



## The Impact of Programmed Learning Strategies and Integrative Information Fragmenting in the Development of Psychological Compatibility and Capabilities and Distinctive Explosive Speed and Completion of the Effectiveness of the Long Jump for Students

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### Abstract

There is a weakness in the psychological compatibility and physical abilities (the explosive ability and speed advantage) in some students and to contribute to improving the achievement in the long jump activity and in view of that most of the events, including the effectiveness of long jump depends mostly on the strength and speed in improving achievement, which called for researchers to study this phenomenon a scientific study, being a phenomenon that occurs for some students and lead to the decline of their levels and achievements, despite the continued training. The goal of the research to:

- To recognize the impact of programmed and integrative learning strategies of fragmented information in the development of psychological compatibility and explosive capabilities and distinctive speed and achieve the effectiveness of long jump for students.
- Identify which strategies have the advantage in developing psychological compatibility and explosive capabilities and distinctive speed and achieve the long jump activity of students.

The researchers used the experimental approach in the design of the two equal groups. The research community is determined by the first stage students at the Faculty of Physical Education and Sports Sciences at the University of Babylon for the 2017-2018 academic year. The number of students is 92 students. The sample was randomly selected by 40 students. (The first with the integrated strategy for fragmented information, the second with the programmed learning strategy), the conclusions were:

- The first group (integrated strategy of fragmented information) developed psychological compatibility and explosive capabilities and distinctive speed and achieve the effectiveness of the long jump for students.
- The second group (programmed learning strategy) developed psychological compatibility and explosive capabilities and distinctive speed and the completion of long jump activity of students.
- There is a preference for the first group (integrated strategy of fragmented information) in the development of psychological compatibility and explosive capabilities and distinctive speed and to achieve the effectiveness of the long jump for students.

**Keywords:** *Integration of fragmented information programmed learning, Psychological compatibility and long jump activity.*

### Introduction

The sporting achievements of high achieved by athletes in different sports in general and individual games, in particular, did not occur by chance but came as a result of the development of various sports sciences, physiological, psychological, and follow the trainer's correct scientific methods in an attempt to invest human energy in the best limits, as many of the research and studies of modern psychological that many of the

failures of sports and lack of access to good sports results due to many factors and psychological reasons may be personal (emotional) or family, social or health or sports and others. Psychological compatibility is one of the important psychological concepts among students, which has not been given great importance in training, despite its important and effective role in reducing the occurrence of

psychological negative effects caused by sports conditions due to training pressures, lessons and negative results [1]. The strength plays an important role in improving the level of achievement in general and the strength of the muscles especially the effectiveness of the long jump in particular, where the effectiveness depends heavily on the overall strength and explosive power and strength characteristic of speed in particular, because of the distinctive effect in the development of the muscles of the two men that have The important role in the long jump, and in most events that rely on explosive power (jump of all kinds) require high levels of capacity for the muscles of the two men in particular in order to achieve achievement.

Qasim Hassan Hussein asserts that "the greater the distance of the jump requires the accelerator to increase the speed gradually as well as the use of force during the upgrade and the speed of horizontal importance, the use of force must use"[2]. Psychological compatibility affects the extent to which the athlete continues in training and competition and contributes to the development of the player's physical, skill and planning ability and the quality of his effort in training and competitions, which leads to improving the training process and improving the level of athletic achievement [3].

The importance of the study lies in the fact that the phenomenon of psychological compatibility is an important variable and a basis in the performance of the athlete through the use of programmed and integrative learning strategies for fragmentary information to develop psychological compatibility, explosive abilities and speed characteristic and to achieve the long jump activity of students in the Faculty of Physical Education and Sports Sciences. Help teachers to see the level of psychological compatibility of their players and in the process of guidance and guidance psychological and educational [4].

### Research Problem

The phenomenon of psychological compatibility is one of the important psychological phenomena in the sports aspect, for its important and effective role in reducing the occurrence of negative effects caused by the conditions of sports training and collective and individual competitions.

