A Comparative Study of the Psychological Hardness of Excellent and Normal Students in the Secondary Stage in Saudi Arabia in Light of Specialization and Gender

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ABSTRACT

The study aimed to identify the level of psychological rigidity among the outstanding students in the public schools in Saudi Arabia, and to identify the significance of the relationship between psychological rigidity and academic achievement, and identify the significance of differences in mental rigidity due to student classification, gender and specialization and interaction between them. The study sample was randomly selected from 300 students with an average age of (17.05) years, 150 of whom were superior students and 150 ordinary students. The results showed that the level of mental rigidity in the sample of students was 78.2% and was high in the sample of ordinary students (73.8%) was mean, and that the highest dimensions of mental rigidity in the sample was after commitment and then after the challenge, and then control. The results showed a statistically significant positive correlation (α 0.05) between the psychological rigidity and the scholastic achievement of the outstanding students. The statistical variable was statistically significant (5.9%) of the variation in scholastic achievement in the sample. The results showed that there were statistically significant differences in the students' psychological rigidity due to the classification of students for the benefit of outstanding students, specialization in favor of scientific specialization, and the absence of statistically significant differences due to sex. The study recommended the importance of enhancing the psychological hardness of students, especially the ordinary students, for their positive impact on student achievement.

Keywords: Highly educated, regularly studying, Student Classification, Gender, Specialization

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Introduction

The focus of researchers' attention has recently been on the study of positive psychological factors, noting that the majority of psychological studies conducted in the 20th century focused mainly on negative psychological factors such as anxiety, depression, stress and other negative psychological factors. Therefore, the modern and contemporary trends of researchers in this century focused on addressing the positive aspects of human personality and its effects on life such as psychological distress, which is an important compound of personal characteristics that protect the human from the effects of various life pressures, and make the individual more flexible and optimistic and able to overcome his pressing problems.

The origin of the psychological hardiness stems from its scientific and research roots to the American psychologist Susan Kobasa Suzanne Kobasa, which laid the foundation of the concept of psychological rigidity during the preparation of the doctoral thesis, and gradually took the concept of psychological rigidity dimensions and became clear features and functions were determined by the research Kobasa (1979) People with psychological and physical health, and their ability to achieve themselves and potential despite the exposure to many events of life pressing, while others fail to cross and overcome these events and pressures, as soon as they suffer mental and physical disorders They are very vulnerable when exposed to stressful circumstances.

People with high psychological rigidity have few psychological and physical symptoms, have social stamina, high motivation, optimism, life-orientation and stressful life events, as opposed to those with low mental rigidity, who have no meaning to their lives, do not interact with their environments, preferring the stability of life events (Gusi et al., 2008).

Psychological rigidity is a vital and important factor of personality in the field of psychology and has a crucial role in improving psychological performance, mental and physical health, and increased psychological support. Many researchers agree that rigidity is an important factor in explaining how some people can resist This makes them offer several explanations that explain why psychological hardness relieves the pressure facing the individual. The relationship can be

understood by examining the impact of stress on the individual, which has made psychological rigidity fertile ground for continuous research (Back, 2010).

Singh (2016) emphasizes that the most resilient people are more resistant to stress-induced diseases because of their perception of these pressures, they do not view them as a threat to them, making the effect of stress on the level of physiological stimulation slightly,and this group has a set of positive sentences about themselves than those of less solid.

Sheard's study aimed to identify the relationship between psychological rigidity and academic achievement among students and to identify the significance of differences in the level of students' psychological rigidity due to the gender variable. The study sample consisted of (134) students. The results showed a statistically significant correlation between statistical hardness and academic achievement. There were statistically significant differences in the level of psychological rigidity of student's due to gender variable in favor of female students.

The purpose of this study was to identify the level of psychological rigidity of female students at the university and secondary levels and to determine the relationship between psychological rigidity and to verify differences between students in psychological rigidity and methods of coping with psychological stress. The study adopted the following tools: psychological rigidity measure, and measure the methods of coping with stress. The study sample consisted of (400) students: (200) students from the University of Tabuk, and (200) secondary students. The results of the study showed that the level of psychological rigidity and its dimensions among university students was higher than that of secondary students. The results showed a relationship between the degrees of psychological rigidity and the total degree of psychological hardness for the benefit of female university students. Analysis - bearing responsibility - emotional venting).

Al-Harbi's study (2013) aimed at revealing the level of psychological rigidity of secondary school students in the Qassim region of Saudi Arabia and revealing the relationship between psychological rigidity and ego identity. The descriptive (descriptive, associative, and arithmetic) approach was used. The study sample consisted of (500) students divided into three grades I, II and III secondary, random sample was selected. The results showed that the students had a level between the mean and the high level of psychological rigidity at 71.5%. The highest psychological strength of the sample was the commitment of 74.0%, the challenge by 71.7%, the control of 68.7%). A statistically significant correlation was found between psychological achievement and rigidity and a statistically significant correlation between age and psychological rigidity.

The study aims at identifying the psychological rigidity and its relation to adaptive responses to the psychological pressure of gifted students in the 11th grade in Kuwait and to identify the differences in the level of psychological rigidity of students according to gender variable. The study sample consisted of (112) students from the 11th grade students in Kuwait who were selected randomly. The results showed that the mental hardness levels of the gifted students were high, with a mean score of 79.37 and the first rank after the commitment, with an average of 82.18, followed by the challenge with an average of 78.03, "Control" with an arithmetic mean (77.80), all higher than the mean of 66.5. There were statistically significant differences in the level of psychological rigidity as a whole, in the level of commitment and in the level of challenge of gifted students due to gender in favor of females, and there were no significant differences in control level due to gender.

