

Emotional Availability Have Students College Of Physical Education And Sports Science

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Abstract

The research aims to: Recognition Emotional availability among students of the College of Physical Education and Sports Sciences at the University of Karbala.as well as Statistically significant differences in Emotional availability among students of the College of Physical Education and Sports Sciences according to my variables(Gender (male, female) and grade (first, second, third, fourth) To achieve the research objectives, the two researchers build a Toole Search: scale Emotional availability The search tool has been applied on the basic research sample consisting of (486) A student and a student of the students College of Physical Education and Sports Sciences, University of Karbala, in the rate of 60% of the original population by the proportional random stratified method and after data collection and statistical analysis by as package Statistical for the social sciences SPSS The researchers found the following results: The search reached results in terms of Emotional availability until students of the College of Physical Education and Sports Sciences enjoy a Emotional availability, and there are statistically significant differences according to the gender variable (student–female student) for the benefit of the students, and Also students The Faculty of Physical Education and Sports Sciences have statistically significant differences in Emotional availability By grade For that first grade. In light of the results, the researchers advanced to A number of recommendations and proposals.

Keywords: Emotional, Physical, Sports, Science.

Introduction

Research Problem:

Students of physical education and sports sciences in Iraqi universities are in dire and real need to study from time to time a psychological educational study, which is directed towards their positive self outside the framework of the specialized physical and mental study that has been enriched in these colleges. Because they deal with the physical, mental and planning aspects more than any other aspect. At the time, it is noticed that these students are governed by the external vitality with different external motivation and according to the need, and this affects their future aspirations and their practical orientations as well. The association with

external influences that may control the behavior of some, and this in itself will contribute to some extent - even the psychological examination in this research - about the effective participation between colleagues emotionally, and the forms of mutual feelings between them in terms of friendliness, acceptance and compassion between them, and observed through behavioral altercation and bullying behaviors It gives the need to search for this phenomenon, which should not be characteristic of university students, especially those who are affiliated with physical education and sports sciences. Based on the foregoing, the problem of the current research is formulated in the following: Are the students of the College of Physical Education

and Sports Sciences characterized by emotional availability?

Research Importance:

The psychology literature has expressed the emotional availability under various names, including the psychological state of mood, the exchange of feelings, and interactive emotional expressions. It is closely related to the mental state, knowledge, and inclination towards will (56: 2001.). (Reber & Reber, since no scale can explain the quality of relationships across the lifespan. So attachment theory has largely focused on the relationship between two people, so it does not take into account the quality of other relationships in individuals' lives. Children often interact with teachers and siblings nannies, friends, and these relationships have an increasing impact on the lives of children as they age, for example. However, viewing all these important relationships as an association in itself may not be accurate. Many theories emphasize the importance of looking at the system is dynamic, where each member affects the The Other and the Greater System (Satir et al, 1991: 74) It becomes difficult to understand each individual's contributions to the system, when measures represent the behaviors or views of one individual, and thus focusing emotional availability on the individual's behaviors or views limits their ability to assess a group A number of studies have used the peculiar situation to assess patterns of association and employ emotional availability in them, and a rapidly growing number of studies of mental states have been documented based on corresponding analyzes (1995). Van IJzendoorn). Yet it is surprising that there have been few attempts to identify one of the basic constructs upon which the theoretical version is based to make available face-to-face Ainsworth's assessments of sensitivity, retention, crying and welcoming. and more global assessments that she created to classify sensitivity-insensitivity, acceptance-rejection, cooperation-interference, and accessibility-ignorance (Ainsworth 1971). Ainsworth's study showed 1971), examined the quality of interactions in emotional availability, but did so

by resorting to a related construct of emotional availability that had somewhat different theoretical proportions. It was developed by Biringen (1991) Robinson. Behringen, who used the Ainsworth-insensitivity measures in a previous study (Beringen 1990), incorporated some Ainsworth concepts into the measures of emotional availability. The system for evaluating the quality of interaction in emotional access is based on:

- more explicitly on emotion by emphasizing emotional availability and influencing symmetry as a field of practice for later regulation of individual emotions. When expected to help them regulate emotions, they learn that emotional states can be tolerated and altered
- EA 's bichromatic scales are more pronounced, (sensitive, structuring, non-aggressive, and non-interfering) and thus, the focus is on the emotional availability of both partners to each other.
- EA scales focus more explicitly on interactive bug fixes
- EA metrics emphasize mutual negotiation more strongly
- EA scales are explicitly designed to assess interactions during childhood and beyond
- EA scales accommodate Ainsworth's concept of sensitivity. However, it can also be said that the four universal Ainsworth scales emphasize ideas only that are included in the EA scales. Because Ainsworth scales are designed to categorize detailed narratives describing interactions lasting at least 16 hours, they require judgments that cannot easily be made on the basis of a brief interaction. This is particularly true of the emphasis on defensive operations, an emphasis that also reflects Ainsworth 's background as an expert in clinical diagnostics (1992:31). Bretherton).

