

Psychological Energy For Talented, Outstanding And Students A Comparative Study

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Abstract: Comparative Study: From the researcher's career in education field, it is noticed that there's no interest in the field of psychological energy for talented (talented) students, their outstanding and there psychological energy (psycho- energy).the researcher has made a comparative study between the talented, outstanding and ordinary students and distinguishing the differences among them. This can be done via application of psycho- energy meter on the three classes and after the use of contrast analysis and (T-Test) for one sample.

Results show that three were differences with statically significance among the talented, outstanding and ordinary students, result state that talented students have got (4) degrees in (psycho- energy), (2.60) for outstanding, and (2.62) for ordinary students .After results explanation, the researcher has put a group of recommendations and suggestions as well as conclusions done by the researcher.

Introduction

Talented and outstanding students are one of the most important basic pillars on which any society is based, so civilized societies seek to pay attention to these groups in order to ensure their civilized future...

And Iraq from the previous research that was studied from the beginning, this study began with the development of its own scientific, educational and psychological programs, due to their interest in each other in some governorates, and these schools were supported and privileges were provided for those seeking study and scientific and educational studies that were dealt with several times by the talented student. But it did not deal with aspects of psychological energy, which is one of the important topics whose meaning and importance to students in particular and society in general is ignored by many.

- 1- Most of the researchers stay away from delving into the topic of psychological energy.
- 2- According to our continuous work with groups of talented, outstanding and students, we think it is necessary to know their psychological energy, whether it is positive or negative, in order to help them in the event that negative energy appears in their personalities and to enhance their positive energy ..
- 3- There are several explanations for this difference in the psychological energy of the three groups, including those who say it is caused by high intelligence and those who say it came by chance.
- 4- - The current research seeks to discover the psychological energy of these students and compare it with the psychological energy of others.
- 5- Striving to find differences in psychological energy between these students and the main goal is to answer the following question: Is psychological energy the direct reason that makes students delusional, distinct, or ordinary ? Is the reason for their excellence due to the concentration of their psychological energy? Is excellence and creativity caused by a high or low level of psychological energy? Does psychological energy have a role in the growth and development of talent and creativity for students?

The research problem revolves around these theoretical frameworks and then turns to the practical aspects.

Research importance :

The importance of the current research is reflected in the following indicators:

- 1- Attention to the talented and the outstanding is an imperative that contributes to a comprehensive societal renaissance.
- 2- The need for talented, outstanding and students to enhance positive psychological energy and get rid of negative energy.
- 3- Spreading the culture of interest in students 'psychological energy.
- 4- According to the researcher's knowledge, it is the first comparative study in Iraq that includes three categories of talented, outstanding and people.

- 5- The necessity of knowing the role of the psychological energy of the student in order to be creative or outstanding.
- 6- The research provides for those interested in nurturing the talented and talented with important indicators on the role of psychological energy in encouraging students to think creatively.
- 7- The importance of revealing the level of presence of psychological energy for talented, outstanding and students.
- 8- Getting to know the role of psychological energy in revealing talent among students.
- 9- 9- This research seeks to measure the psychological energy of the three groups, and this procedure was not carried out in Iraq or in the Arab countries, according to the researcher's knowledge.

Aims of the study:

- 1- Know the psychological energy of talented students.
- 2- Know the psychological energy of outstanding students.
- 3- Know the psychological energy of students.
- 4- The statistically significant differences in psychological energy are known between talented, outstanding and students.

Research limits

- 1- Spatial boundaries: The current research is determined by the students of Iraq.
- 2 - Human boundaries: is determined by middle school students (males and females) for the talented, outstanding and schools in Iraq.
- 3- Temporal boundaries: The research is determined by the academic year 2017/2018

Definition of terms:

The terms mentioned in the research have been defined as follows:

1- Psychological energy:

A concept that expresses the activity that drives the work of the mind or the soul, and from the perspective of many psychologists and neuroscientists in the modern era, this energy is equivalent to the metabolism process in the nerve cells in the brain.

(<https://ar.m.wikipedia.org/wiki>)

- **Aziza Al-Manea defined it as:**

- It is a hypothetical, invisible force that the soul can use to perform its work, and it means the extent to which the individual possesses a motivating force that pushes him to vent from it by expelling it.

(www.okaz.com.sa, article)

The researcher defined it as:

It is a hypothetical latent force that pushes the mind to organize all life activities and moves behavior in different directions, whether positive or negative.

2- Talented students:

- Khidr 2000 defined it as:

They are those who are detected by specialized professionals, and talented is the one who provides an outstanding performance when balancing it with other students in the age group to which he belongs (Khidr 2000, p.235).