The development in the long jump activity of the activities those are difficult for the student to transfer the center of gravity during the stage Upgrading from the horizontal path to the vertical path, and the required speed at the rough step to reach the appropriate speed for performance. The students have psychological and social characteristics of their own that should be understood. The lack of understanding of these stages and the vital and psychological changes as well as the rapid changes in society and the complexity of life, as well as the great training pressures that the student is exposed to because of the length of the lesson all this requires the student to have I agree very strongly to face these pressures.

Through continuous follow-up by researchers on more than one individual game (especially the long-jump activity) and his observation of students, as well as his relationship with some of them, he found that there is weakness in the psychological compatibility and physical abilities (explosive ability and speed characteristic) of some students and to contribute to improving achievement in the long jump Most of the events, including the long jump, depend mostly on the strength and speed of improving the achievement, which called for the researchers to study this phenomenon as a scientific phenomenon, which happens to some students and lead to the decline in levels and achievements, despite continuing training.

### Research Objectives

- To understand the effect of programmed and integrative learning strategies for fragmented information in the development of psychological compatibility and explosive capabilities, characterized by speed and the achievement of long jump activity for students.
- Identify which strategies have the advantage of developing psychological compatibility, explosive capabilities, speed, and long jump effectiveness.

### Hypothesis

There is a positive impact on the programmed and integrative learning strategies of fragmented information in the development of psychological compatibility and explosive capabilities, characterized by speed and the achievement of long jump activity for students.

## Research Methodology

The researchers used the experimental approach with the design of the two groups.

## Community and Sample Research

The research society is determined by the students of the first stage of the Faculty of Physical Education and Sports Sciences at the University of Babylon for the academic year 2017-2018. The number of (92) students, and the sample was selected in the simple random way and the number of 40 students were divided equally on two experimental groups split, the second with programmed learning strategy).

## Means, Equipment and Tools used in Research

- Stopwatch number (2).
- Metric measuring tape.
- Medical Balance.
- Long jump hole.
- The questionnaire.
- Arab and foreign sources.
- Interviews.

## The Procedures of Field Research

### Determine the Validity of the Student's Psychometric Measure

The researchers used the Psychological Compatibility Scale (Thaer Fadel Abdul Ali Al Dabbagh), [5] (Appendix 1) consisting of (65) paragraphs and the answer is through alternatives (always, often, sometimes, rarely, never) by giving the score (5, 4, 3, 1). The total score of the scale ranged from (65 - 325) degrees, which was presented to the subjects of the scale consisting of (11) experienced experts in the field of psychology, field and field and confirmed the validity of (100%).

## The Tests of used in Research

The researchers surveyed a number of letters and letters related to the long jump activity and collected some tests related to the achievement of the research objectives. The questionnaire was presented to the experts and specialists (11) experts in the field of field and field to determine their validity to the students.

- Vertical jump test of stability.
- Long jump test of stability.

- Speed jogging test 30 meter from the flying position.
- Test three wheels with a right leg and a left leg.
- Long jump test.

## Pilot Study

The researchers conducted the pilot study on (17/2/2018) at 10 am in the outer squares of the college for the studied variables on a sample of (5) students and re-applied this experiment after 15 days and under the same conditions of the first experiment on 4/3/2018. , The purpose of which is the following:

- Ensure the validity of the tools to be used in the field experience.
- Ensure the ease of preparation and implementation of tests.
- Identify the time taken to perform tests.
- Note the extent to which testers respond to test performance.
- Make sure that the paragraphs of the scale for the sample.

## The Scientific Basis for the Tests

### Validity Test

The researchers found the authenticity of the content after the tests were presented to a group of experts and specialists, who confirmed that these tests are true in their content and the purpose for which they were developed. The sincerity of the test means that "the task of the test is to measure and evaluate the attribute to which the test was actually placed"[6].

### Stability Test

The stability of the test is one of the most important scientific foundations for the reliability of its results. The test is intended to mean that "if the test is re-applied to the same people, it gives the same results or results are close"[7].