Research Aims: The current study aims to:

- Emotional availability among students of the Faculty of Physical Education and Sports Sciences.
- Statistical significance of the differences in emotional availability among students of the College of Physical Education and Sports

Sciences according to the variables (gender (male, female) and grade (first, second, third, fourth)

Research Limitations: The current study is determined by the following limits:

- Objective limits: include the study variable in emotional availability.
- Human limits: The research is limited to a sample of students from the College of Physical Education and Sports Sciences, University of Karbala (male and female students).
- Spatial boundaries: Karbala University in the building of the College of Physical Education and Sports Sciences.
- Time limits: for the academic year (2022-2021)

Fifth: Defining the Terms: Definition of The researchers will address the following definitions

Emotional availability Defined by: Baker & Biringen (Baker & Biringen 2012) as: the ability of people to share an emotional and social connection in which feelings of affection, acceptance and compassion are exchanged in an atmosphere based on warmth, understanding, security and mutual trust (Baker & Biringen 2012: 124). Theoretical definition: The researchers adopted the definition of (Baker & Biringen 2012) that it is: a theoretical definition because it is the emotional availability scale, and the procedural definition (Operation Definition) is: the total score obtained by the respondent during his answer to the items of the emotional availability scale that the researchers will build.

Theoretical framework and previous studies

1. Emotional availability in adults

Emotional Availability (EA) refers to the ability of two people to share an emotional connection, and thus demonstrates the emotional and bilateral quality of relationships. It expands on the behaviors associated with emotional accessibility by including binary, emotional, and structural characteristics of the relationship. Since the attachment theory was proposed, researchers have extended this theory to

understanding interpersonal relationships with partners. Attachment theory has the benefit of determining one's ability to regulate romantic functioning, handle stress, and self-regulate feelings in the broader context of human relationships. Hazan and Shaffer (1987) were among the first to suggest that attachment theory could be usefully applied to a romantic relationship and that a person's attachment style to a caregiver would pass to their romantic partner. These attachment styles have been shown to influence a person's influence in romantic relationships, particularly in times of stress, based on experiences with childhood caregivers, at least in theory (Simpson, 1990). According to Hazan and Shaffer (1987) those who identified themselves as a securely attached being, children reported experiencing their romantic relationships with adults as "happy, friendly and trusting". Individuals who reported being securely attached to primary caregivers as children were able to trust that their partners would respond to their needs. These individuals were comfortable giving and receiving support, and were able to successfully regulate distress. Furthermore, female partners who reported secure attachment to the caregiver during childhood showed support for seeking tendencies for their adult partners, while avoiding individuals who had withdrawn from their adult partners. Thus, couples who report secure association patterns show higher rates of positive affect and emotional regulation during times of distress. Along the same lines, these couples tend to rate their marital satisfaction as higher, compared to couples who report insecure attachment styles. (Herndon, 2017:5), EA 's binary quality considers adults' views of each other, rather than describing Specific behaviors may be influenced by cultural biases. This feature allows for observation and measurement in any context or culture. In addition, because EA considers the emotional climate of the relationship, it provides richer information about the relationship. The framework also considers the adult's ability to provide structure within the relationship by directing learning and supporting independence. (Biringen & Easterbrook,

2012:130), Although the term EA has been used in psychological research since the 1970s, only a validated measure of construct has been developed in the past twenty years. and evaluation of EA, developed by Perinsin et al (1998) and Berning (2008) on adults, which consists of six subscales, four of which measure the feelings and behavior of adults, and two of them measure the pre-childish aspect of interaction. Its specifics related to adults are: sensitivity, organization, non-interference, and non-aggression. In childhood history, they are: the nature of the response and the form of social participation. Each dimension is measured using a continuous Likert scale that specifies a score between 1 and 7. Both to reflect that relationships are between adults, and to capture anything possible that differentiates them. (3: Saunders et al, 2015), sensitivity consists of the behaviors and emotions that an adult uses to create and maintain a positive and healthy emotional relationship. Recent research in neuroscience indicates that sensitive individuals (using the EA system) are more responsive to happy faces than to neutral ones, and this finding is consistent with the EA system's focus not only on stress response but also on pleasurable times. (Taylor-Colls & Fearon, 2015:23), EA refers to an adult's ability to support and direct toward a higher level of understanding. Organizing adults optimally not only teach and help others, but also allow a degree of independence so that they can learn independently. In order to achieve success, the adult must use verbal and nonverbal strategies to achieve this access, and both response and participation are balanced with a desire to pursue independence and explore the environment. Those who participate rarely communicate and respond appropriately with negative emotions and behaviors, such as anxiety, whining or tantrums. Thus the relationship is an important guide to the overall health of the relationship. (3: Saunders et al, 2015), and people tend to fall in love with people who are particularly responsive to their needs, in the same way that a secure attachment to a caregiver is fulfilled. The threat of ending a close relationship can lead to anxiety, as children