Al-Qahtani's study (2015) aimed to identify the relationship between the two dimensions of anger (status and personality) and the dimensions of mental rigidity (control, challenge, commitment) among secondary students in Al-Kharj governorate. The psychological rigidity differed according to gender, grade, and economic situation. The study sample consisted of (901) single. The results showed that the level of commitment among secondary students reached (32.8), the degree of control (30.5), the degree of challenge (33.1), and the absence of statistically significant differences due to gender variables, grade level, economic level, A negative correlation between the two types of anger (condition, attribute) and dimensions of psychological rigidity (control, challenge, commitment).

It is clear from previous studies that studies were conducted on the relationship between scholastic achievement and psychological rigidity among high school students. These studies were conducted only on male students such as Al-Abdali (2012) or on female students only (Hamid, 2011) , And what distinguishes the current study is to address the psychological hardness of students and outstanding students and ordinary.

Chan (2005) notes that attention to mental rigidity studies began in the 1970s, but focused on ordinary individuals and workers in various sectors. Even studies of students' mental rigidity focused on ordinary students, indicating a lack of studies It dealt with the psychological rigidity of the outstanding and ordinary students as between Chan (Chan, 2005). If we know that gifted and gifted students in adolescence are more in need of self-personalization, they can resist the negative effects of life stress at this stage and

mitigate their effects on mental and physical health, all of which are related to psychological rigidity, resulting from being teenagers and being superior to their peers. From this point of view, the problem of the current study was to identify the differences in the indicators of the psychological rigidity of the outstanding students and ordinary in the public schools in Saudi Arabia.

The study attempts to answer the following questions:

1. What is the level of psychological rigidity of students who excel in the public schools in Saudi Arabia?
2. Is there a statistically significant relationship between the psychological rigidity and academic achievement of outstanding students in the public schools in Saudi Arabia?
3. Are there statistically significant differences in the psychological rigidity of outstanding students in the public schools in Saudi Arabia due to student classification, gender, specialization and interaction between them?

The importance of the present study stems from the following considerations:

1. The importance of this study in many aspects, including the scarcity of Arab research on the psychological rigidity of gifted students, according to the researcher, and it is one of the leading studies in the Kingdom of Saudi Arabia, this study constitutes a scientific step in the way of investigation as most of the studies I have seen the researcher did not focus on this aspect of the outstanding students.
2. The researcher chose to carry out this study on an important age group in the secondary school.
3. The researcher chose to conduct this study on an important class in the society, namely, the outstanding students.
4. Provide a theoretical framework that includes multiple views on psychological rigidity.
5. Through this study, it is used in the development of many extension programs in secondary schools in Saudi Arabia, which raise the level of psychological rigidity of the student outstanding and ordinary alike.
6. Educate the community of parents and educators in understanding the needs of outstanding students through the development of programs and educational courses through the various media.
7. The study hopes to inform the counseling centers and mental health centers of increasing attention to students who excel in adolescence by providing programs that enhance their mental health.

Terminology of study :

Psychological rigidity is defined in the current study as a type of mental commitment committed to the individual towards himself, his goals, values and others around him. This pattern reflects the individual's belief that he is able to control the events he receives, and is responsible for the events that occur. His life of change is necessary for growth rather than threat and disability (Mekhemer, 2011), measured by the degree to which the respondent obtains the three-dimensional psychological rigidity measured in the current study.

Highly educated

Graduates are defined as students who make progress in school in academic achievement (Bahgat, 2004).

The term "advanced" is defined in the current study as second and third grade students who show progress on their peers in the same grade of achievement, and the percentage of their achievement is 90% or more in the total for the end of the first term.

Regularly studying

In the current study, the term "regular" is defined as second- and third-grade students with lower scores than their peers, whose academic average is between 60-90% in the total for the end of the first term.

Approach:

Table (1): The characteristics of the sample of the study according to the variables of student classification, gender and specialization

variable	Variable levels	M	Percentage
Student Classification	Normal	150	50.0%
	Superior	150	50.0%
Gender	Male	139	46.3%
	female	161	53.7%
Specialization	scientific	135	45.0%
	literary	165	55.0%

The current study used the mental rigidity scale prepared by Emad Mukhemer (2011), consisting of 47 words divided into three dimensions:

- The first dimension: Commitment: It consists of (16) Phrase.
- The second dimension: Control: be of (15) Phrase.
- The third dimension: Challenge: be of (16) Phrase.

In the current study, the internal consistency indicators of the mental rigidity were calculated by applying it to a sample of 50 students from the secondary school. , The control axis (0.72), and the challenge axis (0.58), all of which were statistically significant ($\alpha = 0.01$). It was also found that the values of the Cronbach Alpha stability coefficient reached the measurement as a whole (0.83), the commitment axis (0.73), the control axis (0.79) and the challenge axis (0.74).

Four alternatives to the sample responses have been adopted on the psychological rigidity scale so that the following positive expressions are given: (4), apply moderately (3), sometimes apply (2), rarely apply (1) The responses are as follows: always apply (1), apply moderately (2), sometimes apply (3), rarely apply (4), thus the calculation averages range from 1-4, where the high score refers to the high level of hardness Psychological, and accordingly the levels of psychological rigidity were divided according to the responses of the tool as follows:

- Low level of psychological rigidity: 1.00-2.00
- Average level of psychological rigidity: 2.01-3.00
- High level of psychological rigidity: 3.01-4.00

Statistical Methods:

The following statistical methods were used in this study:

Mathematical averages and standard deviations: the level of psychological rigidity of ordinary students and students can be identified.

Pearson correlation coefficients: The relationship between quality of life and academic achievement can be identified.

- Analysis of multiple variance to identify the significance of differences The significance of differences in students' psychological rigidity depending on the variables of student classification and sex specialization and interaction between them.