The researchers used the method of testing and retesting, that is, there is a significant correlation coefficient between the results of the test every time the tests are carried out then (17/2/2018) and then researched by researchers after (15) days (4/3/2018) The researchers found a correlation coefficient for all tests as shown in Table (1).

## Objectivity Testing

Objectivity means "no difference in judgment on something or on a particular topic"[8] through (arbitrators). Where the value of the correlation coefficient was simple (Pearson)

to indicate the objectivity of this test where the objectivity means (consensus of the arbitrators) the results came with indications that all tests have a high objectivity, shown in Table (1).

**Table 1: The stability and objectivity coefficient of the tests**

N	Tests	Stability coefficient	Objectivity coefficient
1	Psychological Compatibility Scale	0.92	0.94
2	Test ran 30 meters of flying mode	0.87	0.90
3	Long jump test of stability	0.91	0.92
4	Vertical jump test of stability	0.90	0.88
5	Test the halves with the right leg	0.89	0.90
6	Test the halves with the left leg	0.88	0.94
7	Achieve the long jump efficiency	0.87	0.89
The correlation value at the significance level (0.05) and the freedom degree (3) = 0.80			

## Pretests

The researchers conducted the pretests on the sample of 40 students at (5/3/2018) at the morning hour in the external arena in the college as the researchers have proven all the

conditions and tests in terms of (time, place and climate) to be able to Create similar or similar conditions when performing post-tests. The homogeneity of the research sample was carried out by measures (age, height, and weight) as shown in Table (2).

**Table 2: Shows the homogeneity of the sample in the variables of age, height and weight**

Variables	Mean	STD.EV.	Median	Skewness*
Age(Year)	16.5	0.518	16.5	0.00
Tall(Cm)	168.857	2.070	168	0.70
Weight(Kg)	59.857	1.791	59.5	0.71

\*The sample is homogeneous if the skewness coefficient is between ( $\pm 1$ ).

As well as to reward them through the psychological adjustment scale and physical tests, namely: (ran 30 m speed of the bird mode, the vertical jump of stability, long

stability jump, three One-legged step test leg the right and three One-legged step left, and the completion of the effectiveness of the long jump) as shown in the Table (3).

**Table 3: Shows the mean, standard deviation, the calculated value (t), and the type of difference between the two groups in the studied variables**

Variables	First experimental		Second experimental		calculated (t)	Type of significant
	Mean	STD.EV.	Mean	STD.EV.		
Psychological Compatibility Scale	176.37	11.58	175.46	12.14	0.73	Non sig.
Test ran 30 meters of flying mode	4.77	0.07	4.63	0.14	0.46	Non sig.
Long jump test of stability	44.28	4.19	44.14	4.75	0.59	Non sig.
Vertical jump test of stability	1.99	0.17	2	0.19	0.11	Non sig.
Test the halves with the right leg	6.42	0.32	6.35	0.40	0.39	Non sig.
Test the halves with the left leg	6.39	0.31	6.44	0.33	0.28	Non sig.
Achieve the long jump efficiency	4.03	0.27	4.014	0.17	0.20	Non sig.

\*The tabular value at the degree of freedom (38) and below the level of significance (0.05) is equal to (1.68).

Table (3) shows that the value of (t) calculated for all variables is less than the tabular value (t), there is parity between the two groups

## Learning Program of using Two Strategies

The sample was divided into two groups (the first group with the integrated strategy of fragmented information) and the second with the programmed learning strategy. The

number of students in each group was (20) Minutes, where the program began on (6/3/2018) until (21/4/2018) Through the experience of the modest researchers in the teaching and training of this activity in the Faculty of Physical Education / University of Babylon, the educational unit was divided

and as indicated by some scientific sources in the field of teaching methods into three sections (the preparatory section, the main section, the final section) (The general section on general and private warm-up), the main section included (skill, educational, applied), while the final section included general calm, feedback and departure. The total time of the curriculum and the time of each section Sections of the educational unit and followed the conditions and instructions S all in the preparation of the program taking into account the level of the sample and physical abilities and bodies, as follows:

- The use of exercises that develop the strength of the two men (exercises weight of the bear).
- Repeat Exercise 1 - 3, the curriculum included two units per week.
- Rest intervals between duplicates were set 30 - 40 seconds.