suffer from anxiety. When their secure base is not readily available. Despite similarities in some basics, adult attachment can differ from infant attachment. One major difference is that the relationships between the infant and the caregiver are not complementary, meaning that the child receives care and safety, but does not usually provide it. On the other hand, adult attachment tends to be reciprocal, with each partner providing care and receiving from their partner. This is a major difference that the infant's attachment to the caregiver is usually physical, meaning that the baby may need the physical presence of his or her caregiver in order to feel safe. Adult bonding is strongly based on the belief that their attached partner can be contacted if necessary. In these situations, "perceptible" security exists in two different forms, physical, in the early attachment case, and presumably in the adult attachment case (1994, Hazan & Shaver) (Herndon, 2017:6) The six dimensions of EA explain the binary quality of relationships and the diversity of behaviors and emotions of this quality. Thus, we argue that adult sensitivity is not the only factor that contributes to relationship health. Interestingly, a recent study by Licata et al (2015) found that it was associated with sensitivity and higher activation of the left frontal brain, as measured using an EEG. However, the response was related to the sensitivity of the other, but not the neural activation. In doing so, this study demonstrates the importance of differentiating between EA dimensions, as well as how the complexity of interactions between them extends beyond attachment behaviours, among which emotional availability is a broad, easy-to-apply and user-friendly method for understanding a myriad of relationships (Biringen, et al, 2014:34). While all six dimensions of EA are important in describing the overall quality of the relationship, the system also summarizes these six attributes and provides a measure of correlation. This association measure is the Emotional Correlation and Clinical Examiner (EA2-CS). EA2-CS is scored on a 100-point scale, divided into 4 categorical areas (emotionally accessible,

complex; discrete; and turbulent) that are assigned to the four categories. (Espinet et al., 2013: DC 0-3 PIRGAS).

Recent studies have been testing through controlled trials with attachment-based interventions their contribution to the assessment of positivity in families (Barron et al. 2015). In a two-way relationship, participants influence each other in a two-way manner. Sometimes it is very sensitive and responsive, but the individual may not react accordingly. (3: Saunders et al, 2015)

A person cannot be considered highly sensitive unless they respond to the other person emotionally, however, as the traits are certainly seen in themselves. An individual who avoids a positive, bona fide person can receive lower scores, while such the latter will appear much higher scores. Adults ' EA scores were often quite different (Baker et al, 2015:36).

Emotional availability in relationships predicts a wide range of outcomes. EA is significantly associated with the safety of one's association with others (Altenhofen, et al, 2013:435).

Emotional availability components:

- Availability in an emotional framework.
- Availability in a social context. (Baker & Biringen 2012:124).

Previous studies: The researchers did not find a clear study directed towards students of the College of Physical Education and Sports Sciences in the emotional availability variable, so the study is the first locally, Arab and international.

Research Methodology and Procedures

First: Research Methodology: In the current research, the researchers used the descriptive method Description Research for its suitability in achieving the research objectives.

Second: Population of the Research: The current research community consists of male and female students of the College of Physical Education and Sports Sciences Karbala University for the academic year (2021-2022) according to (gender and grade level) whose total number is (811)

male and female students, divided by the number of male and female students (559) and (252) female students.

Third: Sample of the Research: It included the following:

The exploratory sample (clarity of paragraphs and instructions sample): because its purpose is to verify the extent to which the sample members understand the paragraphs of the scale and its instructions to them (Faraj, 1997: 100), and to calculate the time taken to answer it, and to identify the difficulties facing the respondent, the survey sample was chosen Random sample, which was represented in the College of Physical Education and Sports Sciences (30) male and female students were randomly selected.

Statistical analysis sample: The statistical analysis sample for the paragraphs was chosen in a stratified random manner with equal distribution, from the students of the College of Physical Education and Sports Sciences, which amounted to (400) male and female students.

The basic research sample: The basic research sample was chosen from the original community at a rate of (60%) of the sample amounted to (486) male and female students, they were chosen by the stratified random method with a proportional distribution, distributed over the number of males (335) male students and (151) female students, and the number of male students The first grade is (108) male and female students, the number of the second grade is (151) male and female students, the number of the third grade is (97) male and female students, and the number of the fourth grade is (130) male and female students.

Fourth: The search tool:

Emotional availability:

Defining the concept of emotional access: The researchers reviewed the literature and previous studies related to the concept of emotional access. The researchers adopted a definition (Baker & Biringen 2012) for the concept of emotional access, and accordingly identified the components that represent it.

Defining components: After the theoretical definition of emotional access was determined and based on the literature and previous studies

that dealt with the concept of emotional access and after consulting arbitrators and specialists, the components of emotional access were relied on according to:

- Availability in an emotional framework.
- Availability in a social context.
- Formulating the scale items:
- After the emotional availability was theoretically defined and its components were determined, taking into account the nature and characteristics of the sample to which the scale would be applied, and after reviewing the literature and previous relevant studies, the researchers formulated (34) items to take into account the possibility of excluding some items when statistically analyzed, as some indicate Specialists in psychometrics point out that the number of items that are counted at the beginning of building the scale should be more than the number required in its final form, for the possibility of excluding some items when analyzing them so that what remains of them covers the trait to be measured (Abd al-Rahman, 1998: 247)

The validity and validity of the scale: In order to estimate the relative importance of each component of the scale and to determine the

number of items needed for each component, the researchers presented a questionnaire to indicate the relative importance of each component of the scale after the researchers initially identified (34) items for the scale as a whole. It was presented to (30) arbitrators specialized in psychological and educational sciences. The arbitrators suggested the validity of the two components, as well as determining the relative importance of each of them. The number of paragraphs for each component was extracted according to the percentage determined by the specialists, using the weighted mean and the percentage. Accordingly, 4 paragraphs separated by the researchers were deleted. on the following:

In terms of clarity: they are (3-8) for obtaining the Kai value of (0.6) at a rate of (60%), and the two paragraphs are (21-27) for obtaining the Kai value of (3.26) and at a rate of (73.3%).

