminatory ability is one of the appropriate procedures for identifying items with high distinction using the two extreme groups, where a percentage of (27%) of the questionnaires obtaining the highest scores and (27%) of the questionnaires obtaining the lowest scores was set after arranging them in descending order, because this percentage achieves Two groups with the greatest possible size and differentiation. To calculate the discriminatory ability of each item, a t-test was used for independent samples using the statistical package (spss). It was found that all items of the Psychological Courage Scale are distinct (Significantly) at a significance level of (0.05), where the value of the psychological courage scale was Confidence is less than the significance level value (0.05) for all items of the scale.

### Internal consistency

The internal consistency of the scale is a measure of the degree of homogeneity of its items, that is, the extent to which they relate to each other (Muhammad Hassan Allawi and Muhammad Nasr al-Din Radwan, 2000: 222) <sup>[7]</sup>, so that

they all reflect the same behavioral dimension. The Pearson correlation coefficient was used to ensure internal consistency between the score of each item and the score of the field to which it belongs, the score of each item and the total score of the scale, and the score of each field with the total scale score for all members of the sample of (100) students. The researcher confirmed this after statistical analysis. For the items of the Psychological Courage Scale, all items have a high correlation with the field to which they belong and with the total score of the scale, as well as the correlation of all major areas with the total score of the scale.

### Psychometric properties of the scale

Psychometrics specialists see the necessity of verifying some standard characteristics in constructing or preparing scales, regardless of the purpose of their use, such as validity and reliability, as they are among the most important psychometric characteristics and the accuracy of the data and information provided by psychological standards depends on them.

### First: The validity of the scale

One of the basic indicators is that the test measures what it was designed to measure, and the validity of the measure depends on two types.

1. **Apparent validity:** This type is achieved when the scale is presented in its initial form to experts and specialists in sports psychology, measurement, and evaluation so that they can express their opinions about the validity of all the main proposed areas and the items that the researcher generates and prepares for the scale. This has been verified through what was previously mentioned.
2. **Constructive validity:** It is called hypothetical formative validity, and it means the extent to which the test or scale measures the formation of a hypothesis or a specific characteristic, and constructive validity requires the gradual accumulation of information from a variety of sources (Anastasi and Susanna Urena, 2015: 115). To verify the validity of the hypothetical structure of the Psychological Courage Scale, the researcher used the following methods:

A - Discriminative ability B - Internal consistency. The results were positive, which indicates the validity of the scale.

### Second: Stability

Stability is considered to be "quantitative estimates that work to achieve two goals. The first reveals the accuracy of the test in measuring the phenomenon, and the second investigates the degree of stability and internal consistency" (Haider Abdul Redha Al-Khafaji., 2014: 156) <sup>[4]</sup>. Therefore, the researcher verified this using the following two methods: A- Testing\_ Retesting with Cronbach's Alpha Equation. The results of both tests were positive, indicating the stability of the scale.

### Results and discussion

#### Presenting, analyzing and discussing the results



**Table 3:** Shows the statistical description of the study variables

Variables		Sample number	Arithmetic mean	Standard deviation	Hypothetical mean	Highest value	Lowest value	Skewness
Psychological courage		18	121.024	7.083	84	130.545	109.382	0.25
Performance	The run stage from the starting line to the first hurdle	18	123.926	8.021	-	133.782	111.582	0.23
	The stage of crossing the barrier	18	130.455	7.781	-	138.671	120.162	0.19
	stage between barriers	18	125.549	6.288	-	139.681	112.472	0.27
Achievement		18	26.9	4.32	-	33	19	0.21

