

Psychological Endurance Of Middle School Principals

¹Zainab Saad Dahi ; ²Prof. Dr. Abdul Kareem Atta Kareem

^{1,2} University of Thi-Qar College of Education edhphma21m17@utq.edu.iq
; abdilkarim@gmail.com;
Date of publication- 11-06-2022

Abstract

One of the common misconceptions is that psychology is interested in studying diseases, mental disorders and behavioral problems only. However, the truth is that psychology is mainly concerned with studying man in all his cases and helping him to live in a way that is more compatible with his life. Therefore, positive psychology's interest in the strengths of individuals came to support them, which leads to To help individuals and immunize them against the pressures that lead to disturbances and affect the performance and behavior of individuals, and among the important supportive variables for individuals, we find the psychological endurance variable, which is a supportive aspect of the individual and resistant to pressure. Kobasa (1979) found in its exploratory study that people with psychological endurance were less sick despite being subjected to pressure, and they were more flexible, active, proactive and realistic, in contrast to those with less endurance, they were more sick, and higher in external control. (Al-Sayeh, 2021: 112). In light of the circumstances and challenges that we live in in our current era, managing schools is no longer an easy task, and because school principals are affected by the pressures they face in the school environment, the educational process, and the administrative procedures they perform, and this of course will affect their job performance. There are many factors that lead to increased pressures, including the assignment of principals With administrative responsibilities and duties, teaching some classes, the large number of students and other things, which leads to a lack of motivation and loss of creativity at work, which affects the correct performance of tasks and indifference at work (Al-Shayeb, 2016: 20). And because the great burden of the school's implementation of its functions and duties falls on the head of the school, where he is expected to have skill, creativity and leadership to improve the educational process and develop it and develop the school to give it the appropriate character for the needs of the local community. (Kata', 2020: 271) Hence, the endurance of myself as a concept consists of its three dimensions, namely commitment, control and challenge that interact with each other to give the individual the ability to perceive and evaluate the stimuli and events surrounding him, who possesses these characteristics can effectively and competently confront the requirements of the environment and its stressful effects. (Bayoumi, 2021: 36.)

Keywords: strength, principals, schools

Chapter one

1- Introduction

And because school principals are subjected to many pressures in the course of their work, as the enormity of responsibilities, and the confrontational relationships between (supervisors,

subordinates, colleagues), are strong factors that control the principal's style at the institutional level, and that school principals' awareness under these pressures will affect their performance, job behavior and management. The school faces multifaceted work pressures that will affect his job behavior, and because some of the

school principals have rigid, rigid and inflexible opinions and beliefs in terms of addressing the daily challenges they face while performing their administrative duties inside the school and here lies the essence of the problem, and thus will put him in constant challenges and obstacles. Many achieve the success that any school principal aspires to with a wise and faithful management of this great message (Al-Ta'ani, 2005: 69). Accordingly, studies in the field of psychological sciences tend to focus on the positive variables in the individual's personality that make him able to confront and resist while maintaining his balance. Psychological and his psychological and physical health. In many cases, challenges create an individual capable of endurance and resilience. One of the most important variables of prevention and psychological resistance. What is known as the variable of psychological endurance (hardiness). Psychological endurance has been carefully studied in the work of Susan Cobaza in order to know the variables that lie behind individuals maintaining their psychological and physical health despite their exposure to pressure. Cobaza showed that psychological endurance helps individuals maintain their psychological and physical health despite their exposure. For stressful events (Khanfar, 2014: 10) 0, as the concept of psychological endurance acts as a barrier to stressful life events and their expected negative consequences on the psychological and physical health of the individual and that it acts as a factor of resistance in relation to the pressures that the individual is exposed to (Al-Mousawi, 2014: 18). As psychological endurance is a source of personal personality to resist the negative effects of life's problems and pressures and mitigate their effects on mental and physical health, as the individual accepts the changes and pressures he is exposed to and looks at it as a kind of challenge rather than a threat. On the contrary, poor psychological endurance works on Psychological imbalance in the individual (Zubair, 2016: 22). And that the conformity of behavior is required of the individual to the internal and external requirements and alerts, and that the psychological impact of the external

requirements depends on the psychological and biological characteristics of the individual, and on the nature of the relationships that he has with the environment. as a threat to them (Lazarus, 1996: 186). The researcher noticed that school principals carry out administrative duties and teach some classes and the large number of students in the classes and these numbers exceed the absorptive capacity of the school, so the research problem was determined by answering the following question.