Results:

Results of the first question: What are the indicators of the psychological rigidity of the outstanding students in the public schools in Saudi Arabia? Computational averages, standard deviations, and relative importance of the responses of the study sample were calculated from the outstanding and normal students on the psychological rigidity scale shown in the following table:

Table (2): The level of psychological rigidity of outstanding students in the public schools in Saudi Arabia

Dimensions	The excelling sample (n = 150)			Ordinary sample (n = 150)		
	SMA	standard deviation	Relative importance	SMA	standard deviation	Relative importance
First Dimension: Commitment	3.205	0.361	80.1%	3.058	0.409	76.5%
Second Dimension: Control	3.022	0.348	75.6%	2.851	0.357	71.3%
The third dimension: the challenge	3.174	0.400	79.4%	2.918	0.449	73.0%
Psychological rigidity questionnaire as a whole	3.129	0.295	78.2%	2.950	0.329	73.8%

from the previous table that the mean of the students' scores on the psychological hardness scale was 3.129, the standard deviation (0.295) and the relative importance (78.2%). This indicates that the level of psychological rigidity in the sample of high school students was high.

The results of the table show that the highest psychological rigidity in the sample of students was after adherence to an average of (3.205), a standard deviation (0.361) and a relative importance (80.1%). This indicates that the level of commitment was high, followed by the second after the challenge, (79.4%). This indicates that the level of challenge in the excelling sample was high, followed by the control of an average of (3.022), a standard deviation (0.348) and a relative importance (75.6%). , And this indicates that the level of control of the sample of high achievers was high.

It is clear from the previous table that the mean mean of the normal students' scores on the psychological rigidity scale was 2.950, the standard deviation (0.329) and the relative importance (73.8%). This indicates that the level of psychological rigidity in the sample of ordinary secondary students was average.

The results of the table showed that the highest psychological hardness in the sample of ordinary students was after adherence to an average of (3.058) and a standard deviation (0.409) and a relative importance (76.5%). This indicates that the level of commitment was high, followed by second place after control With a mean score of (2.851) and a standard deviation (0.357) and a relative importance (71.3%). This indicates that the level of control in the sample of ordinary students was average, then in third place after the challenge with an average of 2.918 and a standard deviation (0.449) %). This indicates that the level of

challenge among the sample of ordinary students was moderate.

When comparing the results of the current study with the results of the previous studies, the study of smoke and stones (2007) found that the rate of mental rigidity among students was (77.33%), and that the highest levels of psychological hardness of students is the commitment rate (80.76%), 77.30%), and the challenge (73.44%). This is a result of the convergence of the results of the current study in terms of the level of mental rigidity, which came less than the level of the sample of outstanding and higher than the level of the sample of ordinary, and the achievement of the commitment to the first place came similar to the results of the current study, (2008) showed that the level of psychological rigidity of the students was moderate, and that the highest levels of psychological rigidity is the commitment , Then control, w Challenge. (2012) showed that the level of psychological rigidity among university students was high, and the findings of the study (2013) that the students have a level between the middle and high of the (74.7%), the challenge (71.7%), and the control (68.7%), which is the same order of dimensions in the current study. Al-Tabikh study (2015) showed that the level of hardness among gifted students reached (79.37), which is close to among outstanding students in the current study, as the order of dimensions identical to the ranking in the current study came where he came in first place after the commitment, followed after the challenge, and then control.

This can be explained for commitment to the highest rank both among ordinary or outstanding that commitment includes many of the characteristics needed by the student at the secondary level, which is the core of adolescence This stage is witnessing many changes in the emotional, psychological, social and academic life of a student, and therefore the individual needs in this stage to the presence of positive feelings towards self and towards the family, school and friends, and in need of specific goals in their academic and social, being the end of the study stage in the school, and all these qualities with a commitment to receive components as a dimension of hardness self Of.

To complete the answer to the first question study calculated the averages and standard deviations and the relative importance account of the responses of the study sample of outstanding students and ordinary all statements after the psychological hardness scale dimensions, as shown in the following tables:

• Results of the responses of the sample of the study of outstanding and ordinary students on the expressions of the first dimension: commitment.

Table (3): Results of the study sample responses from outstanding and ordinary students after commitment.

No.	Phrase	The excelling sample (n = 150)			Ordinary sample (n = 150)		
		SMA	standard deviation	Relative importance	SMA	standard deviation	Relative importance
1	Whatever my faith, I can achieve my goals.	3.333	0.857	83.3%	3.227	0.919	80.7%
2	The value of life lies in the loyalty of the individual to certain principles and values.	3.500	0.693	87.5%	3.373	0.792	84.3%
3	Most of my life time gets lost in meaningless activities.	2.467	0.833	61.7%	2.347	1.010	58.7%
4	I think that my life has a purpose and meaning for which I live.	3.587	0.881	89.7%	3.253	1.035	81.3%
5	I have certain values and principles that I respect and uphold.	3.680	0.748	92.0%	3.613	0.725	90.3%
6	I have no goals to cling to or defend.	2.607	1.129	65.2%	2.473	1.001	61.8%
7	I do not hesitate to participate in any activity that serves the community in which I live.	3.020	0.984	75.5%	2.893	0.905	72.3%
8	I stand by others when they face a problem.	3.573	0.619	89.3%	3.560	0.771	89.0%

9	ÍI think that distance from people is a booty.	2.507	1.067	62.7%	2.633	1.026	65.8%
10	My interest in myself does not leave me a chance to think about something else.	2.740	0.931	68.5%	2.773	1.012	69.3%
11	I do anything that I believe serves my family or my community.	3.500	0.775	87.5%	3.447	0.777	86.2%
12	I am very interested in what is happening around me issues and events.	2.953	0.835	73.8%	2.767	0.908	69.2%
13	Life is all that deserves life.	3.507	0.732	87.7%	3.507	0.802	87.7%
14	I feel responsible for others and I help them.	3.233	0.727	80.8%	3.113	0.867	77.8%
15	I take care of the issues of the homeland and participate whenever possible.	2.947	0.976	73.7%	2.811	0.941	70.3%
16	I change my values and principles if circumstances so require.	2.493	0.981	62.3%	2.427	0.999	60.7%