In terms of importance: they are (3-8) for obtaining a chi value of (1.2) at a rate of (43%), and paragraphs (21-27) for obtaining a chi value of (0.53) at a rate of (43%). Including specialists and arbitrators, and thus the number of paragraphs of the scale for this procedure reached (30) paragraphs, and Table (1) illustrates this.

Table (1) Relative importance and weighted mean of emotional availability components

the ingredients	Paragraph numbers	The response of arbitrators and specialists		percentage	Calculated Chi-square value	Significance at 0.05p
		OK	not agree			
Availability within an emotional framework	-9-7-6-5-4-2-1 -13-12-11-10 18-17-16-15-14	28	2	%93	22.53	function
	8-3	12	18	%43	1.2	nonfunction
Availability in a social context	-23-22-20-19 -28-26-25-24 -32-31-30-29 34-33	30	0	%100	30	function
	27-21	13	17	%43	0.53	nonfunction

Setup Scale Instructions:

The scale's instructions are the guide that guides the respondent, and since the paragraphs prepared by the researchers are in a verbal declarative form, so they sought to make the scale's instructions clear and accurate for the university student according to gender, and indicating (✓) under the alternative that applies to the respondent among the alternatives The fifth (applies always - applies often - applies sometimes - applies rarely - never applies), as the respondents were asked to answer it, frankly and honestly for the purpose of scientific research, and there is no right or wrong answer as far as expressing their opinion, and that the answer is not seen No one but the researcher, and there is no need to mention the name in order for the respondent to be assured of the confidentiality of his responses (Al-Nabhan 2013: 85). In order to ensure the clarity of the scale's instructions and paragraphs, the clarity of response alternatives, the detection and avoidance of difficulties facing the respondent, and the time it takes to respond to the scale, it was applied to (30) students at random, previously mentioned in the survey sample, and it became clear that the scale's paragraphs and instructions It was clear to the sample members and that the time spent on their responses on the scale ranged between (10-15) minutes.

Scale correction: After preparing the scale items, the Likert method was adopted in building the scale. Each paragraph, and setting the appropriate degree for each paragraph according

to the respondent's answer, where the weights were distributed among the five answers alternatives as follows: (always apply (5) degrees, often apply (4) degrees, sometimes apply (3) degrees, rarely apply (2) two degrees, Never apply (1 degree.)

Statistical analysis of the scale items: The following are the verification procedures:

Discriminating Power of Items.:

The researchers verified the discriminatory power of the paragraphs using the Contrasted Groups method by applying the scale paragraphs to the statistical analysis sample, which amounted to (400) male and female students, and then determining the total score for each of the respondents' forms, then arranging the forms in descending order according to the total degree, from the highest degree to the lowest degree, then assigning (27%) of the forms with higher degrees, and (27%) of the forms with lower degrees. The number of members of each of the upper and lower extremity groups was (108) male and female students, and after applying the t-test for two independent samples, to find out the significance of the differences between the upper and lower groups for the scores of each item of the scale, all items of the scale were by comparing them with the t-value. The tabular amount (1.96) is distinct at the significance level (0.05) and the degree of freedom (214), and thus the number of paragraphs for the limit of this procedure has become (30) paragraphs, table (2) shows this.

Table (2) The discriminatory power of the emotional availability scale items using the two-end group method

the ingredient s	T	Scale vertebrae Emotional availability	Senior group 801		Lower group 801		Calculated T-value	The indication is at the level of 0.05
			Arithmetic mean	standard deviation	Arithmetic mean	standard deviation		
	.1	Paragraph No. 1	4.91	464.	3.96	1.420	6.61	function
	.2	Paragraph 2	4.89	480.	3.72	1.244	9.12	function

emotional framewor k	.3	Paragraph 4	4.94	230.	3.74	1.271	9.65	function
	.4	Paragraph No. 5	4.94	230.	3.43	1.262	12.23	function
	.5	Paragraph 6	4.91	291.	3.51	1.249	11.34	function
	.6	Paragraph No. 7	4.91	291.	3.20	1.244	13.91	function
	.7	Paragraph No. 9	4.88	506.	3.31	1.330	11.47	function
	.8	Paragraph No. 10	4.85	508.	3.25	1.208	12.69	function
	.9	Paragraph 11	4.80	608.	3.38	1.295	10.32	function
	.10	Paragraph 12	4.92	365.	3.36	1.203	12.90	function
	.11	Paragraph No. 13	4.92	365.	3.44	1.179	12.46	function
	.12	Paragraph 14	4.96	190.	3.55	1.195	12.11	function
	.13	Paragraph No. 15	4.94	268.	3.38	1.142	13.82	function
	.14	Paragraph 16	4.91	375.	3.49	1.098	12.72	function
	15th	Paragraph No. 17	4.89	344.	3.22	1.321	12.71	function
social framewor k	16	Paragraph 18	4.69	706.	3.15	1.317	10.71	function
	.17	Paragraph 19	4.93	263.	3.49	1.257	11.65	function
	.18	Paragraph No. 20	4.90	333.	3.34	1.185	13.17	function
	.19	Paragraph No. 22	4.91	322.	3.43	1.240	12.01	function
	.20	Paragraph No. 23	4.94	283.	3.25	1.239	13.82	function
	.21	Paragraph No. 24	4.93	263.	3.06	1.292	14.74	function
	.22	Paragraph No. 25	4.95	252.	3.26	1.210	14.21	function
	.23	Paragraph No. 26	4.83	464.	3.24	1.101	13.83	function