2The importance of research:

psychological endurance variable is one of the important variables that should be invoked when talking about resistance to stress and the difficulties faced by the individual. Through follow-up research that there is a category of individuals who are characterized by personality traits that are a barrier against the injury of mental and physical diseases, as it indicated that individuals who are exposed to a high degree of pressure without contracting the disease, they have a structure of personality that differs from individuals who contract the disease when exposed to pressure and has been launched. On this personality the term (hardiness), which means hardness, toughness, or endurance, and there are three basic components in it are control, commitment and challenge (Al-Helou, 1995: 11). According to Kobasa, the psychological endurance variable can protect or protect the individual from the influences. The destructive events of life stressful and Cubasa was interested in revealing the important characteristics that characterize the individuals who bear the hardships of life, pressures, influences and the method of resistance and found that the best adaptors with Stressors are people who have personality traits, and I called it a solid personality. They are people who have a high commitment and enjoy their work, family and friends, who have a sense of control over things, and who have a sense of ability to face challenges (Al-Birqdar, 2010: 30). And psychological endurance makes the individual more active and has the ability to face life's events and difficulties, and it also helps the individual to realize and properly assess the crises he

is going through and work to contain them and reduce their effects, dealing with stressful and negative events with optimism and positivity (Kobasa, 1982: 710-713). Studies have supported Cubasa's assumptions about psychological endurance and its findings. Both Funk and Kent (Funk & Kent, 1987) confirmed that psychological endurance is a variable by which stressful life events are dealt with so that it protects the individual from disturbances, and explained that individuals who obtained On low scores on the psychological endurance scale, they were characterized by poor adaptation (Funk & Kent, 1987: 518). The results of some studies also indicated the importance of psychological endurance, such as the study (Katalin & Borcsa, 2017), where its results indicated that psychological endurance helps to deal with stresses and anxiety situations, as (Pourakari, Khoshi & Asadi, 2014) indicated to the role of psychological endurance Psychological endurance in developing a sense of quality of life, and also led to a decrease in the feeling of death anxiety. The results of the Talarico study (Talarico, 1989) indicated that people with high endurance have low negative diagnoses of different stresses and high personal achievement (Talarico, 1989: 1245), while Vogel study (Vogel, 1988) confirmed that the endurance personality is the most committed. And challenge and control over her life or work, and thus they are protected from some of the negative effects of turmoil or emotion (Vogel, 1989: 4029). The importance of the current research highlights that the school principal is the main motor element in the school and to achieve the goals and objectives entrusted to him related to the desired efficiency and effectiveness. All administrative and educational challenges and dealing with them efficiently and effectively.

research aims:

The current research aims to find out:

- 1- Psychological endurance of middle school principals
- 2- Significance of differences in psychological endurance according to the gender variable (males, females)

Research limits: They are objective limits related to research variables, which are as follows:

Human boundaries: middle school principals of both sexes (males, females)
Spatial boundaries: middle schools in Dhi Qar governorate

Time limits: (2021-2022)

Define terms:

Psychological endurance:

She was known by:

- 1Kobasa (1979):

You define it as the degree of control that an individual reaches without suffering from mental or physical illnesses and has a strong personality based on a high degree of control, commitment and challenge, which indicates that it includes three areas (discipline, commitment, challenge) (Kobasa, 1979, p: 3).

- 2Mansour (2009) defined it: it is the individual's ability to endure pain or to stand firm in order to do something despite the difficulties (Mansour, 2009: 4.)

-3Al- Hilu (1995): he is the individual who has a feeling that he is able to face the stressful life events to which he is exposed, and that he can deal with them in a way that avoids mental disorders and physical diseases (Al-Hilu, 1995: 17.)

Theoretical definition: Since the researcher adopted the point of view of Cubasa (1979) in the strength of psychological endurance, so the definition of Cubasa referred to above will be the theoretical definition of the current research.

Procedural definition: the total score obtained by the respondent by answering the items of the scale prepared in the current research.

Chapter II

Theoretical framework and previous studies:

A brief history of the concept of psychological endurance:

Many applied studies in psychology after World War II turned to the study of human behavior. The concept of psychological endurance emerged. This concept crystallized as a result of the work of a number of psychologists such as Adler, Young, Maslow, and Frankel. "Lucobaza" Alfred Adler (1870 - 1937) sees that psychological endurance represents the

individual's struggle for excellence, which he considered the ultimate goal that all people strive for. The human being is moved by his expectations more than his past experiences, because the goals and aspirations that the individual sets for himself and others are what direct his feelings, emotions and current behavior. He pointed out that the lack of willpower, and the feeling of inferiority, all lead to psychological impotence. The term willpower is also synonymous with the term psychological endurance, which represents a strong incentive to solve the problems and crises that the individual encounters in his life (Makki, Hassan, 2010: 361.)

Also, "Carl Gustav Jung" Jung (1875 - 1961) indicated that individuals continue to improve towards the future forward and upward, and this is what he called the term supreme investigation, which makes the individual coexist with the experiences of events and anticipate their occurrence, and Jung distinguished the strong person Cruelty is that he is trying to develop and change for the better, but the helpless person is the one who moves backwards. (Aladdin, 2016: 43.)

Then the German psychologist Frankle made the first study of this concept in 1948. Where the controversy arose at the time about the possibility of some individuals bearing stressful conditions, while others collapse when exposed to the same conditions?, and how some manage to confront the stressful and threatening life events and turn them into their own benefit (Frankle, 1963:59).