It is seen from the results that the highest levels after the commitment of the sample outstanding students were the words "I have certain values and principles committed to them and keep them" an arithmetic mean (3.680) and standard deviation (0.748), and relative importance of (92.0%), followed by the second phrase, "I think my life goals and meaning I live for him, "an arithmetic mean (3.587) and standard deviation (0.881), and relative importance of (89.7%), and ranked third in the phrase" I hasten to stand beside the others when faced with any problem, "an arithmetic mean (3.573) and standard deviation (0.619) , And relative importance (89.3%), followed by the fourth in the phrase "life is worth all life" with an average of (3.507) and gave F standard (0.732), and relative importance of (87.7%), and in fifth place the words came "value of life lies in the loyalty of the individual to some of the principles and values" an arithmetic mean (3.500) and standard deviation (0.693), and relative importance of (87.5%).

It is clear from the results that the highest levels after the commitment of the sample of ordinary students were the words "I have certain values and principles committed to them and keep them" an arithmetic mean (3.613) and standard deviation (0.725), and relative importance of (90.3%), followed by the second phrase, "I hasten to stand next to others when faced with any problem, "an arithmetic mean (3.560) and standard deviation (0.771), and relative importance of (89.0%), and ranked third in the phrase" life in all its worthy life, "an arithmetic mean (3.507) and standard deviation (0.802), and the importance of (87.7%), followed by the phrase "I do anything that I think serves my family or my community" with an average of 3.447) and standard deviation (0.777), and relative importance of (86.2%), and in fifth place the words came "value of life lies in the loyalty of the individual to some of the principles and values" an arithmetic mean (3.373) and standard deviation (0.792), and relative importance of (84.3%).

It is possible to explain the existence of certain values and principles committed and maintained, whether superior or ordinary, that the student in the secondary stage begins to form its own values and principles, it begins to feel more self-reliance, and has the need at this stage to adhere to values and principles related to society and friends Academic and professional future. The initiative of students in the secondary stage to stand by others when faced with any problem, stems from the adolescent's belief in the value of helping others, his belief in the need to integrate into his environment, and to provide assistance to those in need in this environment.

• Results of the responses of the sample of the study of outstanding and ordinary students on the expressions of the second dimension: control.

Table (4): Results of the study sample responses from outstanding and normal students after control

No.	Phrase	The excelling sample (n = 150)			Ordinary sample (n = 150)		
		SMA	standard deviation	SMA	standard deviation	SMA	standard deviation
1	I make my own decisions and do not	3.540	0.749	88.5%	3.520	0.745	88.0%

	dictate to me from an outside source.						
2	When I put my future plans I am often sure of my ability to implement them.	3.173	0.741	79.3%	3.093	0.853	77.3%
3	My success in the things of my life (work, study, etc.) depends on my faculties and not on luck or chance.	3.533	0.730	88.3%	3.493	0.756	87.3%
4	Life is opportunities, not action and struggle.	2.453	0.824	61.3%	2.467	0.967	61.7%
5	I think the failure is due to reasons that lie in the person himself.	3.287	0.750	82.2%	3.227	0.835	80.7%
6	I think everything that happens to me is often a schematic result.	3.053	0.839	76.3%	2.933	0.849	73.3%
7	There is really nothing called luck.	2.347	0.930	58.7%	2.267	1.021	56.7%
8	I think chance and luck play an important role in my life.	2.493	0.857	62.3%	2.533	0.946	63.3%
9	I can control the course of my life.	3.340	0.705	83.5%	3.027	0.925	75.7%
10	I think bad luck is due to poor planning.	3.193	0.947	79.8%	2.813	0.954	70.3%
11	I think my cosplay is weak on events that fall to me.	2.493	0.730	62.3%	2.520	0.967	63.0%
12	I think individuals' lives are affected by external forces that they do not control.	2.440	0.823	61.0%	2.427	0.893	60.7%
13	I believe in the popular ideals of "carat luck and no acre's sandwich".	2.447	1.090	61.2%	2.413	1.160	60.3%
14	I think I have a strong influence on what is happening around me from events.	2.807	0.713	70.2%	2.673	0.800	66.8%
15	I plan for my life and leave it at the mercy of chance and luck.	3.233	0.870	80.8%	2.993	0.943	74.8%

The results showed that the highest levels after controlling the sample of the outstanding students were the words "I made my own decisions and did not dictate to me from an external source" with an average of (3.540), a standard deviation (0.749) and a relative importance (88.5%). In Amaury (work, study, etc.) depends on my subjects, not on luck or chance "with an average of 3.533, a standard deviation of 0.730, a relative importance of 88.3%, and a third," I can control the course of my life with an average of (3.340) and a standard deviation (0.705), a relative importance (83.5%), followed by a fourth in the phrase "I think the failure is due to reasons lies in the (82.2%). In the fifth place came the phrase "I plan for my life and leave it at the mercy of chance and luck" with an average of (3.233), a standard deviation (0.870), a relative importance (80.8%).

The results show that the highest levels after controlling the sample of ordinary students were the words "I make my own decisions and dictate to me from an external source" with an average of (3.520) and a standard deviation (0.745) and a relative importance (88.0%). (3.93), a standard deviation (0.756), a relative importance (87.3%), and a third, "I think the failure is due to reasons Lies in the same person "with an average of (3.227) and a standard deviation (0.835), a relative importance (80.7%), followed by the fourth place" when I put my future plans (0.853), relative importance (77.3%), and in the fifth place I can control the course of my life with an average of (3.027) and a standard deviation (0.925).) And relative importance (75.7%).