	.24	Paragraph No. 28	4.81	658.	3.21	1.253	11.75	function
	.25	Paragraph No. 29	4.33	1.326	3.22	1.163	6.54	function
	.26	Paragraph No. 30	4.85	577.	3.50	1.211	10.46	function
	.27	Paragraph 31	4.92	365.	3.31	1.265	12.71	function
	.28	Paragraph No. 32	4.94	268.	3.27	1.212	13.98	function
	.29	Paragraph 33	4.89	344.	3.41	1.119	13.14	function
	.30	Paragraph No. 34	4.93	263.	3.33	1.318	12.37	function

Relationship of the paragraph's degree to the total degree of the scale:

The researchers extracted the amount of the correlation between the score of each paragraph and the total score of the scale by using the Pearson Correlation Coefficient. The researchers extracted the T value of the correlation coefficient. Using the same analysis sample referred to in the previous paragraph, the

statistical analysis sample, which is (400) male and female students. After using the t-test for the significance of correlation and comparing it with the tabular t-value of (2.58) at the significance level (0.01), and the degree of freedom (398), the scale was considered structurally valid according to this indicator. It turned out that all the items achieved a statistically significant correlation. As in Table No. (3) and (4)

Table (3) the values of the correlation coefficients between the paragraph score and the total score of the scale And the T value of the correlation with the total score of the emotional availability scale for the emotional framework component

T	vertebrae				
		Component Relationship Value	T value	Relationship value in total degree	T value
	1	0.582	14.28	0.524	12.27
	2	0.672	18.10	0.606	15.20
	4	0.705	19.83	0.627	16.06
	5	0.755	22.97	0.715	20.40
	6	0.735	21.63	0.692	19.12
	7	0.723	20.88	0.695	19.28
	9	0.669	17.96	0.638	16.53
	10	0.672	18.10	0.63	16.18
	11	0.648	16.97	0.605	15.16
	12	0.716	20.46	0.682	18.60
	13	0.698	19.45	0.655	17.29
	14	0.688	18.91	0.653	17.20
	15th	0.714	20.34	0.702	19.66

	16	0.675	18.25	0.671	18.05
	17	0.609	15.32	0.612	15.44
	18	0.57	13.84	0.56	13.48

**

The tabular t-value equals (2.58) at a significance level of (0.01) and a degree of freedom (398).

*The tabular t-value is equal to (1.96) at the significance level (0.05) and at the degree of freedom (398).

Table (4) values of the correlation coefficients between the paragraph score and the total score of the scale And the T value of the correlation with the total score of the emotional availability scale for the social framework component

T	vertebrae				
		Component Relationship Value	T value	Relationship value in total degree	T value
.	19	0.656	17.34	0.637	16.49
.	20	0.671	18.05	0.656	17.34
.	22	0.676	18.30	0.654	17.25
.	23	0.717	20.52	0.671	18.05
.	24	0.734	21.56	0.709	20.06
.	25	0.724	20.94	0.711	20.17
.	26	0.702	19.66	0.665	17.76
.	28	0.645	16.84	0.597	14.85
.	29	0.412	9.02	0.351	7.48
.	30	0.612	15.44	0.554	13.28
.	31	0.703	19.72	0.665	17.76
.	32	0.729	21.25	0.707	19.94
.	33	0.7	19.55	0.69	19.02

14.62 0.591 16.53 0.638 34

** The tabular t-value is equal to (2.58) at a significance level of (0.01) and a degree of freedom (398).

* The tabular t-value is equal to (1.96) at the significance level (0.05) and at the degree of freedom (398).

The relationship of the component's score to the total score of the scale:

The researcher extracted the matrix of internal correlations between the components of the emotional availability scale using the Pearson Correlation coefficient, and it was found that all

the correlations, whether between the two components or the correlation of components with the total score of the scale are statistically significant after using the t-test for correlation significance and comparing it with the tabular t-value of (2,58). Significance level (0.01) and degree of freedom (398), and this indicates that the two components measure the general concept of emotional availability, and accordingly, the theoretical assumption matches the empirical analysis, and this is one of the indicators of construction validity (Faraj 1980: 315), and table (5) shows that.

Table (5) matrix of internal correlations between the sub-components and the total score of the scale

the ingredients	The emotional availability component in an emotional framework	The emotional access component in a social context	Total marks
The emotional availability component in an emotional framework	1	** 800.	** 947.
The emotional access component in a social context	** 800.	1	** 950.
Total marks	** 947.	** 950.	1

Psychometric properties of the emotional availability scale: These two characteristics have been verified as follows

Validity Scale: By types honesty the following:

Face Validity: This was achieved through the procedures referred to in the paragraph on checking the validity of the scale items

construction sincerity Construct validity: The validity of the construction of the current scale was verified through the following indicators mentioned previously in the statistical analysis of the scale items.