The term psychological endurance appeared for the first time in an organized research framework with Kobasa in 1979, and its formulation and identification of its components depended on the ideas of existential psychologists such as Victor Frankl, whose ideas paved the way for many research and studies carried out by Kobasa, Madi and other researchers (: 571 Rychman, 1979). Psychological endurance can be explained through the pioneering theory presented by Cubasa in the prevention of mental and physical disorders, through which it dealt with the relationship between psychological endurance and the possibility of disease.

The existence of a purpose for the individual or a meaning for his life that makes him bear the frustrations of life and accept them, depending on his ability and the good use of his personal and social potential (Awad, 2015: 23.)

The concept of psychological endurance: Linguistically, the meaning of endurance means endurance of the matter: endure it, and endurance of the man: that is, endurance of the matter: be patient with it. Psychological endurance means the willingness or ability of the individual to bear what he does not want from situations and events, and it means the ability to bear pain, difficulty and pressure without bad adaptive consequences. It is a mental readiness to confront beliefs, thoughts and habits that differ or contradict the beliefs of this person. Which implants in the individual the spirit of challenge and strengthens his resolve to look towards a better future for life, and to be more achieving its quality (Ismail, 2019: 55). Psychological endurance is one of the most important positive variables of personality, which has a role in facing stress, reducing complaints and helping individuals to prevent the psychological and physical effects that result from exposure to pressure (Shahin et al., 2012: 46). Psychological endurance represents a cognitive, emotional and behavioral pattern to resist stress. It affects the individual's cognitive and emotional assessment, his psychological health as well, and his self-esteem, and it also affects the individual's assessment of his coping methods for that stressful situation. events and prevent the individual from reaching a state of chronic stress (Aladdin, 2016: 15). Cubasa was one of the first to put the basis for the term psychological endurance, as she noticed that some people can realize themselves and their potential despite being exposed to a lot of frustrations and pressures, so she believed that the focus should be on healthy people who feel their worth and achieve themselves and not disease. Cubasa derived the term psychological endurance, influenced by existential philosophical thought, which sees man as a continuous necessity, which focuses in its interpretation of human behavior on the future, not on the past, and believes that the

individual's motivation stems mainly from the continuous search for meaning and purpose about life. The pressures of the individual are inevitable, and the reality of life is fraught with obstacles, difficulties, failures and pressures, and we cannot escape from the requirements of changing personal growth, at any stage of life, as there is no life without pressures and where there is life, there are pressures (Majid, et al. 2017: 63).

Dimensions of psychological endurance:

Kobasas concluded through her study that psychological endurance consists of three dimensions: commitment, discipline, and challenge.

1(Commitment): It is a type of contract by which the individual commits himself towards himself, his goals, values and others around him. Negativity, lethargy and laziness. (Fateh, 2015: 19.)

Types of commitment: Kobasas dealt with the personal commitment component, as it saw that it includes each of:

Commitment to the self: I defined it as the individual's tendency towards knowing himself, defining his own goals and values in life, and defining his positive trends in a way that distinguishes him from others.

Commitment towards work: I defined it as the individual's belief in the value of the work and its importance, whether for him or for others, and his belief in the necessity of integration into the work environment and his efficiency in accomplishing his work, and the necessity of bearing the responsibilities of work and commitment (Kobassa, Maddi, 1983: 525_ 532).

Religious commitment: as he defined it as a Muslim's adherence to the belief in the true faith, and this appears on his behavior by practicing what God commanded and refraining from doing what he prohibited "enjoining good and forbidding evil" (Al-Sani', 2002: 92.)

Moral commitment: it is the individual's commitment to values, and ethics that go back to religions and beliefs, and then the ethics that individuals must abide by in society (Shagush, 2018:443.)

Legal obligation: is the individual's belief in the necessity of complying with a set of general rules and provisions and the acceptance of their forceful implementation by the competent authority

in the event of a departure from them, or a violation of what they represent of the bound foundations of public behavior within the community (Abdullah, 1992: 290.)

Second: Control: Those who have a sense of control over events have a strong and positive impact on the events of their lives, and they believe that initiatives may help them find solutions to personal and professional problems to turn stressful situations into opportunities to learn new lessons (Ahmad, & Dariush, 2013:18).

Kobasa pointed out that a healthy person possesses types of control, which are:

A- Decisional control, which is the ability to choose the appropriate behavior in dealing with pressures

b- Cognitiye control, which is embodied in the individual's ability to interpret and evaluate various types of stressful events.

C - Copingskills, which are advanced and appropriate productions to face pressures and compare them without giving in to them, while individuals who do not possess these ingredients are characterized by surrender and weakness (Averill, 1973: 286).

Third: Challenge: Those involved in the challenge (which is the opposite of danger or fear) believe that positive or negative life events are opportunities to strengthen the spirit and increase health, and this leads to sustainable personal and professional growth (Al-Shalash, 2015: 270.)