The results of the study show that the outstanding students agree on the importance of their success in their work (study, study, etc.) based on their efforts, not on luck or chance, as well as the importance of making their own decisions. Perhaps this stems from the fact that the student in the secondary stage, whether superior or normal, goes through stages of social, physical, emotional and emotional development, which are somewhat similar as a teenager stage, where the student begins at this stage feeling the independence of those around him, and begins to feel the importance of relying on himself. The stage tends to rely more on itself in making its decisions, especially those related to its professional and academic future (Al-Shawaf, 2010).

• Results of the responses of the sample of the study of outstanding and ordinary students on the expressions of the third dimension: the challenge.

Table (5): Results of the study sample responses from outstanding students and ordinary students after the challenge

No.	Phrase	The excelling sample (n = 150)			Ordinary sample (n = 150)		
		SMA	standard deviation	SMA	standard deviation	SMA	standard deviation
1	I think that the fun and excitement of life lies in the individual's ability to meet their challenges.	3.540	0.767	88.5%	2.920	0.959	73.0%
2	The problems broke out and I do not wait for them to happen.	2.900	0.975	72.5%	2.767	0.878	69.2%
3	I have a love of curiosity and a desire to know what I do not know.	3.427	0.804	85.7%	2.940	1.005	73.5%
4	I think it's exciting life that has problems I can face.	2.827	0.894	70.7%	2.768	0.993	69.2%
5	I have the ability to persevere until I have resolved any problem.	3.187	0.733	79.7%	2.753	0.851	68.8%
6	Problems increase my strength and my ability to challenge.	3.193	0.980	79.8%	3.220	0.802	80.5%
7	I feel scared and threatened by my circumstances and events.	2.573	0.870	64.3%	2.747	0.837	68.7%
8	When I solve a problem, I find pleasure in moving to solve another problem.	3.200	0.990	80.0%	2.927	0.976	73.2%
9	I think facing the test problems of my strength and ability to persevere.	3.620	0.735	90.5%	3.247	0.870	81.2%
10	I have a love of adventure and a desire to explore what surrounds me.	3.407	0.788	85.2%	3.287	0.882	82.2%
11	I am beginning to face problems because I trust my ability to solve them.	2.920	0.743	73.0%	2.853	0.843	71.3%
12	Constant and static life is a fun life for me.	2.747	1.007	68.7%	2.553	1.044	63.8%
13	I think life that does not involve change is boring and routine.	3.413	0.816	85.3%	3.307	0.750	82.7%
14	I am apprehensive about the changes of life. Every change may be threatening to me and my life.	2.547	0.832	63.7%	2.560	0.831	64.0%
15	Change is the year of life and what is important is the ability to successfully confront it.	3.527	0.711	88.2%	3.253	0.796	81.3%
16	I feel afraid to face problems even before they happen.	2.460	0.981	61.5%	2.460	0.946	61.5%

The results show that the highest post-challenge levels in the sample of outstanding students were the words "I think the problems faced were a test of my strength and ability to persevere" with an average of 3.620 and

a standard deviation of 0.735 and a relative importance of 90.5% I think the fun and excitement of life lies in the ability of the individual to meet their challenges "with an average of (3.540), a standard deviation (0.767), a relative importance (88.5%), and then the third is" change is the year of life and the important is the ability to successfully cope " (3.527), standard deviation (0.711), relative importance (88.2%), followed by fourth in the phrase "I have (85.7%), and the fifth was "I think life that does not change is a boring and routine life" with an average of (3.413), with a mean of (3.427) and a standard deviation (0.804)), Standard deviation (0.816), and relative importance (85.3%).

The results show that the highest levels after the challenge in the sample of ordinary students were "I think life without change is boring and routine" with an average of 3.307 and a standard deviation of 0.750 and a relative importance of 82.7% The phrase "I have the love of adventure and the desire to explore what surrounds me" has an average of 3.287, a standard deviation of 0.882, a relative importance of 82.2%, and a third is "Change is the year of life and what is important is the ability to confront it successfully" 3.753), standard deviation (0.796), relative importance (81.3%), followed by fourth in the phrase "I think facing problems (81.2%). In the fifth place, the words "Problems increase my strength and my ability to challenge" with an average of (3.220) and a standard deviation (0.802), with a mean deviation of (3.247), a standard deviation of (0.870) And relative importance (80.5%).

The phrase, "I think facing problems is a test of my strength and perseverance", can be interpreted as the first place in the sample of outstanding students only, that outstanding students love the challenge in their school life and have the ability to effectively solve the problems they face in their school life. , 2010), making them see these problems as a source of challenge to them and not as obstacles in their lives,

Results of the second question: Is there a statistically significant relationship between the psychological rigidity and academic achievement of the outstanding students in the public schools in Saudi Arabia?

To identify the nature and strength of the relationship Pearson correlation coefficients are used in the following table:

Table (6): Pearson correlation coefficients evaluated the nature of the relationship between psychological rigidity and academic attainment among outstanding and regular students in government schools in Saudi Arabia

Dimensions of psychological rigidity	Value of correlation coefficient with academic achievement		
	Sample excellently	Ordinary sample	Sample of students as a whole
First Dimension: Commitment	0.185(*)	0.178(*)	0.212(**)
Second Dimension: Control	0.221(**)	0.112	0.193(**)
Third dimension: the challenge	0.203(*)	0.168(*)	0.243(**)
Psychological rigidity questionnaire as a whole	0.195(*)	0.176(*)	0.246(**)

**** The correlation coefficient is statistically significant (α = 0.01).**

The results of the previous table show a statistically significant positive correlation (α 0.05 0.05) between the psychological rigidity and academic achievement of the outstanding and ordinary students in government schools in Saudi Arabia. The correlation coefficient in the sample as a whole was 0.246,), And in the normal sample (0.176). This result indicates that the increase in the level of psychological rigidity of the sample with different classification leads to an increase in the level of collection and vice versa.