Factorial Validity:

The researchers calculated honesty Amili for scale From During Perform analysis Amili exploratory For the total measure of emotional availability, its paragraphs to the limit of this procedure (30 paragraphs), and it was done according to the Principal Components method with Rotation Oblige Rotation in a manner Obilmin, after applying it to a sample of statistical analysis consisting of (400) male and female students, (shown in the statistical analysis) and oblique rotation is appropriate for practical life, due to the overlapping and correlation of variables in the same subject and the inability to explain it with factors independent of each other completely (quality, 2008: 161). The oblique rotation is preferred because it is more realistic in representing the interrelationships between the factors, and provides us with an accurate picture of the

strength of these correlations (Tegza 2012: 72). The more inclined, i.e. a stronger correlation between the extracted factors (Ghanim 2013: 74). The result of the exploratory factor analysis of the two components of the scale was that the efficiency of the model used to measure (KMO) amounted to (0.846) and with statistical significance, Teghza (2012) indicated that the (KMO) test for the whole matrix requires that it be higher than (0.5), according to the Kaiser test. (Kaiser), and added that values ranging from (0.8-0.9) are good, meaning that the size of The sample is sufficient to perform the exploratory factor analysis, and then increase reliability for factors that will be obtained From Analysis Al-Amili (Tegza 2012: 89), and the researcher relied on saturation (0.30) and above for each of the paragraphs according to the Guliford test (Guliford 1954:500), and in the case of saturation of the paragraph on more than one factor at the same time, the highest saturation is taken as Statistically significant, however, all the saturations of the scale items were higher than (0.5), and the results of the factorial analysis were (3) factors whose latent root value (Eigen value) exceeds (1), and explain the total variance of the factorial matrix, so that the extracted factors are considered statistically significant as long as their latent roots have a value greater than (1) (Athanasius and Al-Bayati 1977: 276). Table (6) shows this:

Table (7) results of the exploratory factor analysis of the scale Emotional Availability

T		before recycling			after recycling		
		first ingredient	The second component	saturation	first ingredient	The second component	saturation
.1	Paragraph 1#	0.523		0.414	0.491		0.612
.2	Paragraph 2	0.501		0.481	0.551		0.64
.3	Paragraph 4	0.485		0.489	0.571		0.686
.4	Paragraph No. 5	0.457		0.605	0.565		0.627
.5	Paragraph 6	0.422		0.581	0.553		0.589
.6	Paragraph No. 7	0.41		0.597	0.609		0.53
.7	Paragraph No. 9	0.378		0.543	0.624		0.451
.8	Paragraph 10	0.356		0.525	0.557		0.561
.9	Paragraph 11	0.326		0.502	0.485		0.585
.10	Paragraph 12	0.32		0.581	0.252		0.542
.11	Paragraph No. 13	0.315		0.547	0.435		0.579
.12	Paragraph 14	0.285		0.553	0.555		0.525
.13	Paragraph 15	0.283		0.62	0.61		0.538
.14	Paragraph 16	0.238		0.6	0.607		0.567
.15th	Paragraph 17	0.209		0.553	0.482		0.567
.16	Paragraph No. 18		0.201	0.654		0.597	0.621
.17	Paragraph 19		0.941	0.671		0.543	0.623
.18	Paragraph No. 20		0.861	0.709		0.525	0.608
.19	Paragraph No. 22		0.829	0.711		0.502	0.562
.20	Paragraph No. 23		0.759	0.665		0.581	0.679

.21	Paragraph No. 24		0.734	0.597		0.547	0.73
.22	Paragraph 25		0.689	0.351		0.553	0.687
.23	Paragraph No. 26		0.644	0.554		0.62	0.56
.24	Paragraph No. 28		0.6	0.665		0.6	0.523
.25	Paragraph No. 29		0.569	0.524		0.553	0.574
.26	.Para No 30		0.414	0.606		0.612	0.576
.27	Paragraph 31		0.481	0.627		0.947	0.661
.28	Paragraph 32		0.489	0.715		0.56	0.606
.29	Paragraph 33		0.605	0.692		0.637	0.547
.30	Paragraph 34		0.581	0.315		0.656	0.506

Reliability Scale:

Half-segmentation method

The stability coefficient calculated in this way is called the internal consistency coefficient, which aims to show the amount of consistency between the two parts of the paragraphs in measuring the characteristic or characteristic. The stability index is the most common among researchers and workers in the educational and psychological fields, as the process of calculating the reliability coefficient is done by applying the test or scale only once to the stability sample and then dividing the paragraphs after obtaining the answer into two parts, often an even section and an odd section for the test or scale paragraphs. The items with the odd sequence represent the first part of the test, while the items with the paired sequence are the second part of it and that the correlation coefficient is done by calculating the correlation coefficient process between the degrees of the two parts (Al-Yaqoubi 2013: 256). The researchers calculated the reliability coefficient in this way and found the correlation coefficient between the two

halves Using Pearson's correlation coefficient, its value was (0.918).

Cranbach Alpha: To extract stability in this way for the two components and for the scale as a whole, the researchers used the Cranbach Alpha equation, where the stability coefficient of the scale as a whole reached a value of (0.948), which is good indicators of the scale's stability.