Kobasa identified characteristics of people with psychological endurance and divided them into two parts:

First: Characteristics of those with high psychological endurance:

Through her study (1979), Cubaza concluded that individuals who enjoy strong psychological endurance have the following characteristics:

Resilience and resistance

More capable and inclined to lead and control

They have a better achievement

More initiative, energetic, and better motivated

Second: Characteristics of those with low psychological endurance:

)Muhammad 2002) mentioned some of their characteristics, such as their lack of a sense of purpose for themselves and no

meaning for their lives, and they do not interact with their environment in a positive way, and they expect constant threat and weakness in the face of scattered stressful events, and they prefer constant life events, and they do not believe in the necessity of limitation and advancement, and they are negative in Their interaction with their environment and unable to bear the negative impact of stressful events, confirmed the study (Redault and Zone 1989), which aimed to reveal the differences between high and low psychological endurance in the perception of stress and depression, and the study was conducted on a sample of 249 women aged between 25-65 years, and the study resulted in: There are statistically significant differences between the highs and lows of psychological endurance in depression, stress awareness, and physical illness in favor of low psychological endurance, as they were more depressed and more aware of stress and a sense of physical illness, and in contrast to that, high psychological endurance (Khanfar, 2014: 22).

Theories that explain psychological endurance:

Kobasa theory: (Kobasa, 1979):

Cubasa has presented a pioneering theory in the field of injury prevention from mental and physical disorders, during which it addressed the relationship between psychological endurance as a modern concept in this field and the likelihood of disease, and this is indicated by (Smith 1989 study), which aimed to ensure that people with psychological endurance More resistant to diseases caused by stress and difficulties (Radi, 2008: 122). Cubasa explained the link between psychological endurance and disease prevention by identifying the distinctive characteristics of individuals with high psychological endurance and by clarifying the effective roles played by this concept of contrasting the effects Exposure to stressful events, as Cubasa states that individuals who belong to strong psychological endurance are more active, proactive, capable, leading, and internally disciplined, more steadfast and resistant to the stressful burdens of life, more realistic, more accomplished, controlling and able to interpret events, and they find that their experiences are

interesting and meaningful. Individuals make an optimistic assessment of life changes, a tendency to take decisive actions to control them, and favor knowledge of more experiences to learn all that is beneficial to the On the contrary, people with low psychological endurance find themselves and the environment around them meaningless and feel threatened and vulnerable in the face of changing life events (Khanfar, 2014: 39). Cubasa formulated her theory of psychological endurance by relying on the results of a series of studies that she conducted in the years (1979, 1982, 1983, 1984). These studies were conducted on samples of varying sizes and qualities of middle and senior management positions, lawyers and businessmen. Copasa conducted her basic study in (1979) entitled Psychological Endurance and its relationship to mitigating the impact of stressful events on physical and psychological health. The study sample consisted of various samples of middle and senior management positions, lawyers and businessmen. The number of the sample was (259) with an average age of 40 years (Kobasas, 1982: 715). Kobasas conducted these studies in order to prove the main assumption of her theory that the more tolerant individuals got lower rates of mental and physical disorders despite their exposure to hard pressure. Which indicates that exposure to traumatic life events is a necessary matter, rather it is inevitable for the individual's development and emotional and social maturity, and that the psychological and social resources of each individual may strengthen and increase when exposed to these traumatic events, and among the most prominent of these sources is the strength of psychological endurance in its three dimensions (commitment, discipline, challenge). (Fatih, 2015: 22)

Kobasa defined the roles played by the psychological endurance variable as:

- 1- Reducing the feeling of stress resulting from the negative perception of events and preventing time stress.
- 2- Effective coping with stress and healthy compatibility with it.
- 3- Changing the cognitive perception of stressful events.

- 4- It supports the work of the resistance variables and the variables that help in the safety of psychological performance (Mkhaimer, 18:2011.)

According to the Kubasa theory, the individual who finds a high degree of pressure without being exposed to illness, has a personality that differs from the individual who develops the disease when exposed to the same degree of pressure.

Commitment, control and challenge, the term (Hardiness) means (psychological endurance) or endurance, where this personality consists of three basic components:

-1The individual's belief that he can control events and influence them with his own experience, which is the component of control.

-2The individual's possession of a feeling of participation and connection with life activities, which is the component of commitment.

-3Anticipation and intuition for change, as a kind of confrontation, which is the challenge component.

Second: Studies that dealt with the psychological endurance variable:

First: Arabic Studies:

Kamel study (2018) (Emotional regulation and its relationship to the strength of psychological endurance among educational counselors)

The research aimed to identify the relationship between emotional regulation and psychological endurance among educational counselors, as well as to identify the significance of differences in emotional regulation and psychological endurance according to the variable of sex (males - females) as well as according to the service variable (from 5 to 10). The study also sought to identify the strength of And the direction of the relationship between emotional regulation and psychological endurance among the study sample, which numbered (200) mentors and mentors. It consists of (50) paragraphs in its final form.

