

Academic competition anxiety and its relationship to social support among distinguished students

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Abstract:

The current research aims to identify, Academic competition anxiety among distinguished students. Social support for outstanding students, to identify the correlation between academic competition anxiety and social support among distinguished and non-distinguished students. The research identified -distinguished students in secondary schools within the General Directorate of Education of Rusafa II and III in Baghdad, for the academic year (2020-2021). The researcher built a measure of academic competition anxiety by relying on the Martens model, whose number of items reached (30) items in three areas (cognitive), the number of items (10) items and (physical), the number of items (10) and (self-confidence) and the number of items (10) Paragraphs, and the researcher also adopted the House Scale for Social Attribution, consisting of (30) items that include four (emotional) domains, and the items of this domain have reached (8) items (performative), and the items of this field have reached (7) items and (informational) and it has reached Paragraphs of this field (8) paragraphs And (evaluative), and the paragraphs of this field reached (8) paragraphs, and the researcher extracted the psychometric characteristics and then applied them to the basic research sample of (200) male and female students who were randomly identified from secondary schools for the distinguished and distinguished and for the non-distinguished and distinguished, and after conducting statistical methods On occasion, the research. Reached the results. Existence of academic competition anxiety among distinguished students. The presence of social support for distinguished students. There is no correlation between academic competition anxiety and social support among distinguished students and by gender (males, females).

Keywords: Academic competition, distinguished students

The Problem

The phenomenon of academic competition anxiety represents a wide spread in recent years, that is, it refers to the differences between individuals, and anxiety has many sources that may arise from the individual's desires that he cannot achieve in his real world, or it may arise from the individual's fears, or it may arise from what the individual carries in his depths of hatred And hatred for other people, or it may be caused by psychological problems or because of his lack of skills, which makes him more anxious when competing (Muhammad, 389:1985)..

Cases of academic competition anxiety appear clearly among many distinguished students and in various academic levels, poor primary or university degrees, and what affects the level of their academic performance and its impact on the student's psychological, cognitive, physical and emotional condition (Hassan, 2008:69). Al-Khikani (2015) considers that the state of academic

competition anxiety is a double-edged sword that may be a facilitating or disabling anxiety. In the first place, anxiety plays a motivating role that makes the competitor recognize the sources of anxiety and prepares him psychologically, cognitively or physically to surpass him, and in the second it works to impede work and have an impact negatively on the psyche of the competitor (Al-Khikani et al., 2015: 24). This is what the study of Yaria Vesis and Karon (2010) aimed at identifying the impact of the group on the state of competition anxiety. This study was conducted on a sample of 110 students. The researchers used the competition anxiety state scale and the group environment questionnaire, and the results indicated a decrease in the state of competition anxiety for the group. With low cohesion and thus because of the low degree of sense of responsibility in addition to the presence of different cases.

Accompanying the state of competition anxiety, including experiences of success and failure in academic situations, and here comes the role of social support, which is an attempt by some to provide a helping hand. (Senussi, et al., 2018: 109).

Providing social support for outstanding students may provide them with a kind of ability to face the pressures resulting from various life events, providing them with protection, prevention, and a way to deal with these pressures. (Al-Mu'minin and Al-Zaghoul, 2009: 243.)

Social support often plays a major role in relieving those who are under psychological pressure (Al-Shinnawi and Abdel Rahman, 1994:54). confrontation. (Al-Rubaie, 1997: 131).

The study of Malkoush (2000) indicated that there is a positive relationship between aspects of social attribution and aspects of student adaptation, as well as the presence of significant differences in the use of social attribution between academically adapted students and students who are not academically adapted, and finally there are no differences between male and female students in the use of all aspects of social attribution. (Malkosh, 2000: 33).

The importance of the current research can be summarized in the following points:

1- The importance of academic competition anxiety in the lives of distinguished students in particular and to benefit from it positively and draw the researchers' attention to it.

2-The scarcity of studies and research that dealt with competition anxiety from an academic point of view, and this is the first study at the level of Iraq, according to the researcher's knowledge.