Describe the Emotional Availability Scale in its final form:

After verifying the standard characteristics represented by the indicators of statistical analysis, validity and stability of the scale, the emotional availability scale in its final form has become composed of (30) items divided into two components: (emotional framework) and the number of its paragraphs (16), and the component (social framework) and the number of its paragraphs (14). In front of each paragraph, there is a five-point scale for the response: (always apply (5) degrees, often apply (4) degrees, sometimes apply (3) degrees, rarely apply (2) degrees, never apply (1) degrees). Therefore, the highest score that a respondent

can get for his answer on the scale items is (150) degrees, and the lowest score he can get is (30), and the hypothetical average of the scale is (90) degrees. Hence, those who obtain values higher than (90) enjoy emotional availability, and those who obtain values less than (90) do not have emotional availability, and thus the scale is ready to be applied to the basic research sample.

Presentation, interpretation and discussion of the results

The first objective: to identify the emotional availability of the students of the Faculty of Physical Education and Sports Sciences

The results of the research showed that the average degrees of emotional availability for the

research sample of (486) male and female students reached (124.43) degrees, with a standard deviation of (21.343) degrees, and the hypothetical mean was (90), and in order to know the significance of the difference between them, the test was used The t-value for one sample (t - test), as the calculated t-value was (35.565), which is greater than the tabular t-value of (1.96), at a significance level (0.05) and a degree of freedom (485), and this result indicates that the students of the College of Physical Education and Science Sports (the sample as a whole) feel that they have emotional access, according to the data available in Table (8) and Figure (1) illustrate this.

Table (8) One-sample t-test on emotional availability among students of the College of Physical Education and Sports Sciences

variable	the sample	SMA	standard deviation	hypothetical mean	degree of freedom	T value		Indication level
						calculated	tabular	
Emotional availability	486	124.43	21.343	90	485	35.565	1.96	0.05 function

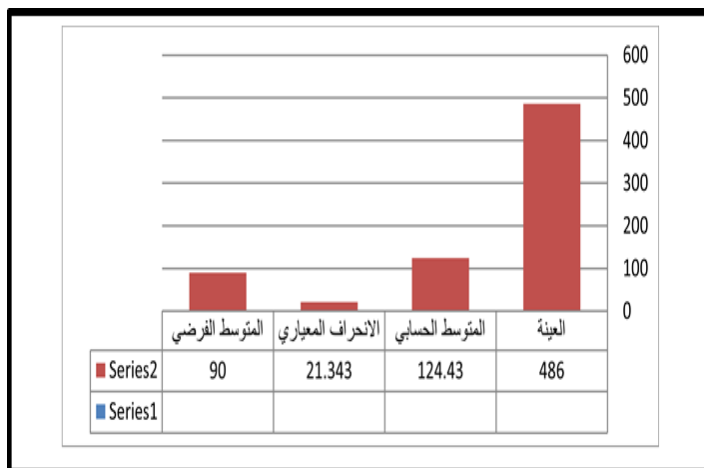


Figure (1) The comparison between the arithmetic and hypothetical mean of the measurement for the scores of the research sample members on the emotional availability scale among the students of the College of Physical Education and Sports Sciences

This explains that the students of the College of Physical Education and Sports Sciences, by the nature of their specialization, should enjoy cooperation and consideration of the feelings of others during loss, not bullying others, and

accept feelings of affection, compassion, trust, and fair sharing among themselves, especially in team games, where students should enjoy emotional availability, and this contributes to

achieving and achieving emotional balance. Satisfaction with oneself and others.

The second objective: the statistical significance of the differences in emotional availability among the students of the College of Physical Education and Sports Sciences according to the variable (gender, grade).

To extract the differences in the sub-variables of emotional availability among students of the College of Physical Education and Sports Sciences according to the variable (gender, grade level). The researcher proceeded to:

Two -way ANOVA:

The use of two-way ANOVA to reveal the results of statistically significant differences for the variables (gender, school grade), and for the interaction between them (gender * class). The following was found:

First: Functional values in emotional availability:

With regard to what was produced by the two-way ANOVA, the researcher found that the significant values were to confirm the existence of differences in emotional availability, where the calculated t-values of (56.303) were greater than the tabular t-value of (3.841) at the level of significance (0.05). This indicates that the students of the College of Physical Education and Sports Sciences have differences in emotional availability, and this result confirms the existence of the condition, as indicated by the previous results.

Second: Indicative values differences in emotional availability:

The results indicated by the two-way ANOVA values, the researcher found that the values were a function of the differences in the interaction between (gender) and (school grade). The researcher showed them in detail:

Statistically significant differences in the gender variable

The calculated t values of (8.462) were greater than the tabular t values of (3.841) at the level of significance (0.05). This indicates that there are gender differences in the emotional availability

of students of the Faculty of Physical Education and Sports Sciences (between male and female students). shown in a table. And to check which of the genders he enjoys from the emotional availability between male and female students. The researcher used the Tukey Test for dimensional comparisons, which is usually used after finding the differences in the analyzes of variance. Where the researcher found:

The arithmetic mean of the students of (125.380), was greater than the arithmetic mean of the female students of (122.317). This means that students in the College of Physical Education and Sports Sciences are more likely to enjoy emotional availability than female students, as shown in Table (10)

The researchers explain this that students play games and sports more than the number of female students than individual and group games in the college, such as football, wrestling, etc., in addition to the autonomy they enjoy in society more than female students and the greater number of sports activities compared to female students. This has an important role in making them emotionally available. of students in their field of specialization.