The results of the study showed: that the members of the research sample have endurance, and the results of the research also found that there is a statistically significant correlation between emotional

regulation and psychological endurance of educational counselors, and the results showed that there are no differences in the relationship according to the gender variable, and there are differences due to the service variable, And for the benefit of the individuals whom I have served from (11 years or more). (Kamel, 2018.)

The Sudanese study (2005) (Levels of frustration and psychological endurance among primary school teachers and their relationship to pessimism - and optimism among them)

The research aimed to identify the measurement of the level of frustration among primary school teachers, and to measure the level of psychological endurance among primary school teachers and to identify the differences between male and female teachers in the level of frustration and psychological endurance, and the research was limited to a sample of teachers from the city of Baghdad within the two directorates of Al-Rusafa First Education. And the second, the researcher built two scales, the first is the frustration scale, and the other scale is the optimism-pessimism scale. The standards were applied to a sample of teachers, which consisted of (300) male and female teachers. Appropriate statistical methods were used to achieve the research objectives. The results of the research showed: that teachers enjoy a good degree of satisfaction of needs, and therefore they do not suffer from frustration, and that teachers are characterized by a strong psychological endurance that exceeds the moderate level (Al-Sudani, 2005.)

Second: Foreign Studies

Study (1979, Kobasa)

The study aimed to find out the relationship between stress and public health and to reveal the characteristics of psychological endurance. The sample consisted of (161) government employees who were exposed to high degrees of stressful life events during three years, divided into two groups.. Kubasa has developed a measure of psychological endurance and has chosen its paragraphs from the global results of Holz's list of stressful life events and the measure of the center of internal and external control. The results showed that the group whose members were exposed to

high pressures without becoming ill, they had a sense of precision, commitment, and challenge, higher than the members of the other group whose members were exposed to the same pressures and because they fell ill and reached several conclusions, including that the psychological endurance variable is a mediating variable. The relationship between stress and illness (Kobasa, 1979:120-122).

Chapter III

Research Methodology and Procedures:

First, the research method

In this research, he relied on the correlative descriptive approach, which is the approach that depends on the study of reality or the phenomenon as it exists in reality and is concerned with as an accurate description through qualitative expression that describes the phenomenon and explains the phenomenon and its characteristics, and is also interested in studying the relationships between phenomena and analyzing those phenomena and delving into them to know the internal connections. In these phenomena and the external connections between them and the phenomena (Abbas et al., 2007: 75) 0

Second, the research community

The research community knows all the individuals or people who represent the subject of the research problem or all the elements related to the study problem that the researcher seeks to generalize the results of the study (Al-Husseinawi, 2018: 58). Of both sexes (males - females) for the academic year (2021-2022), their number is (203) principals, distributed by (98) principals and (105) principals, where the number of schools reached (203)

Third: the research sample

It is a group of individuals that comply with a part of the society in which the study is conducted (Daoud, 1990: 67) or it is the part that is used in judging the whole. A community must be included in the sample that is chosen from that community, and that each of these traits represents a class. Thus, randomness is the best method that can be used in such communities (Melhem, 2012: 251), where the total research sample was distributed over (200) managers. The director and the stability sample of (40) male and female managers and the exploratory experiment sample amounting

to (40) male and female directors and the final application sample of (200) male and female managers, where the researcher adopted the proportional random stratified sampling method.

Research Tool: Psychological Endurance Scale:

After reviewing the available research and previous studies, the researcher was not able to obtain an appropriate measure to measure psychological endurance. Therefore, the researcher built a tool through which to measure the psychological endurance of a sample of middle school principals that have the necessary psychometric characteristics. The scale was built for the following reasons:

.1The researcher did not obtain a foreign scale that fits the nature of the current research sample, and the nature of our society in terms of its culture and customs.

.2The measures obtained by the researcher are inappropriate and were prepared for age groups that do not fit the current research sample. The scale was built according to the following steps:

First, define the concept:

The researcher relied on the theory (Kobasa, 1979) of psychological endurance for the purpose of preparing a measure of psychological endurance, as psychological endurance is the individual's possession of a high degree of control without suffering from mental or physical diseases, as the researcher mentioned that in the second chapter of the research.

Second: Determining the areas of psychological endurance scale:

Three areas were identified based on the theory (Kobasa, 1979), and the following are the definitions of each of the five areas: First: (Control), which includes the individual's ability to control his behavior, actions, and emotions, and to believe in his own abilities to control and control environmental events.

Second: Commitment, which includes the ability to feel the depth of participation and commitment to their life activities and social responsibilities. They feel integrated with others and form successful relationships, help others, and obtain a great social bond, as confirmed by (Kobasa) that commitment to the self is one

of the important and basic things that a solid person enjoys, in addition to his other obligations towards those around him.

Third: (Challenge): expecting the current situation to change in the future for the better, despite all the obstacles and difficulties they live with at the present time, but their outlook and future expectations remain optimistic.