#### The Work of the two Groups as Follows

##### The First Experimental Group (Integrated Strategy of Fragmented Information)

The teaching of students in this group (development of explosive capabilities and characteristic of speed) and teaching the effectiveness of the long jump in the arena and field where the students are divided into (5) major groups each group (4) The teacher will explain the skill in detail during the initial learning phase. The educational activity in the main section is clearly presented so that the students can identify the correct performance of the skill. The teacher then asks the students to form (4) new groups each group consisting of (5) Experts), the MP is divided Hara between them and each student is responsible for learning the section given to him and his proficiency through the correct performance after taking information from the teacher, after the proficiency of the students (experts) sections returned to their original groups to

transfer their experience to the rest of the colleagues and the performance of the skill in full and all parts of the main , And if the group faces any obstacles or difficulties or inquiries, it is possible to refer to the teacher of the article to help solve, the role of the teacher in the application section based on monitoring and follow-up to facilitate the work of groups and achieve order and calm.

##### The Second Experimental Group (Programmed Learning Strategy)

Teaching students in this group (development of explosive capabilities and speed) and teaching the effectiveness of long jump in the arena and field, the students in the form of a group of (20) students where the skill is divided into a group of small and related steps called (frames) where each frame displays a small information to the student and asks him to respond to a response is usually visible and called this response to the response (established) and these steps follow each other in a logical manner and each frame contains information or problem Incomplete or phrase in its left the correct answer, but this answer is hidden and the phenomenon is required to record the student response before disclosing the correct answer. If the response is correct, move to the second frame and take the self-reinforcement. Thus, if the response is wrong, in this case the student is asked to re-read the frame in which he mistakes again until the correct response is finally reached.

#### Posttests

Posttests were conducted on the sample of 40 students at 10:00 am on 22/4/2018 in the external arena of the college. The researchers were keen to create the same conditions in terms of time, place and climate applied in pretests.

#### Results

##### View the Results of Pretest and Posttest for the First Experimental Group

Table 4: Shows the mean and standard deviation of the pretest and posttests, the calculated value (t) and the significance level of the first experimental group (the integral strategy of fragmented information)

Variables	First experimental group of integrated strategy for fragmented information				calculated (t)	Type of significance
	Pretest		Posttest			
	Mean	STD.EV.	Mean	STD.EV.		
Psychological Compatibility Scale	176.37	11.58	195.25	6.78	14.26	Sig.
Test ran 30 meters of flying mode	4.77	0.07	4.46	0.10	6.302	Sig.
Long jump test of stability	44.28	4.19	51.42	5.09	5.56	Sig.

Vertical jump test of stability	1.99	0.17	2.32	0.12	21.61	Sig.
Test the halves with the right leg	6.42	0.32	6.89	0.26	8.47	Sig.
Test the halves with the left leg	6.39	0.31	6.90	0.32	5.65	Sig.
Achieve the long jump efficiency	4.03	0.27	4.61	0.24	4.61	Sig.
The tabular value at the degree of freedom (19) and below the level of significance (0.05) equals (1.72).						

Through note table(4) shows that circles calculation values for tests pre and post the first experimental group strategy complementary information fragmenting differ for all the studied tests and to find out the differences and the differences the researchers used the test (t) samples corresponding values were (t) calculated

greater than the tabular value at the level of significance (0.05) and the degree of freedom (19) amounted to (1.72) and it there are differences in favor of the post test.