- Abu Auf 2004 defined it as:

He is the one who is determined by professionally qualified persons and has outstanding capabilities that enable him to achieve a high level of performance (Abu Auf, 2004, p. 34).

3- Outstanding students:

They are primary school graduates with a score of at least 95% who pass achievement and intelligence tests according to the absorptive capacity determined annually by the Ministry of Education (Iraqi Ministry of Education, 2018).

4- Ordinary student:

They are students who are admitted to regular schools according to the geographical area and without the condition of average or to take exams (Iraqi Ministry of Education, 2018).

(Chapter 2)

Theoretical background

Some theoretical ideas about the research variable will be presented, which is psychological energy

First - Psychological Energy:

The term psychological energy is used in the field of psychology in a way synonymous with many other terms such as motivation, activation, consultation of both the mind and the body, but it is also clear that these terms mix between the mind and the body. It is also clear that these terms mix between the mind and the body. Therefore, their use in the field of sports training and psychological skills training for athletes causes a kind of ambiguity and lack of understanding at the time when the term is Psychological energy is easier to understand and specifically, where what is required in the field of psychological training is to exercise the mind and stimulate it independently of the body.

The stimulation of the mind may cause the revitalization of the body. The use of the term psychological energy is more related to the terms of training, as it corresponds to the term physical energy and looks at the psychological energy on

It is more of a kind of activity, vitality, or intensity of brain function and the basis of motivation Also, psychological energy can take a positive or negative form, depending on the nature of the emotions, the source of energy, consultation and happiness are two sources of positive energy, either anxiety and anger are two sources of negative energy, and there are two terms in the sports field associated with psychological energy when the athlete turns from low to high emotional energy it is called psychological mobilization and when the energy arrives

The psychological to a high degree exceeding the optimal psychological energy is called the breakdown of psychological mobilization

and psychological training aims to achieve the athlete the optimal level of psychological mobilization (psychological energy) that suits the situation or competition, i.e. the optimal psychological energy.

Aristo was the first to use the concept of mental or psychological energy, which was (potential actus et)

His book The word "energy" means action or activity. Henry Moore was defined in the Platonic Song of the Soul in 1642, and he mentioned that psychological energy is a form of the soul.

Psychological energy is seen as more than a kind of activity or vitality and intensity of the functions of the mind and a basis for motivation, as it can take a positive or negative form and this depends on the nature of the emotions, the source of energy, the excitement and happiness are sources of positive energy, while anxiety and anger are sources of negative energy (Ratib, 2000, 127).

Some of the psychological energy theories:

1- Ibn sina theory

Ibn sina mentioned that the human soul is the driving force of behavior and divided this force into sections and assigned a function to each section, as follows:

* Sensual power: is concerned with the driving force towards imagined things, whether they are necessary, urgent or secondary, seeking pleasure.

* Anger force: It is a force that moves the imagination to a reality and to a specific goal and it is an activity that works on moving nerves and muscles, contracting and tensioning them, or simplifying and relaxing them.

* Theoretical strength: Its goal is to acquire and transfer knowledge, to evoke intelligibles and perceptions, and work to verify and measure them.

* The workforce: It is concerned with deduction and the practical, procedural matters that can be done by the individual himself (Al-Jouani, 2009).

2- Freud's theory:

Freud asserted that the amount of psychological energy represents a measure of what the mind demands from productive work.

All instincts represent the total available psychological energy and store this energy in one part of the personality, which is the lower ego, and this part is itself the center of instincts that carry out the multiple processes of the personality and derive this energy from the vital metabolism processes in the body.

The psychological energy is transformed from one subject to another, and this explains the apparent elasticity characteristic of the inherent human nature and the outstanding ability to shape behavior and that the individual's interests, habits and trends represent a process of energy displacement and represent derivatives of the original instincts. This position is based on a hypothetical basis (Instincts are the only sources of energy in human behavior) (Lindsay, 1968).

3- Sullivan's theory:

The psychological energy is transformed from one subject to another by doing the work. The work may be an apparent act that uses the different muscles of the body and it may be psychological and that all these outward and hidden activities are aimed at reducing tension and that the individual can discover that the patterns of

tensions and energy shifts that are that cause him surprise and surprise in everything that happens to him in the past and the present and make him choose how to live and how things are going in his life (Lindsay, 1968).

Previous studies

1- Ali 2009 study

Psychological energy and its relationship to the level of performance of some basic skills among the players of the University of Mosul team with basic handball and knowledge of the relationship between the values of the dimensions of the psychological energy and the level of performance of the players of the University of Mosul team.