Psychometric properties of the psychological endurance scale:

The scale should have a number of basic psychometric properties, the most important of which are honesty and stability. Accordingly, the researcher verified the validity and stability of the scale according to the following steps:

First: The validity of the scale: In the psychological endurance scale, there are two types of validity:

1. Apparent honesty: With the aim of modifying paragraphs or excluding paragraphs that do not seem to be related to the characteristic that was prepared to be measured, the researcher presented the scale and its fields in Appendix () to a group of specialists in educational and psychological sciences, psychological counseling and educational guidance, whose number reached (20) experts, and they requested An estimate of them, and they were asked to estimate the validity of the paragraphs of the psychological endurance scale, and in light of their opinions, the items of the scale were modified

2. Construction veracity:

The researcher verified the validity of the scale construction through:

a. The two-group method.

B. Internal consistency method.

To ensure the internal consistency of the scale items, the researcher used three methods:

1. Finding the correlation coefficient of the degree of each paragraph of the scale with the total score of the scale.
2. Finding the correlation coefficient of the degree of the paragraph with the degree of the field to which it belongs

3. Finding the correlation coefficient of the degree of the domain with other domains and with the total score of the scale.

Second: Scale stability: It means stability in the scores of one individual on the same test, and this means to what extent a particular scale scale gives the same results in repeated procedures for the same individuals and that the results we obtain through a specific scale are also true (Abbas, 1996: 22).

The researcher used two methods to calculate the reliability of them, and these methods are as follows:

A- The method of re-testing: to calculate the stability in this way, the researcher applied the test to a sample of middle school principals chosen by the stratified random method, numbering 40 principals and principals (20 principals and 20 principals), then the test was re-applied to the same sample after (14) days have passed since the application of the first test, and the stability coefficient reached (0.73), which is a good stability coefficient

B:- The method of internal consistency using the alpha-Cronbach equation

This equation is characterized by its consistency and the possibility of reliability of its results, which is based on calculating the discrepancies between the degrees of all the items of the scale, given that the item is a self-contained scale, and the reliability coefficient indicates the consistency of the individual's performance, i.e. homogeneity between the items of the scale (Awda, 2000: 354) and to calculate in this way the equation (Alpha - Cronbach) The researcher applied psychological endurance to a sample of middle school principals ((40) in a random way, as the degree of stability calculated in this way in relation to psychological endurance reached (0.80) after excluding paragraphs No. 15-18-34-39-41. Good stability coefficient, which is an indication of the consistency and homogeneity of the vertebrae.

The fourth chapter

Presentation, interpretation and discussion of the results

Objective (1): To measure the psychological endurance of the research sample.

To achieve this goal, the researcher applied the psychological stress scale to the research sample of (200) individuals, and the results showed that their average score on the scale amounted to (126.10) degrees and a standard deviation of (14.30) degrees, and when balancing this average with the hypothetical average () For the scale of

(114) degrees, and using the t-test for one sample, it was found that the difference was statistically significant and in favor of the arithmetic mean, as the calculated t-value was higher than the tabular t-value of (1.96) with a degree of freedom (199) and a level of significance (0.05). Table (1) illustrates this.

Table (1) T-test for the difference between the sample mean and the hypothetical mean of the psychological stress scale

Sample volume	SMA	standard deviation	hypothetical mean	Calculated T-value	T-Table Value	degree of freedom	Indication level
200	126.10	14.30	114	11.97	1.96	199	D

The result of the table () indicates that the research sample have a high level of psychological endurance.

In light of those results that indicated that the research sample has a high psychological endurance, the researcher interprets the result based on the theoretical framework, that is, in the light of the Kubasa theory, which stems from a basic rule that is the full realization of human individuality through the exercise of his freedom and responsibility towards himself and others. One of the characteristics of those with psychological endurance is the ability to challenge and show courage and boldness and face the challenges of the future of the existing through knowledge and investment of special abilities and capabilities as well as control, control, commitment and enjoyment of the existential presence that makes the individual bear the harshest conditions and consequences of his actions. The researcher believes that this result is consistent with the realistic human existence of the Iraqi

people, as they continue their lives and work despite the various challenges they face, including economic, professional, and social ones, to which they are exposed. And that psychological endurance is one of the characteristics that a school principal should have, and this result agrees with the results of studies carried out by Cubasa (1979). Psychological endurance makes the individual characterized by emotional balance, calm, tolerance, affection with others, and integration with them, as Cubasa indicated in (1979) that individuals whose endurance is weakened are more susceptible to neurotic diseases and psychological disorders than individuals with psychological endurance (Kobasa, 1979: 8).

Objective (2): To identify the significance of the differences in psychological endurance according to the variable (sex). To achieve this goal, the researcher used the t-test for two independent samples, and Table (2) illustrates this:

Table (2). T-test for two independent samples to know the differences in psychological endurance according to the variable (sex)

the sample	Type	the number	average	standard deviation	Calculated T	T-tabular	indication
200	Mention	97	125.90	14.95	0.19	1.96	not significant
	feminine	103	126.29	13.73			

It is clear from the table () that there is no difference in psychological endurance according to the gender variable, because the calculated t-value is less than the tabular t-value of (1.96) at the level (0.05) and the degree of freedom (198).