The results of the previous table show a statistically significant positive correlation (α0.05) between the academic achievement and achievement of the outstanding students in the public schools in Saudi Arabia. The correlation coefficient in the sample as a whole was 0.212, And in the ordinary sample (0.178).

This result indicates that the increase in the level of commitment in the sample with different classification leads to an increase in the level of collection and vice versa.

The results of the previous table show a statistically significant positive correlation (α0.05) between the control and achievement of the students in the sample as a whole. The correlation coefficient in the sample as a whole was 0.193, the sample of the outstanding (0.221) A statistically significant correlation between control and academic achievement among ordinary students.

The results of the previous table show a statistically significant positive correlation (α 0.05) between the challenge and achievement of the students in the public schools in Saudi Arabia. The correlation coefficient in the sample as a whole was 0.243, , And the normal sample (0.168). This result indicates that the increase in the level of challenge in the sample with different classification increases the level of collection and vice versa.

To determine the ability of the dimensions of psychological rigidity to predict the academic achievement in the sample of students, the stepwise regression analysis, which is the best and most widely used regression type, was used in these studies.

Table (7): Results of progressive regression to predict the psychological rigidity of scholastic achievement among outstanding and regular students in government schools in Saudi Arabia

Forecasters	**Regression coefficient**	**Coefficient of correlation**	**The variance interpreter**	**Value (t)**	**Level of significance**
Hard	73.186			21.329	0.001
the challenge	4.884	0.243	0.059	4.320	0.001

The results of the above table show that the most difficult variables for predicting the level of scholastic achievement among the outstanding and ordinary students in the public schools in Saudi Arabia is the challenging variable. The results show that the statistical variable is statistically significant (5.9%) of the variance in the academic achievement of the sample.

The results of the present study are based on the results of the majority of previous studies, including Sheard (2009) and Al-Harbi (2013). The results of this study indicate that there is a significant correlation between statistical rigidity and academic achievement. The existence of a positive correlation between the academic performance and the psychological rigidity of the students, in addition to the study of Hassan (2010), which found that the psychological rigidity is the most variables of the study the ability to predict the achievement of the school. The results of the Rutlin study (1996) found no significant correlation between psychological rigidity and scholastic achievement.

The strength of the relationship between psychological rigidity and scholastic achievement in the present study can be explained by the fact that the most rigid students are more resilient and able to bear the academic conditions and thus reflect their improved level of achievement. This applies to the commitment of the committed person to resist the corresponding pressure positions in the school strongly and rigorously? And this is reflected positively on his performance on school tests (Abdali, 2012).

This finding can also be explained by what Pagana points out that students with high mental rigidity perceive their learning experiences as challenging rather than hard-core individuals who see their learning experiences as a form of Threat (Sherbini, 2005).

Individuals with higher levels of mental rigidity have the ability to break into problems and persevere in coping with them (Sinha and Singh, 2009). This helps them to cope with the difficulties they face in the learning process. Psychological rigidity represents a general belief in the individual's ability to exploit his or her psychological and environmental resources to realize and interpret the events of stressful life and to live with them in a positive way (Kobasa, 1979). This gives individuals with high psychological rigidity the ability to adapt to the pressures of school examinations in a way that reflects positively on the level of their collection.

Results of the third question: Are there statistically significant differences in the psychological rigidity of the outstanding and ordinary students in government schools in Saudi Arabia due to student classification, gender, specialization and interaction between them?

The statistical averages and the standard deviations of the study sample scores on the scale were first calculated according to variables of student classification, gender, specialization and interaction. The following table shows the following:

Table (8): The mean scores of the sample on the questionnaire of the ego identity are attributed to the variable of achievement

Student Classification	Gender	Specialization	Statistics	Commitment	control	the challenge	Psychological rigidity as a whole
Normal	Male	scientific	the number	25	25	25	25
			SMA	3.150	2.822	2.970	2.986
			standard deviation	.3227	.2716	.3594	.2119
		literary	the number	36	36	36	36
			SMA	2.808	2.628	2.781	2.744
			standard deviation	.4436	.4297	.4646	.3711
		Total	the number	61	61	61	61
			SMA	2.948	2.707	2.858	2.843
			standard deviation	.4303	.3827	.4318	.3356
	Female	scientific	the number	47	47	47	47
			SMA	3.044	2.873	2.933	2.952
			standard deviation	.3756	.3087	.4673	.3089
		literary	the number	42	42	42	42
			SMA	3.074	2.845	2.824	2.931
			standard deviation	.4083	.3443	.4628	.3322
		Total	the number	89	89	89	89
			SMA	3.058	2.860	2.881	2.942
			standard deviation	.3894	.3244	.4658	.3185
	Total	scientific	the number	72	72	72	72
			SMA	3.081	2.856	2.946	2.964
			standard deviation	.3594	.2955	.4307	.2780
		literary	the number	78	78	78	78
			SMA	2.951	2.745	2.804	2.845
			standard deviation	.4427	.3987	.4611	.3607
		Total	the number	150	150	150	150
			SMA	3.013	2.798	2.872	2.902
			standard deviation	.4087	.3561	.4509	.3280
Superior	Male	scientific	the number	39	39	39	39
			SMA	3.224	3.073	3.229	3.171
			standard deviation	.3654	.3207	.4137	.3302
		literary	the number	39	39	39	39
			SMA	3.135	2.912	3.140	3.053
			standard deviation	.2445	.2880	.3775	.1980