The researcher assumed the existence of a statistically significant relationship between the values of the psychological energy dimensions and the level of measurement of some basic skills tests among the players of the Mosul University team in handball. The researcher has used:

A- In a random manner, the descriptive approach is by the method of surveying, and the research was conducted on a sample consisting of (15) players out of (20) players from the Mosul University national team by hand ball.

The researcher measured the psychological energy of the research sample, and tested the basic skills of handball, the knock test, the handling test, and the pointing accuracy test.

The researcher used the appropriate statistical means to arrive at the results, which are the arithmetic mean, standard deviation, hypothetical average, correlation coefficient.

The results led to the following:

F. has a great psychological energy in the research sample. –

The existence of a positive and significant correlation between the tests of psychological energy and the test of basic skills of handball.

2- Al-Falahi, 2011 Study

Psychological energy and creativity trends

The aim of the research is to know the psychological energy of Anbar University students and to know the statistically significant differences between the scientific and human disciplines and to know the differences between males and females as well as to know the nature of the relationship between psychological energy and creativity among the general population of the sample, the number of the sample members was 210 males and females, 105 males and 105 males, and the results of the research were that all members of the sample have high psychological energy and this qualifies them to achieve their goals in life , And that the members of the sample with scientific specializations have higher psychological energy than the group of human specialties. The results also showed that females have more psychological energy than males. As for the relationship between psychological energy and creativity trends, the result showed a positive correlation between their scores on the psychological energy scale and their achievement scores, as it reached (0 , 86) and this indicates that the higher the psychological energy scores, the higher the academic achievement scores. The researcher used the T test for one and two samples and the person correlation coefficient.

Balance of previous studies:

The literature and research in the field of psychological energy is scarce and to some extent. Therefore, the researcher relied on my studies of Al-Falahi and Ali as a theoretical background for her research, and after reading the two studies, she concluded:

- 1- The two studies measured the psychological energy of university students.
- 2- The size of the sample members differed in the two studies.
- 3- The two researches used the descriptive method.
- 4- A study measured the physical skills of university students, while the study of Al-Falahi measured creativity among the sample members.
- 5- The results of the two studies are almost identical, as positive psychological energy played a major role in creativity and physical excellence.

Chapter three

Research Methodology :

The descriptive approach was adopted in the current research

Search procedures

research community :

The research population was selected from the Talented, outstanding and ordinary schools (530828), according to the table listed below:

Table-1-
Preparing the total community members
For the academic year 2017-2018

	sample	Total number	Notes
1	Talented	54	Most of the sample members were taken because they were few
2	outstanding	22452	Statistics are inaccurate from the source
3	ordinary	508322	

The sample :

Most of the students of the Talented schools were selected for the preparatory stage in Iraq, and a stratified random sample of the privileged and ordinary schools was selected according to the table below:

Table -2-
The number of the study sample

	Sample	Total number
1	Talented	54
2	outstanding	226
3	ordinary	133
4	Total	413

Research tool:

The psychological energy adopted by Al-Falahi in 2011 was applied.

The scale included (30) quadrant gradient paragraphs (1,2,3,4) in order to ensure that the respondent is distanced from the middle standard answer, that the highest answer is (120) and the lowest answer is (30) and that the hypothetical mean of the scale is (75) and the degree of reliability of the scale is reached (0,85) which is a good score in psychological scales, the researcher decided to re-establish the validity and reliability of the scale to update the scale, as it reached the degree of honesty and reliability according to the Cronbach Alpha scale (0.720), which is a good reliability score because it is greater than (0.05).

Tool application:

The scale was applied to talented, outstanding and ordinary students in the governorates of Baghdad, Basra, Nineveh, Anbar, Maysan, Nasiriyah, and Najaf al-Ashraf via the Internet (on line).

Statistical means: ANOVA ANALYSIS as well as (T-TEST) and (Cronbach's Alpha) were used to measure validity and reliability through the SPSS statistical bag.

Chapter four

Research results and discussion:

After applying the research tool, the following results were obtained according to the research objectives:

- 1- The talented students obtained a score of (4) in psychological energy, and this score is a positive indicator indicating that the talented students have high mental health, and in this way it is consistent with the 2004 study that the talented students have high mental health and they are positive, cheerful and self-assured people and they have high psychological energy and self-confidence and thus this result is completely different from some studies that see that the talented is a complex and isolated person and thus the result is a clear and explicit answer to the reason for the superiority of talented students and that there is a positive relationship between the high level of psychological energy and the excellence and creativity that characterize it.
- 2- As for the outstanding students, they obtained a score of (2.62) in psychological energy, and the current study concluded that the outstanding students have less psychological energy than the psychological energy possessed by talented students, the researcher believes that the constant family pressure by parents to urge their children to excel and excel and to enter the outstanding schools may be the main reason for the low level of psychological energy they have, the forced perfection practiced by parents towards their children is the reason for the low level of psychological energy they have.
- 3- Ordinary students obtained a score of (2.60) in psychological energy, which is close to the degree of psychological energy enjoyed by outstanding students, and this gives an indication that outstanding students are not different from ordinary students except with diligence, diligence and perseverance.
- 4- The results showed that there are statistically significant differences between the three groups, and the talented students led by obtaining the highest level of psychological energy compared to the outstanding and ordinary students. The data were distributed naturally, and the scores were as follows:

Table -3-
Psychological energy for the three categories

Sample	number of paragraphs	lowest score	Highest score	Average	standard deviation	variance
Talented	30	1.00	4.00	2.0953	.57230	.328
outstanding	30	1.36	2.60	2.0570	.35748	.128
ordinary	30	1.41	2.62	2.0173	.34312	.118

Recommendations

From the results of the research, the researcher recommends the following:

- 1- Spreading and educating members of society about the concept of psychological energy.
- 2- Attention to enhancing the positive psychological energy of Iraqi students.
- 3- Conducting awareness-raising training workshops for employees of the Ministry of Education on the subject of psychological energy.
- 4- To benefit from the current study in making a special publication on the topic of psychological energy and how to enhance positive psychological energy among our students.

Suggestions

The researcher suggests the following:

- 1- Study the psychological energy of Talented, outstanding and ordinary students and its relationship to creativity.
- 2- Study the psychological energy of Talented school teachers.
- 3- Study the psychological energy of employees of the Ministry of Education and its relationship to professional performance.
- 4- Preparing a program to enhance the positive psychological energy of outstanding and Talented school teachers.

Conclusions

By conducting research on talented, outstanding and ordinary students, the researcher concludes that talented students enjoy high mental health that makes their level of psychological energy high compared to outstanding and ordinary students and this may be due to the methods of care and care followed with talented students by their families and their school and teaching administrations as well as the main role For educational guidance, therefore, the results appeared positive. As for the rest of the sample, who are outstanding and ordinary students, they do not receive the care and attention.

The researcher also concludes that there is a cultural ignorance regarding the subject of psychological energy among members of society in general, and of the Ministry of Education in particular, due to the lack of studies, research and literature dealing with this topic.

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Psychological Energy Scale

Dear respected student

Below is a standard for students. We ask you to read its paragraphs carefully and answer it honestly and objectively without mentioning the name to obtain real results that serve all students. We are grateful for your cooperation with us and your trust in answering honestly.

Researcher

	Characters	Always	frequently	Little	Never
1	I am ready to work long continuous hours without getting bored				
2	I think a lot about unforeseen events that might happen or happen				
3	I prefer to do clerical work over manual work				
4	I do things that require adventure and bold decision-making				
5	I feel happy when others ask me for help				
6	I often put my effort and energy into the work that deserves				
7	I feel that my time is not filled with work that is worth my energy				
8	I feel that I am awake most of the time and full of vitality and energy				
9	I feel that I am making more efforts than other people to accomplish the same task				
10	I think about several different topics at the same time without feeling overwhelmed				
11	Distractions and events have no effect on my ability to do any work				
12	I can do several things in a short time under any pressure without getting tired				
13	I get anxious and anxious if someone suddenly pushes me to do something				
14	Get the job done completely without getting bored even if others are bored of continuing the same work				
15	I hope to get a leadership position in the future without fear of responsibility				
16	I like to participate in businesses that require special (supernatural) capabilities.				
17	Make decisions when needed by relying on my own ability and thinking				
18	Stay away from doing things that I do not have enough information about				
19	Consult experienced people and gather information before embarking on any adventure				
20	I care about the fine details of things regardless of their usefulness				
21	I am looking for several solutions to the problems facing me and seek to implement them				

22	I feel that the duties assigned to me are more than what can accommodate my time and my energy				
23	Participate in tasks that require study, scrutiny and examination in order to complete them				
24	It is difficult for me to be convinced of others' opinions without experiencing it myself				
25	Stay away from checking devices that are new to me or that I see for the first time for fear of spoiling them				
26	The events that revolve around me are not important until after they actually happen				
27	I take on more responsibilities without it making me bored				
28	I prefer walking rather than taking a bus to get work done even if I don't have much time				
29	Do my daily chores with the same activity even if I have to cut back on sleep for several days				
30	I prefer to use modern technology in the completion of the work rather than the primitive methods				