The absence of a difference between males and females in psychological endurance, and the researcher explains the reason depending on the theoretical framework, as this result is consistent with the main assumption of the Kubasa theory, which stresses that the exposure of the individual to the challenges of life in all its joints is inevitable for any individual, but it is inevitable that From it to the individual's development and his emotional and social maturity, and that the psychological and social resources of each individual may strengthen and increase when exposed to these traumatic events, and that the principals of middle schools of both types have a level of awareness to deal with the pressures of life, and that the accumulated experiences of both types and their response to stressful conditions and psychological crises Resulting from the size of the educational responsibility and the administrative difficulties placed on their shoulders. I made middle school principals of both types possess the strength of myself without any difference between them. And because school principals, regardless of their gender, have received similar educational preparation, and they work in the same profession and under almost the same professional conditions, and therefore they are more able to change and control their behavior and manage their emotions towards events and make them respond flexibly to the events of the tiring and painful work environment And the compressor. (Jahid, 2021: 73).

Conclusions:

1. Middle school principals have high levels of psychological stamina
2. The participation of male and female middle school principals in psychological endurance.

Recommendations

In light of the results of the current research, the researcher recommends the following:

1. Benefiting from the scale in the current research by the Directorate of Education in the Ministry of Education to develop and improve its work
2. Giving special lectures on the importance of psychological endurance for middle school principals by teachers of psychological counseling, educational guidance, mental health and psychology in agreement with the training institutes of the Ministry of Education.

Suggestions

In light of the research results, the researcher suggests the following:

1. Conducting a study on the relationship between psychological endurance and other variables such as (control center, methods of socialization) among middle school principals.
2. Conducting a comparative study between principals of distinguished middle schools and principals of middle schools in psychological endurance
3. Conducting the current study on different social and professional groups other than principals, such as (first grade teachers, kindergarten principals, government department employees).

References

1. Abbas, Faisal (1996): Psychological Tests, Techniques and Procedures, Arab Thought House, Beirut, College of Education.
2. Abbas, Muhammad Khalil, Nofal Muhammad, Al-Absi Muhammad, Abu Awwad Faryal (2007): An Introduction to Research Methods in Education and Psychology, Dar Al Masirah for Publishing and Distribution, Amman, Jordan.
3. Abdullah, Anwar (1992): Introduction to the Law - Theories of Right and Obligation and the Rules of Constancy, Ain Al-Shams, Cairo.
4. Aladdin, Halka Omar (2016): Psychological hardness and its relationship to stress tolerance and the basic dimensions of personality among a sample of Lebanese adolescents, PhD thesis, Faculty of Humanities, Beirut Arab University.

5. Al-Birqdar, Shahid Adel Fadel (2010): Psychological stress and its relationship to psychological toughness among students of the College of Education, Master's thesis, College of Education, University of Mosul.
6. Al-Helou, Buthaina Mansour (1995): Personal endurance and methods of dealing with life stresses, unpublished PhD thesis, College of Arts, University of Baghdad.
7. Al-Husseinawi, Hussein Talib (2018): Psychometric characteristics of the scale of difficulties in regulating emotion among university students, unpublished master's thesis, The Egyptian Journal of Psychological Studies, No. 95.
8. Al-Moussawi, Siham Abdel-Hadi Muhammad (2014): The effect of psychological engineering in developing the psychological endurance of kindergarten teachers, unpublished master's thesis, College of Education for Girls, University of Baghdad.
9. Al-Sane`, Salih bin Ibrahim (2002): The relationship between the level of religiosity and general anxiety among a sample of Imam Muhammad bin University students Islamic, Journal of King Saud University, Riyadh.
10. Al-Sayeh, Shaima Muhammad (): The relationship of psychological hardness to the quality of life of nurses in civil and military hospitals, Ain Al-Shams University, Research Journal for Humanities and Social Sciences, No. 5.
11. Al-Shalash, Omar Bin Suleiman Bin Shalash (2015): Future anxiety and its relationship to psychological toughness and irrational thoughts among a sample of Shaqra University students, unpublished thesis, Al-Shaqra University, Saudi Arabia.
12. Al-Shayeb, Omar Ibrahim (2016): Work pressures of secondary school principals and their relationship to their job performance in Irbid Governorate schools, an unpublished master's thesis, Jadara University, Irbid, Jordan.
13. Al-Sudani, Ahlam Idan (2005): Levels of frustration and psychological endurance among primary school teachers and their relationship to pessimism-optimism, unpublished doctoral thesis, College of Arts, Al-Mustansiriya University.
14. Al-Taani, Hussein (2005): Sources of work stress for government school principals in Karak Governorate from their point of view, Damascus University Journal.
15. Averill, JR (1973). Personal control over aversive stimuli and its relationship to stress, Psychological Bulletin, vol. 80, pp,286
16. Bayoumi, Lamia Abdel Hamid (2021): The effectiveness of a counseling program for developing psychological hardness and its impact on reducing psychological stress among mothers. Children with Visual Disabilities, Master's Thesis, Al-Sios Canal University, Journal of Science for People with Special Needs.
17. Daoud, Aziz Hanna, Abdul Rahman, Anwar Hussein (1990): Methods of educational research, Dar Al-Hikma, Baghdad, Iraq.
18. Fateh, Saeeda (2015) Psychological hardness of a woman with breast cancer, College of Humanities and Social Sciences, Muhammad Khider University.
19. Frankle (1962): Manss earch formmeaning, Trans by isle, lascler, new yourk, Simon & Scharter.
20. Funk & Kent (1987): Acritical, Analysis of Hardiness, Scales validity and Utility, J.Of Per, And Sos, Psy, Vol.
21. Jaheed, Hoda Bashir (2021): Emotional regulation and its relationship to the vitality of conscience among medical group students, unpublished master's thesis, College of Education for Human Sciences, Dhi Qar University.
22. Kamel, Hussein Aziz (2018): Emotional regulation and its relationship to the psychological endurance of educational counselors, an unpublished master's thesis, College of Basic Education, Al-Mustansiriya University.
23. Katalin, Borcsa (2017): The relation ship between anxiety, Somatic Symptoms and hardness in Adolesce,