Student Classification	Gender	Specialization	Statistics	Commitment	control	the challenge	Psychological rigidity as a whole
		Total	the number	78	78	78	78
			SMA	3.179	2.992	3.185	3.112
			standard deviation	.3121	.3136	.3960	.2769
	Female	scientific	the number	27	27	27	27
			SMA	3.324	3.102	3.131	3.161
			standard deviation	.4072	.4518	.4507	.3389
		literary	the number	45	45	45	45
			SMA	3.023	2.852	3.043	2.972
			standard deviation	.3633	.3194	.3744	.2915
		Total	the number	72	72	72	72
			SMA	3.136	2.946	3.076	3.043
			standard deviation	.4050	.3909	.4039	.3212
	Total	scientific	the number	66	66	66	66
			SMA	3.265	3.085	3.189	3.167
			standard deviation	.3832	.3768	.4285	.3312
		literary	the number	84	84	84	84
			SMA	3.075	2.880	3.088	3.010
			standard deviation	.3169	.3049	.3767	.2542
		Total	the number	150	150	150	150
			SMA	3.159	2.970	3.133	3.079
			standard deviation	.3591	.3524	.4021	.3000
Total	Male	scientific	the number	64	64	64	64
			SMA	3.195	2.975	3.128	3.098
			standard deviation	.3487	.3246	.4108	.3018
		literary	the number	75	75	75	75
			SMA	2.978	2.775	2.967	2.905
			standard deviation	.3882	.3877	.4560	.3306
		Total	the number	139	139	139	139
			SMA	3.078	2.867	3.041	2.994
			standard deviation	.3849	.3724	.4416	.3310
	Female	scientific	the number	74	74	74	74
			SMA	3.146	2.957	3.005	3.028
			standard deviation	.4079	.3808	.4682	.3336
		literary	the number	87	87	87	87
			SMA	3.048	2.849	2.937	2.952
			standard deviation	.3843	.3297	.4313	.3107
		Total	the number	161	161	161	161
			SMA	3.093	2.898	2.969	2.987

Student Classification	Gender	Specialization	Statistics	Commitment	control	the challenge	Psychological rigidity as a whole
			standard deviation	.3971	.3571	.4485	.3226
	Total	scientific	the number	138	138	138	138
			SMA	3.169	2.965	3.062	3.061
			standard deviation	.3810	.3547	.4452	.3201
		literary	the number	162	162	162	162
			SMA	3.015	2.815	2.951	2.930
			standard deviation	.3865	.3585	.4418	.3199
		Total	SMA	3.086	2.884	3.002	2.990
			standard deviation	.3909	.3640	.4460	.3260

In the previous table, there are differences between the mean scores of the sample on the psychological rigidity scale. To find out if there are statistically significant differences between the averages, the 2-Way ANOVA was used for the total score of the scale as shown in Table 9, Analysis of the two-way variation (MANOVA) for sample responses on the three dimensions of the scale, shown in Table 10:

Table (9): Results of Binary Variability Analysis To examine the differences between the mean responses of the sample on the total score of the psychological hardness scale due to the student's classification, gender, specialization and interaction

Source of Contrast	Total of Squares	Degrees of freedom	The squares average	Value (F)	Statistical significance
Student Classification	2.470	1	2.470	**26.55**	**0.000**
Gender	0.018	1	0.018	0.190	0.663
Specialization	0.380	1	0.380	**4.083**	**0.044**
Student classification × Sex	0.263	1	0.263	2.826	0.094
Student Classification	1.452	1	1.452	**15.607**	**0.000**
Sex × Specialization	0.101	1	0.101	1.074	0.301
Student classification × Gender × Specialization	0.009	1	0.009	0.094	0.761
The error	27.169	292	0.093		
Total	2714.41	300			

The table above shows statistically significant differences in the mental rigidity of students in government schools in Saudi Arabia due to student classification. The differences were for the benefit of outstanding students, specialization for scientific specialization, absence of statistically significant differences due to sex, interaction between student classification and sex, gender interaction, The student's classification, gender and specialization, while the differences were statistically significant due to the interaction between the classification of the student and specialization for the benefit of students of outstanding scientific specialization versus students of ordinary literary specialization as shown in the following figure:

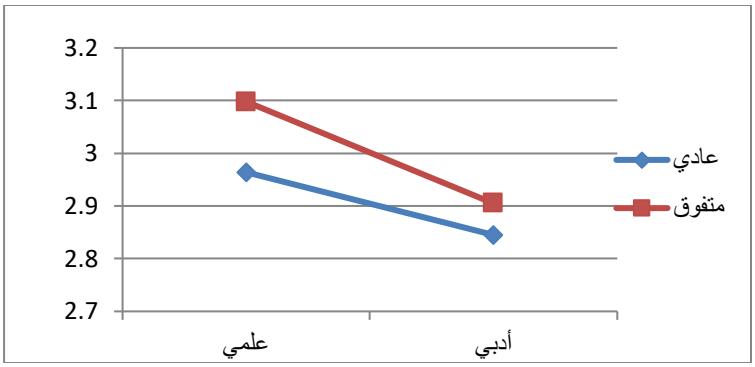

Figure (1) illustrates the interaction between student classification and specialization in the level of psychological rigidity of students in public schools in Saudi Arabia

Table (10): Results of Binary Multivariate Analysis to Examine the Differences Between the Mean Responses of the Sample on the Dimensions of the Mental Stability Scale Due to Student Classification, Sex, Specialization and Interaction