**View the Results of the Pretest and Posttests of the Second Experimental Group**

**Table 5: Shows the mean and the standard deviation of the tribal and remote tests and the calculated value (t) and the level of significance of the group for the second experimental group (programmed learning strategy)**

Variables	The second experimental group of programmed learning strategy				calculate (t) d*	Type of significant
	Pretest		Posttest			
	Mean	STD.EV.	Mean	STD.EV.		
Psychological Compatibility Scale	175.46	12.14	186.77	7.28	11.39	Sig.
Test ran 30 meters of flying mode	4.63	0.14	4.66	0.072	3.38	Sig.
Long jump test of stability	44.14	4.75	45.85	4.33	5.28	Sig.
Vertical jump test of stability	2	0.19	2.11	0.11	3.31	Sig.
Test the halves with the right leg	6.35	0.40	6.62	0.29	8.19	Sig.
Test the halves with the left leg	6.44	0.33	6.56	0.30	3.49	Sig.
Achieve the long jump efficiency	4.014	0.17	4.22	0.21	3.78	Sig.
The tabular value at the degree of freedom (19) and below the level of significance (0.05) equals (1.72).						

Through Note table (5) shows that circles calculation values for tests pre and post experimental group second strategy programmed learning differs for all the studied tests and to find out the differences and the differences the researchers used the test (t) samples corresponding values were (t) calculated greater than the tabular value at

the level of significance (0.05) and degree of freedom (19) reached (1.72) for which there are differences and for the benefit of the post-test.

**View the Results of Posttests for the Two Experimental Groups (first and second)**

**Table 6: Shows the mean and the standard deviation of the pretest and posttests, the calculated value (t) and the significance level of the first and second experimental groups**

Variable	integrated strategy for fragmented information		programmed learning strategy		calculate (t) ed*	Type of significant
	Mean	STD.EV.	Mean	STD.EV.		
Psychological Compatibility Scale	195.25	6.78	186.77	7.28	3.98	Sig.
Test ran 30 meters of flying mode	4.46	0.10	4.66	0.072	3.444	Sig.
Long jump test of stability	51.42	5.09	45.85	4.33	2.203	Sig.
Vertical jump test of stability	2.32	0.12	2.11	0.11	3.389	Sig.
Test the halves with the right leg	6.89	0.26	6.62	0.29	1.760	Sig.
Test the halves with the left leg	6.90	0.32	6.56	0.30	2.015	Sig.
Achieve the long jump efficiency	4.61	0.24	4.22	0.21	3.167	Sig.
*Tabulated value at the degree of freedom (38) and below the level of significance (0.05) equal to (1.68).						

The Table (6) shows there are differences between the circles and standard deviations in the post tests for the two experimental groups to find out these differences, the researchers used the test (t) Independent samples where the calculated values greater than the tabular value (1.68) at the level (0.05) and under the degree of freedom (38) there are differences on it for the benefit of the first experimental group.

## Discussions

In the previous tables, we found in the previous tables the results of the sample of the study (the first experimental group, the integral strategy of fragmented information, the second experimental group, programmed learning strategy), the search variables (psychological compatibility, explosive abilities, speed characteristic, and the long jump efficiency of the students) The researchers attribute the superiority of the first experimental group to the integrated strategy of fragmented information.

The researchers attributed this to the fact that the interaction between the group members and their discussions About his educational mission that they do in their understanding of the impact of the educational material, and then transfer this understanding to the original, which led their groups to increase their learning, and this was confirmed (Gaith and EL- malak, 2004) [9]. Researchers also attribute the reason for this preference to low anxiety and fear of failure among students, and provide a high degree of reassurance and psychological satisfaction and self-reliance, as well as the provision of this method of strengthening the members of groups of learning based on groups of experts from each other.

Underlining (Johnson, David) that "learning in small groups of students are allowed to work together effectively and help each other's to pay for the level of each individual, and to achieve the common goal"[10]. May be due to the fact that the students gained experience in the field and cooperation between themselves and the sports environment, which led to an increase in physical abilities, and it has an impact on the performance of the activities and basic skills well, and there is no doubt that increased field experience and mobility led to increased psychological compatibility for them, Adler said that "the cooperation and participation

that a person may need in life requires independent social activity and participation and the building of a compatible personality"[11]. It can also be the responsibility of each member of the original group and promised the main axis, which revolves around the process of learning in this way the impact on the learner and stimulate the activity and motivation, making the learning process enjoyable for learners and increase their interest in learning, it provides a climate of freedom and work and cooperation. The researchers attribute the reason to the learner's tendency to prove him among the group members, and to stimulate thought and attract attention. The learner is an active participant, not a future of information, and he is interactive, learning and mastering and discussing his colleagues without being ashamed of them.