3-The importance of the social support that the distinguished student receives from the community around him from family, relatives, friends, colleagues, teachers and administration directly or indirectly, and its importance in reaching psychological and emotional balance among distinguished and non-distinguished students in secondary school to raise their scientific and moral level.

4-The importance of the research sample represented by distinguished students in determining the level of the individual and his concern about competitive academic attitudes and the role of social support in reducing these attitudes.

5-The current research will provide a tool for measuring academic competition anxiety that can be used for future scientific research.

Research aims:

The current research aims to identify:

1-Recognizing the academic competition anxiety among distinguished students.

2-Identifying the social attribution of outstanding students

3-Identifying the correlation between academic competition anxiety and social support among distinguished students.

Research limits:

The current research is limited to outstanding students in secondary schools (males - females) in

the General Directorates of Rusafa Education (second and third) in Baghdad governorate for the academic year 2020-2021.

Define terms:

First: Academic competition anxiety:

Martens (1990) defined it: the response that appears as a result of a specific academic competitive situation, and its symptoms are tension and fear as a result of the situation that the student goes through when facing a stressful stimulus, and his response is according to the specific stimuli. by self.

Second: Social support:

House 1981 defined it): the intertwined and overlapping relationships between individuals that include one or more of the following components: (performative, emotional, informative, and evaluative).

Competitive Anxiety:

The researchers have adopted the theoretical basis of competition anxiety through the foundations on which (Martens) and his colleagues (1990 AD) relied in building the competition anxiety test, and the following theories on which he relied in developing his model:

The 1990 Martens model of competition anxiety

The case of competition anxiety is divided into the following cases:

1-The state of anxiety before the competition: It is the state that takes a period of time before participating in the competition, which may reach one or two days or minutes.

The state of anxiety at the beginning of the competition: a situation that may take a short period of time, minutes, an hour, or hours before he participates in the competition and gets into the state of entering the place of competition.

3-The state of competition anxiety: It is the period during which the student is in competition and tension occurs due to the atmosphere of competition and the related stimuli, events, situations or changes.

4-Post-competition state of anxiety: It is the state in which the student feels a sense of what he has done in terms of performance in the competition, and his anxiety may disappear if his performance is good and he is satisfied with what he has presented, or his anxiety persists if he feels that he has not presented well in the competition (Allawi, 2002: 311).

Areas of competition anxiety:

1-Cognitive anxiety: its symptoms are represented in many cognitive manifestations;

Lack of focus and attention, negative expectation in competition, increase his negative thoughts towards competition and competitors with him, unable to assess the competitive position (Martens, 1990).

2-Physical anxiety: its symptoms are represented in many physical phenomena;

Increased heart rate, increased secretions of sweat and saliva, rapid breathing, feeling tired in the body, stomach pain (Martens, 1990: 20).

3-Emotional anxiety (self-confidence): Its symptoms are emotional phenomena:

Self-confidence, speed of response, lack of errors, accuracy in performance, excitement with the situation and competitors, and the subject over which one is competing, or vice versa, inaccuracy in response and calmness (Al-Khikani, et al., 2000: 218).

Factors affecting the attitudes of academic competition anxiety

Through scientific studies and research, Martens has concluded that there are many factors that affect a competitor's ability to interact with different situations, and these important factors are:

1-**Intelligence:** a lotA lot of evidence in psychological research shows that intelligence and the

ability to achieve is one of the considerations that reduce the severity of vulnerability and increase anxiety than normal, and that intelligent people can solve their problems well and their skill is more than others and intelligence is reflected in multiple situations and fields, it is present in academic tasks Social situations, emotional situations, and intelligence is used to analyze, understand and benefit from new situations, and intelligent people learn faster and easier than others (Al-Atoum et al., 2017: 147).

2-social Relationships: Social support, relationships with parents, family, friends, colleagues, and relationships with counselors and teachers play an important role in reducing anxiety symptoms in stressful situations. This reduces the degree of anxiety (Al-Khikani et al., 2015: 219).