Source of Contrast	Dimension	Total of Squares	Degrees of freedom	squares Average	Calculated value (P)	Statistical significance
Student classification Hotelling's=11.339 Significance0.001	**Commitment**	1.78	1	1.78	**12.938**	**0.000**
	control	2.656	1	2.656	**22.586**	**0.000**
	the challenge	4.811	1	4.811	**26.579**	**0.000**
Gender Hotelling's=2.015 Significance0.112	**Commitment**	0.097	1	0.097	0.708	0.401
	control	0.254	1	0.254	2.162	0.143
	the challenge	0.159	1	0.159	0.876	0.351
SpecializationHotelling's=6.959 Significance0.001	**Commitment**	2.206	1	2.206	16.03	0.000
	control	1.797	1	1.797	15.28	0.000
	the challenge	1.016	1	1.016	5.615	0.018
Student classification x Gender Hotelling's=1.144 Significance0.332	**Commitment**	0.13	1	0.13	0.947	0.331
	control	0.401	1	0.401	3.413	0.066
	the challenge	0.18	1	0.18	0.996	0.319
Student classification x Specialization Hotelling's=4.541 Significance0.004	**Commitment**	0.028	1	0.028	0.203	0.653
	control	0.16	1	0.16	1.357	0.245
	the challenge	1.521	1	1.521	**11.052**	**0.001**
Specialization x Gender Hotelling's=282 Significance0.838	**Commitment**	0.116	1	0.116	0.842	0.360
	control	0.027	1	0.027	0.231	0.631
	the challenge	0.03	1	0.03	0.166	0.684
Student classification x	**Commit**	0.065	1	0.065	0.36	0.549

Source of Contrast	Dimension	Total of Squares	Degrees of freedom	squares Average	Calculated value (P)	Statistical significance
Specialization	ment					
X Gender	control	0.289	1	0.289	2.459	0.118
Hotelling's=1.827 Significance0.647	the challenge	0.028	1	0.028	0.153	0.696
Error	Commitment	40.177	292	0.138		
	control	34.335	292	0.118		
	the challenge	52.852	292	0.181		
Total	Commitment	2902.71	300			
	control	2534.85	300			
	the challenge	2763.69	300			

The above table shows statistically significant differences in levels of commitment, control and challenge among students in government schools in the Kingdom of Saudi Arabia due to the classification of the student and the differences for the benefit of outstanding students, specialization in favor of scientific specialization, and the absence of statistically significant differences due to sex and interaction between student classification and gender and the interaction between sex and specialization And the interaction between student classification, gender and specialization, while the differences were statistically significant due to the interaction between the classification of the student and specialization after the challenge in favor of students of scientific specialization superior to students of ordinary literary specialization as shown in the following figure 2:

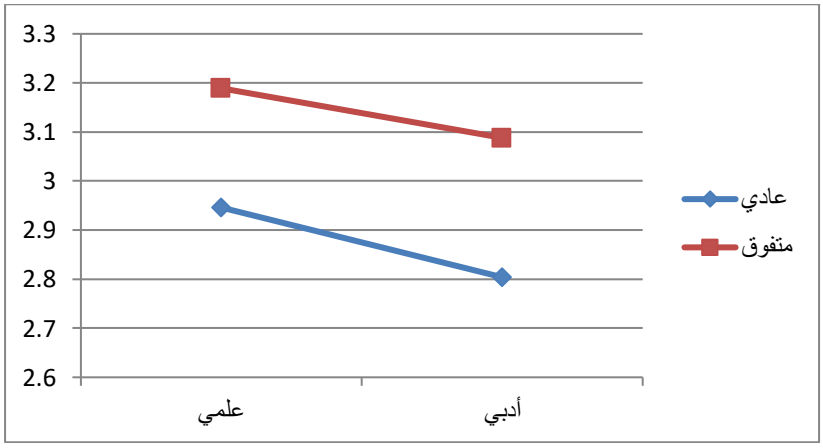

Figure (2) shows the interaction between student classification and specialization in the challenge level among students in government schools in Saudi Arabia

This can be explained superiority of outstanding students to ordinary students in psychological hardness levels both on the overall degree of measurement or the dimensions of the three psychological hardness that many of the qualities and characteristics contained in psychological stiffness meet with many features and special features of the outstanding students, indicated Jerwan (2011) that outstanding students are characterized by many of the cognitive and emotional characteristics, which is the

ability to generate genuine solutions, strength, perseverance and behaviors aimed at doing meaningful activities and planned, high achievement, expectations, and the ability to focus internal control, as What can be explained in light of the emotional characteristics of the superior, which is characterized by the normal, as the superiority is characterized by psychological and emotional capabilities to help them in the face of stress and problems, and because they are characterized by the ability to endurance and control and self-realization and self-reliance and identification and investigation (Suleiman and Ahmad, 2001).

It is also possible to explain the existence of differences in mental rigidity attributed to the specialization in favor of practical specialization, that the distribution of students to various disciplines in the secondary stage is based primarily on their achievement in the previous stages, the best achievement are those who choose to specialize in practical work because they have a higher confidence in their ability to excel in the scientific specialization , psychological Vasalabh high student was able to look at himself as more efficient in the face of difficulties and challenges (Abbas, 2010), this makes Comertfie psychological hardness more oriented towards scientific specialization, the fact that this specialization requires students to be more able to meet the challenge T and the difficulties of literary specialization, which is more easily compared to the scientific specialization.

The results of the study were similar to the results of the current study (Abdala, 2012). The results of the study showed that there were statistically significant differences between the students who excel in the psychological hardness for the outstanding students and the study of smoke and stones (2007) (2005), the study of smoke and stones (2007), and the study of Mafraji and Al-Shahri (2008), which found that there were no statistically significant differences in the level of psychological rigidity of the sample due to gender variable.

While other studies found different results from the current study. Some studies found that there were statistically significant differences between the mean scores of males and females in the psychological rigidity. Differences were in favor of males in the study of Mukhaimer (2000) and the Fatlawi and Defensive Studies (2012) Xiard study (Sheard, 2009), and study cooking (2015).

Recommendations

In light of the findings of the study, the following recommendations can be made:

1. To promote the psychological rigidity of students and secondary students by giving adequate recognition to their efforts through the inclusion of courses in the secondary stage that enhance psychological rigidity.
2. Focus on improving the levels of commitment, control and challenge among ordinary high school students, making them close to outstanding students.
3. Provide guidance programs that promote the psychological rigidity of high school students in Saudi Arabia.
4. Conducting further studies on the relationship between psychological rigidity and motivation of students' academic achievement**.**

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