This type of learning also allows the learner to review his teaching material and practice and repeat it more than once without feeling bored, which in turn increases his motivation to learn and then increase his proficiency to perform the skill required to learn and confirms (Nasser Ahmed Al Khawaldeh) Improve productivity quality and establish positive relationships among learners and self-esteem of individuals, as well as increase the degree of proficiency and then increase the degree of achievement and acquisition of social skills such as leadership and management and communication with others "[12].

## Conclusions

- The first group (integrated strategy of fragmented information) developed psychological compatibility and explosive capabilities and distinctive speed and achieve the effectiveness of the long jump for students.
- The second group (programmed learning strategy) developed psychological compatibility and explosive capabilities and distinctive speed and the completion of long jump efficiency of students.
- There is a preference for the first group (integrated strategy of fragmented information) in the development of psychological compatibility and explosive capabilities and distinctive speed and to achieve the effectiveness of the long jump for students.

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### Appendix 1: Psychological Compatibility Scale

N	Items	Always	Often	Sometime	rarely	Never
1.	I feel optimistic in my life.					
2.	I am strong personal and determined.					
3.	I suffer from shame.					
4.	My nails are constantly biting my teeth.					
5.	I'm a rude person.					
6.	I suffer from disband and I am awake.					
7.	I feel guilty when I make a mistake with others.					
8.	I suffer from insomnia (lack of sleep).					
9.	I am calm in critical situations.					
10.	I have nightmares.					
11.	I feel sad.					
12.	I speak with myself.					
13.	I feel moody.					
14.	My nerves turn out for the simplest reasons.					
15.	I suffer from forgetfulness.					
16.	I'm a nervous person.					
17.	I feel happy when I am with my family.					
18.	I feel that my family is behind my success.					
19.	I have problems in my family.					
20.	Best get away from the guests when they visit us.					
21.	I am troubled by the restriction of my freedom at home.					
22.	My family is proud of my kindness.					
23.	I lack my father's tenderness.					
24.	I'm thinking of running away from home.					
25.	I feel that my behavior is not desirable among my family members.					
26.	My family objects to the friends I choose.					
27.	I want to spend my free time with my family.					



28.	Mutual confidence between me and my family.					
29.	I feel lonely among my family.					
30.	I try to help my family solve problems.					
31.	I feel that my appearance is good.					
32.	I feel tired when I do regular work.					
33.	I have headaches.					
34.	I suffer from shortness of breath.					
35.	I suffer from vertigo (dizziness).					
36.	I feel bored with my eyes.					
37.	I suffer from colds (colds).					
38.	I complain a lot of pains in the stomach and intestines.					
39.	I am annoyed by the appearance of acne.					
40.	I accept my body in its current form.					
41.	I suffer from fainting and do not know why.					
42.	I feel a general weakness in my body.					
43.	I enjoy a healthy body.					
44.	I feel that man has no value in life.					
45.	I feel good about myself.					
46.	I practice lying when I need to.					
47.	I suffer from dependence on others.					
48.	I feel that I am a person who is unhappy.					
49.	I feel that my ambition is within my abilities.					
50.	I respect myself.					
51.	I expect the failure of the work that I am charged with.					
52.	I rely on myself to accomplish my work.					
53.	I tell the truth in my words with others.					
54.	I feel like a person of value and interest.					
55.	I lack self-confidence.					
56.	Most teachers trust me.					
57.	I find it difficult to combine subjects.					
58.	I am troubled by the instability of the current school period					
59.	I find it difficult to establish relationships with my classmates					
60.	I plan and organize my study time.					
61.	I am happy for the success of my friends at school.					
62.	I'm bored and bored from school.					
63.	I am involved in solving the problems of my classmates					
64.	Be upset for the end of the summer vacation					
65.	I would love to be instructed by the teacher to explain the material					