Second: The concept of social support:

Man is considered a social being by nature, and he cannot move away and live away from members of his society. He is considered an active member in his society that shares, gives and takes, and thus he is a product of society and according to his abilities that enable and help him to do so. At the same time, members of his society share their thoughts, habits, values, and feelings. Therefore, attribution is considered Social is one of the variables that researchers have defined differently. From a sociological perspective, it is seen that social attribution is in the strength of individuals' communication with others in their social environment, meaning the degree of social integration of the individual, or the size and structure of the individual's social network, Social attribution depends in its estimation on the extent to which members of society perceive their social relations as the framework that includes individuals who trust them and rely on their relations with them and that these relations may increase the level of mental health of the individual (Aronson, 2004: 446).

First, the functional theory

The history of functional theory extends to the Arab thinker Abd al-Rahman Ibn Khaldun, followed by Max Weber and Emil Dor Kim, and in the modern era, Voltaire, Hobbes and Rousseau. And helping the individual in difficult circumstances, and it also strengthens and reinforces the intertwined behavior patterns in attributing others to him (Duck, etal, 1995; 31).

This is what was indicated by the study (Shomaker & Brownell) that the function of social support works to enhance self-confidence, deepen social bonds and relationships and participation with others, and strengthen and develop a sense of psychological and social harmony with others, and also a sense of conformity with social standards, and strengthen the ability of Individuals to confront and demand the development and promotion of appreciation and self-respect (El-Shinawy and Abdel-Rahman, 1994:64).

Research Procedures and Methodology

This chapter includes a presentation of the procedures followed in the current study to achieve its objectives, starting with defining its methodology, community, sample, method of selection, determining its appropriate tools for measurement, ensuring its validity, and the ability of its paragraphs to distinguish, validity and reliability, and then applying them to the selected research sample, as well as using appropriate statistical means to analyze data and extract results. and its treatment (Melhem, 200: 35).

Research procedures: The researcher adopted the descriptive associative approach as the most appropriate methods and curricula for studying the correlational relationships between variables and revealing the differences between them.

Research community: The current research community includes the distinguished high schools of the second and third Rusafa Education Directorates, with (7) secondary schools for the distinguished and distinguished from the second and third Rusafa, whose number is (391) male and female students, and by (224) male and (167) female students, see Table No (1).

Table No. (1) shows the distinguished and non-distinguished secondary schools (boys, girls) in the second and third Rusafa

Distinguished High School	Rusafa second	Boys	35
Baghdad College High School for the Distinguished	Rusafa second	Boys	65
Al-Sadreen High School for the Distinguished	Rusafa third	Boys	56
Baghdad College High School for Distinguished	Rusafa second	GILRS	46
Distinguished High School	Rusafa second	GILRS	70
Al-Batool High School for the Distinguished	Rusafa third	GILRS	51
The grand total of outstanding students (boys, girls)			391

Second: The research sample:

The research sample represents a part of a particular community to represent the characteristics of that community and uses an abbreviation of time, effort and money (Al-Najjar, 2007:23), which the researcher chooses to be studied. The current research sample consisted of distinguished students (boys, girls) affiliated with the directorates of education in Baghdad The second and third Rusafa, which were chosen by the proportional random stratified method, as the researcher chose (7) schools by random method, the ideal bag method, and by (4) secondary schools for distinguished males and females, whose number is (200) male and female students, see Table No. (2).

Table (2) shows the number of research sample members distributed by district, school, stage and gender

N	School name	Directorate	the sample	High Schools
High Schools of Excellence (Boys, Girls), Second and Third Rusafa Education				
1	Distinguished High School for Boys	Rusafa second	male	50
2	Al Motamayzat Girls High School	Rusafa second	female	50
3	Al-Sadreen High School for the Distinguished	Rusafa third	male	50
4	Al-Batool High School for the Distinguished	Rusafa third	female	50
Total				200

search tools:

The research tool is an objective and codified way to measure a sample of behavior, so the choice of the tool is of great importance in identifying the characteristic to be measured. And some scales related to the two variables that the researcher was able to obtain, as the researcher built a scale of academic competition anxiety and adopted a scale of social attribution, and the following is a detailed explanation in preparing these two tools: (Anastasi, 1976: 15).