- Romanian Journal of Applied Psychology.
24. Kateh, Iman Muhammad (): Psychological Ownership of School Principals, College of Arts, Al-Mustansiriya University, Journal of Wasit University College of Education, Issue 39.
 25. Khanfar, Fathia (2014): Psychological hardness and its relationship to the control center of the university student, Faculty of Humanities and Social Sciences, Kasdi Merbah University - Ouargla.
 26. Kobasa (1982): Commitment and Coping in Stress Resistance among Lawyers, Journal of Personaliny and Social Psyceuology.
 27. Kobasa, (1979): The hardy personality Toward a Social Psychology of Stress and health, University of Chicago.
 28. Kobasa, (1979): stress Full LiveEvents Personality and health An Inqulr to Hardiness. journal of pend social
 29. Kobasa, Midde (1983): Personality and social recoursesin
 30. Lazararus, RS (1996): Pahernis of adjntment imeegraw,new yourk, hin, book Com.
 31. Makki, Latif Hassan, Baida (2010): Personal hardness and its relationship to self-strength among university teachers, Journal of Educational and Psychological Research.
 32. Mansour, Hazem Alwan (2009): Psychological Endurance, Sports Psychology Lecture Series, College of Physical Education, University of Baghdad.
 33. Melhem, Sami Muhammad (2012): Measurement and Evaluation in Education and Psychology, Dar Al Masirah for Publishing and Distribution, Amman, Jordan.
 34. Mukhaimer, Imad Muhammad (2011): Psychological Hardness Scale, Cairo, Anglo-Egyptian Library.
 35. Odeh, Ahmed Salman (2000): Measurement and evaluation in the teaching process, Dar Al-Amal for Publishing and Distribution, Jordan.
 36. Pourakbari, Khoshli, Asadi (2014): Relationship of Psychological Hardnees and Quality of Life with Death Anxiety in Nurses, The Commission Accreditation of Iranian Medical Journal, Islamic Azad University of Gorgan.
 37. Radi, Zainab Nofal (2008): Psychological hardness among the mothers of the martyrs of the Al-Aqsa Intifada and its relationship to some variables, Majesty's Message, Dar Wael, Jordan.
 38. Shagosh, Walid Abdel Rahman Mohamed (2018): Psychological Hardness in Children, Faculty of Arts, Mansoura University.
 39. Shaheen, Gouda El-Sayed, Nabil Abdel-Hadi (2012): Thinking styles according to the theory of mental self-control and psychological hardness among Students of the College of Education, College of Education, Al-Azhar University, Journal of the College of Education, first issue.
 40. Shaheen, Gouda El-Sayed, Nabil Abdel-Hadi (2012): Thinking styles according to the theory of mental self-control and psychological hardness among Students of the College of Education, College of Education, Al-Azhar University, Journal of the College of Education, No. (1).
 41. SM Eel, Ibrahim Al-Sayed (2019): Structural thinking and psychological toughness as predictors of motivation and achievement for female teachers in the light of professional experience, Master's thesis, College of Education, Mansoura University.
 42. stressresistance journal of personality and social psychology.
 43. Talarico, James, Thomas (1989): Relationship of hardiness and Selected, Occupational and Persond, Variables Concering burnout in high school.
 44. Vogel, Mark, Edward (1989): Type Abehavior Pattern Theory An integration of Obsessive – Compisive and hardiness Personality Styles.
 45. Zubair, I see Anwar (2016): The psychological endurance of football players, Sports World Publishing Corporation, Alexandria, Egypt.