Statistically significant differences in the class variable:

t -values of (6.741) were greater than the tabular t-value of (3.841) at a significance level of (0.05). This indicates that there are differences in classrooms in the emotional availability of students of the Faculty of Physical Education and Sports Sciences (between male and female students). shown in a table. And to check which of the classrooms he enjoys from the emotional availability between male and female students. The researcher used the Tukey Test for dimensional comparisons, which is usually used after finding the differences in the analyzes of variance. Where the researcher found:

I found that the arithmetic mean of the first graders (125.830) was greater than the arithmetic mean of the students of other grades, which came in order. As shown in Table (10)

The researchers explain that the first stage students calculated that they had completed a short period of preparatory school and accepted

to the university with confidence, bearing feelings of compassion and cooperation with each other, and they are available and emotionally sensitive, and they are approaching with vigor and activity.

Third: The values that indicate the differences in emotional availability:

The results indicated by the two- way ANOVA values with respect to (type * class). For the interaction, the results did not show any significance. (Type * class) of (3.914) is greater than the tabular t-value of (3.841).) at the level of significance (0.05), according to the data available in Table (9).

Table (9) of the results of the two-way ANOVA on the significance of the differences in Emotional availability among college students according to the variables (according to the variable (gender, grade)

Contrast sources	sum of squares	degree of freedom DF	mean squares	Calculated phasic F	indication p 0.05
Emotional availability	25185.627	1	25185.627	56.303	D
Gender	3785.247	1	3785.247	8.462	D
Classroom	9046.213	3	3015.404	6.741	D
Genre * Grade	5252.365	3	1750,788	3.914	D
The error	213820,216	478	447.323		
total	243292.8	486			

The table value equals (3.841) at the level of significance (0.05)

Table (10) Tukey Test for dimensional comparisons in the variables indicative of the emotional availability scale

variable Variable	Comparisons Comparisons	Sub Comparisons subcomponent's	Arithmetic mean Meaning	standard error std. Error	minimum Lower Bound	the highest rate Upper Bound
Emotional availability	Gender	students	125.380	1.320	122.787	127.974
		female students	122.317	1.439	119,490	125.143
	Classroom	the first	125.830	1.919	122.059	129.601
		Second	122.823	2.039	118,816	126,831
		Third	124.577	1.917	120.810	128.344
		the fourth	122.163	1.931	118,369	125.957

Conclusions

In light of the findings of the current research, we can conclude the following:

1. Students of the College of Physical Education and Sports Sciences at the University of Karbala have emotional availability.
2. There are statistically significant differences according to the gender variable in favor of

the students, as they enjoy emotional availability more than the female students.

3. There are statistically significant differences according to the academic grade variable in favor of the first grade more than the rest of the grades in emotional availability.

Recommendations

Based on the results of the current study, the researchers recommend the following:

1. Benefiting from the faculties of physical education and sports sciences in universities to benefit from the scale in the current research represented in the emotional availability prepared for a sample of students of the Faculty of Physical Education and Sports Sciences.
2. Increasing the interest of the Ministry of Higher Education and Scientific Research, as well as universities, to provide sports halls for female students, which makes them train and practice sports more easily and more comfortably, like students.
3. The need for educational institutions to pay attention to the upbringing of community members in a way that develops their emotional availability, so that they can achieve constructive goals in society.

Suggestions

1. Conducting a similar study for postgraduate students.
2. Conducting a study that deals with the correlation between emotional access and other variables such as social support and spiritual vitality.
3. Building a counseling program to complement the emotional accessibility of the students of the College of Physical Education and Sports Sciences.

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Annex (1) The Emotional Availability Scale in its final form

vertebrae	Choice of answer alternatives				
	Always apply	often apply	sometimes apply	rarely applied	not applicable Start
I take into account the feelings .of my colleagues when losing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I help my colleague when he .fails during training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultivate positivity in my teammates until the end of the .match	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	I exchange feelings of affection .with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I feel compassion and .familiarity with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I accept the feelings of others .towards me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	We take into account the feelings of the opposing team when they lose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Stay away from hostility with the opponent team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I avoid exchanging negative feelings with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Create an emotional environment between me and my team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I support my colleagues and respect their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I seek a healthy emotional sharing with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I care about the feelings of others around me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I feel good about my team members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I accept everything my .colleagues hold about me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I feel the harassment of my .colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My relationship with my colleagues is based on mutual trust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I look forward to joining the team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My relationship with my colleagues is filled with warmth and affection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I understand the circumstances of my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I help my colleagues to solve their problems together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I support my colleagues when they are going through difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	My team believes in my ability to win	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Avoid provoking the opposing team while they lose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I don't have enough confidence in my team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I tend to direct my colleagues with the experience that I have	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I seek to build collaborative relationships with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	.Hold my group together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I understand the strengths and .weaknesses of the group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	.I predict the future of my group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>