We notice from the table above the statistical description of the psychological courage scale through the value of the arithmetic mean, which exceeds the value of the hypothetical mean and the small value of the standard deviation. This indicates that the sample members have a high level of psychological courage, and that the value of the skewness coefficient is limited to ( $\pm 1$ ) for the scores of the sample members. On the courage scale, which indicates that the scores are distributed moderately among the members of the research sample. We also note that the values of the arithmetic mean for each of the (sprint phase from the starting line to the first barrier, the phase of crossing the barrier, and the two phases of sprinting between

the barriers) are greater than the values of the standard deviation, and that the value of the skewness coefficient for all phases is limited to ( $\pm 1$ ) for the members of the research sample, which It indicates that the scores are distributed moderately among the individuals in the research sample. To achieve the first goal of the research, which is (to identify the relationship between psychological courage and the performance and achievement of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit), the Pearson correlation coefficient was calculated between psychological courage and the performance and achievement stage in the 110m hurdles event. As shown in the tables below.

**Table 4:** shows the correlation coefficients between psychological courage and the students' performance and achievement of the 110-m hurdles event

Variables	Sample volume	Variables	Correlation coefficients	Type Sig	result
Psychological courage scale	18	Performance	0.711	Sig	correlation
		Achievement	0.672-	Sig	correlation

According to the results of the table above, we note that the value of the correlation coefficient between psychological courage and performance is equal to (0.711), which is a direct relationship between psychological courage and technical performance. The value of the correlation coefficient between psychological courage and achievement is equal to (-0.672), which is a positive relationship with achievement in the 110m hurdles event, meaning that the greater the psychological courage, the shorter the completion time in the 110m hurdles event. Which indicates that the assumption of the first goal has been achieved, that is, there is a significant correlation between psychological courage and the performance and completion of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit. The researchers believe that most of the sample members enjoy psychological courage and openness to new experiences and apply innovative teaching methods that

achieve the desired goals. In doing so, they challenged their internal fears that hinder their progress by avoiding falling or hitting the barrier and achieving the selves that they aspire to excellence, as the scientist (Adler, Alfred. 2005) [1] confirmed. In his theory, a person's goal in achieving superiority is to achieve strength, perfection, and psychological courage (Adler, 2005: 45) [1]. To achieve the second goal of the research, which is (to identify the percentage of contribution of psychological courage in performing and completing the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit.) the researcher calculated the coefficient of determination (contribution percentage) of psychological courage in the stages of performing and completing the 110m hurdles event using a correlation coefficient. Pearson and the coefficient of determination. The above hypothesis was tested using the t-test for simple correlation, as shown in the tables below:

**Table 5:** shows the Pearson correlation coefficient between the psychological courage scale and performance and achievement the effectiveness of 110m hurdles, the percentage of contribution, its test, and the level of significance

Explanatory variable	Dependent variable	Pearson correlation coefficient	Degree of freedom	Contribution percentage (The coefficient of determination)	t-test	Tabular t value	level sig P-value	Type Sig
Psychological courage	110m hurdles performance stage	0.711	17	0.506	5.684	6.782	0.0453	Sig
	Completion of 110 m hurdles	0.672-	17	0.452	6.993	8.772	0.0379	Sig

From the results of the table above, we note that there is a contribution percentage of the variable psychological courage on the performance stage in the 110 m hurdles event for students, which was (0.506). To test the above percentage, the (t) test was used, whose value was equal to (5.684) and with a probability of error equal to (0.0453), which is smaller than the significance level is (0.05), which

indicates that the correlation is significant and the relationship did not come about by chance, but rather it was a real correlation. As for the percentage of psychological courage's contribution to the completion of the 110m hurdles event for students, it was (0.452). To test the above percentage, the (t) test was used, whose value was equal to (8.772) and with a probability of error equal to (0.0379),

which is smaller than the significance level (0.05), which indicates that The correlation is significant and the relationship did not come about by chance, but rather it was a real correlation.

This fulfills the second hypothesis of the study, that is, there is a percentage of contribution between psychological courage and the performance and completion of the 110m hurdles event for students of the College of Physical Education and Sports Sciences at the University of Wasit.