Presentation, interpretation and discussion of the results:

This chapter includes a presentation of the results reached by the researcher according to the specific objectives, interpretation of these results and discussion according to the theoretical framework and previous studies, and then coming up with a set of conclusions and recommendations that were reached in the light of the results as follows:

First: Recognizing the academic competition anxiety among distinguished students

The researcher applied the academic competition anxiety scale to the research sample of the distinguished students, which numbered (200) male and female, and the arithmetic mean of the sample members on the academic competition anxiety scale was (88,462) degree with a standard deviation of (15,842), while the hypothetical mean of the scale was (78) degrees, and by comparing the arithmetic mean with the hypothetical average using the t-test for one sample, the calculated t-value was (4.425), which is higher than the tabular t-value at the level of significance (0.05) and the degree of freedom (199), which is (1.96), and this indicates that the sample members have academic competition anxiety, see Table No. (1).

Table (3) shows the t-test for the significance of the difference between the arithmetic mean of a sample of distinguished students and the hypothetical mean of the academic competition anxiety scale

the sample	Arithmetic mean	hypothetical mean	deviation normative	Degree Freedom	Calculated T-value	Table T-value	Indication level 0.05
200	88.462	78	15.842	188	4.425	1.96	Fuction

The results above indicate that distinguished students have academic competition anxiety, and this is the case for this segment of students who are distinguished for academic excellence and obtain the highest grades.

Second: Recognizing the social attribution of outstanding students

The social attribution scale was applied to the research sample of (200) distinguished students, and the arithmetic mean of the sample members on the social attribution scale was (87,362) degrees with a standard deviation of (14.66), and the hypothetical average of the scale was (72.5) degrees, and by comparing the arithmetic mean With the hypothetical mean using the t-test for one sample, the calculated t-value was (14.345) which is higher than the tabular t-value at the level of significance (0.05) and the degree of freedom (199) of (1.96), and this indicates that the sample members have social attribution, see Table No. (4).

Table (4) shows the t-test for the significance of the difference between the arithmetic mean and the hypothetical mean of the social reference scale for a sample of distinguished students

the sample	Arithmetic mean	hypothetical mean	deviation normative	Degree Freedom	Calculated T-value	Table T-value	Indication level 0.05
200	87.362	72.5	14.66	199	14.345	1.96	Fuction

The results indicate that (distinguished students) in secondary schools have social attribution because social attribution in times of crises, situations and events that the individual is exposed to enhances his ability to confront and this is what he referred to (Barrera & Ainlay, 1983: 135-

136) and this was confirmed by functional theory.

Third: To identify the correlation between academic competition anxiety and social support among distinguished and non-distinguished students

In order to achieve this goal, the data were statistically processed using the Pearson Correlation coefficient, as the value of the correlation coefficient was (0.473) between academic competition anxiety and social support for distinguished students. To test the significance of the correlation coefficient, a test was used.

)T-TEST) The calculated T-value was (7.55), which is greater than the tabular value of (1.96) at the level of significance (0.05), meaning that it is not statistically significant.

As for the correlation between competition anxiety and social support among non-distinguished students, the results indicated that there is a correlation, as the value of the Pearson correlation coefficient was (-0.322) and after testing its significance with the t-test, the calculated t-value reached (4.78), which is greater than the tabular value of (1.96) when Significance level (0.05), which is statistically significant, see Table No. (5)

Table (5) shows the correlation coefficient of academic competition anxiety and social support for distinguished and non-distinguished students

Variables	the number	correlation coefficient	T value		Indication level 0.05
			calculated	tabular	
Academic competition anxiety and social support for distinguished students	200	0.473-	7.55	1.96	Fuction

It is clear from the above table that there is an inverse correlation between academic competition anxiety and social support among students (distinguished and non-distinguished), that is, the greater the social support, the less the academic competition anxiety. This indicates that social support helps students overcome crises, problems and situations that make them in a situation Anxiety, especially in the academic field and the competition for excellence and success.

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