The results of the correlation between psychological courage and the variables of the study (Performance and achievement) indicate the existence of a strong, positive and negative relationship, meaning that a high degree of psychological courage will lead to an increase in students' ability to perform and differentiate. The researchers believe that the psychological courage trait is an inherent trait in the individual's personality that results in More secondary characteristics, since the mental and cognitive level of the sample members and their aspiration to provide more made them enjoy emotional maturity in addition to their psychological courage, making them able to recognize their feelings and emotions, address their problems if they exist, and identify the causes. (Ali Abdul Redha Aliwi, 2020: 139) mentioned that the students' ability to deal with different situations objectively and realistically, which made them have psychological courage and confront the internal delusions that undermine their confidence in their abilities and potentials, and thus reflects positively on the reality of their performance and fulfillment of duty (Ali Abdul Redha Aliwi 2020: 139) <sup>[5]</sup>.

## Conclusion and Recommendations

### Conclusions

- Success in performing sporting events, including the 110m hurdles event, is associated with students possessing psychological courage.
- The students who had psychological courage were distinguished by their high performance and achievement in the 110m hurdles event.

### Recommendations

- The necessity of studying the psychological courage of students in various other sports.

- The necessity of developing guidance programs to enhance psychological traits, especially psychological courage, among students of the College of Physical Education and Sports Sciences.

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### Appendix (1)

Shows the names of experts and specialists in the field of sports psychology

No.	Name	Specialization	Affiliations
1.	Prof. Dr. Amer Saeed Al-Khikani	Sports psychology	University of Babylon - College of Physical Education and Sports Sciences
2.	Prof. Dr. Haider Naji Al-Shawi	Sports psychology	University of Kufa - College of Education for Girls, Department of Physical and Sports Sciences
3.	Prof. Dr. Mohamed Abdel Reda	Sports psychology	University of Karbala - College of Physical Education and Sports Sciences
4.	Prof. Dr. Muhammad Kazem Arab	Sports psychology	Wasit University - College of Physical Education and Sports Sciences
5.	Assist. Prof. Dr. Haider Mahmoud	Sports psychology	Wasit University - College of Physical Education and Sports Sciences
6.	Assist. Prof. Dr. Najm won a star	Sports psychology	Wasit University - College of Physical Education and Sports Sciences
7.	Assist. Prof. Dr. Ayman Hani Mohamed	Test and measure	University of Kufa - College of Physical Education and Sports Sciences

### Appendix (2)

Shows the psychological courage scale in its final form

No.	Paragraphs	Always	Sometimes	often	Rarely	Never
1.	I find that I am a person capable of making decisions and being consistent					
2.	I am aware of myself and what I want to achieve					
3.	I am a person who takes responsibility for myself and others					
4.	I see that I am able to achieve my goal					
5.	I have the ability to accomplish and complete tasks					
6.	I hesitate when I do something					
7.	I feel comfortable and satisfied with what I do in my life and work					

8.	Failure affects my determination and performance					
9.	My previous experiences motivate me to provide the best					
10.	I'm looking for the best atmosphere, not giving my best					
11.	Encouragement is an important factor in supporting an individual to achieve					
12.	I enjoy the words of appreciation and encouragement, as they strengthen my will and confidence in what I do					
13.	I believe that reinforcement is a prerequisite for success and excellence					
14.	I believe that providing psychological support is no less important than financial support					
15.	Encouraging others sparks my energy					
16.	I admit my mistakes and do not evade responsibility					
17.	I feel afraid if I am asked and I do not know the answer					
18.	My boldness makes me unafraid of challenges					
19.	My success is evident in every step or attempt I make					
20.	I try to make excuses before trying to cross the barrier					
21.	I help others even in dangerous situations					
22.	I feel anxious if my performance is not satisfactory					
23.	I control myself during different challenges and difficulties					
24.	I continue to perform my behavior even if it is rejected, because I do not control my emotions					
25.	When I am under stress, I often feel tired					
26.	I can complete tasks with enthusiasm and high concentration if I have financial support					
27.	My personality is the reason for my stability and decision-making					
28.	I can control my emotions and behavior after anything annoying					