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Psychological resilience and its relationship to achievement motivation for students of the fourth stage in faculty of physical education and sports sciences in Al-Mustansiriya University

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Abstract

Through the great developments that have occurred in the field of sports, especially in the field of sports psychology, sports psychology is one of the basic sciences in achieving great results in sports matches and the achievements of university students in all fields, including the achievements of the sample members, which consists of (200) male and female students from the fourth stage (morning - evening) morning study Al-Mustansiriya University (30) female students and (170) students with an average age of (25.2) years, and an irrigation deviation of (± 2.97) (The results of the study showed that there is a positive statistically significant relationship between psychological resilience, the total degree and dimensions" and motivation for achievement. The results of the multiple regression analysis showed that psychological resilience can be predicted through the dimensions of motivation for achievement and through the conclusions that programs for the development of psychological resilience and motivation for achievement were within the knowledge of the numbers of educational seminars for students at this stage to face academic difficulties. The study showed that there is motivation among students towards the future, and also facing difficulties for male and female students after graduation, as well as preparing training programs to develop psychological resilience after graduation for Iraqi universities. (Perseverance, striving for excellence, ambition), among students at this stage of study for the faculties of physical education and sports sciences.

Keywords: Psychological resilience, motivation, achievement, physical education

1. Introduction

Due to the great development that the world is witnessing in all fields, especially the field of psychology in the sports field, which has received the attention of experts, specialists and followers, our contemporary life is witnessing many patterns of rapid and successive development in various aspects of various areas of life, and that this influential and rapid change and the exposure of many individuals to many tribulations, crises and pressures, but there are many individuals who rise from these ordeals with strength, determination and steadfastness, and this is what specialists, experts and researchers paid attention to, which prompted them to study psychological resilience And the extent of its impact and factors, in order to find out what has to do with the variable and the extent of the role of the features that distinguish the sample members, and determine the degrees of their difference from other variables similar to it, and determine the nature of their relationship with other variables (Iman Mustafa (1: 211).

Psychological resilience is one of the most influential components of positive psychology, positive psychology is an approach that celebrates human strengths as inherent in the human being and human weaknesses and weakness as inherent in the human being, and this difference in vision does not conflict with the goal of achieving quality of life. (Serenity of the left-handed) (2:25).

The study of psychological resilience began with research in children and young people who were exposed to adversity and difficulties that often had negative consequences, such as dropping out of school, academic failure, delinquency, manifestations of social hostility and mental disorders, but despite these experiences they achieved success and integration at the personal and social level. The first wave began to be exploratory that answers the question of what are the factors and personal and environmental characteristics associated with resilience,

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and this stage has yielded a wealth of scientific material on personal, family, societal and cultural factors, The second wave answers the question of how the internal and external variables and factors, whether negative or positive, work to restore balance and achieve harmony, or to break and lose balance, and the third wave focuses on benefiting from the outputs of the previous two waves to develop psychological resilience, with a focus on enrichment and intervention programs, discussing the differences between personal and social disorders, emphasizing psychological resilience and building a mental orientation to resist disintegration, and emphasizing that all individuals proceed from the premise that they have strengths Can be made of them to the fullest. (Safaa the left-handed, Safaa Kafati) (3:25-26).

Mohammed Al-Saeed explained that psychological resilience is a concept that includes exposure to difficulties, crises and shocks and dealing with them in a positive way with positive results, and psychological resilience can be considered a phenomenon that enables people to recover from the negative effects of difficulties or painful events of a cumulative or long-term nature.

As Ghramallah ibn 'Abd al-Razzaq said, (4: 105) Therefore, leaving a person to the familiar environment and moving to live in another place, which is a very stressful event for the individual because it requires him to adapt to new circumstances in which his roles and habits change, and he loses his friends, family, property and environment, and therefore the individual needs to bring about appropriate psychological and social adaptation, financial resources and intellectual, psychological and physical energies due to the changes he is exposed to, which include physical changes associated with the new housing pattern, and political changes represented In his subjection to a degree of control, loss of some independence, and changes in social relations, whether with others or groups to which he belongs, and thus reflected in his behavior in general (Nayef Odeh) (5: 208).

As pointed out (6: 76) that the concept of psychological resilience is a basic concept for individuals who deal with change successfully, and that people who are characterized by high psychological resilience are positive people with life and with themselves, flexible in ideas, and in social relationships and their ideas are organized, as explained that the extent of the individual's response to the new environment is related to the extent of the individual's resilience, psychological resilience is of great importance in the ability of students after leaving school and graduation to adapt adequately. With the pressures of life by finding psychological, social, cultural and material resources that contribute to achieving their well-being, expanding their horizons, and developing their abilities. Hence the importance of the research, the extent of the relationship of psychological resilience and its relationship to the motivation of the student in the fourth stage of the two studies (morning and evening) at the Faculty of Physical Education and Sports Sciences for the academic year 2022-2023.

Research Problem

What Iraqi universities include for a large number of colleges in various disciplines for male and female students, as the living and psychological conditions of these students vary, which sometimes contributes to their exposure to different forms of problems, affecting their academic performance, as these students go through many mixed feelings, especially in the last months of their studies, as they left friends and their public relations after graduation, They face many obstacles and psychological problems, and these problems may reduce

their creativity and fruitful successes, which requires helping these students to adapt positively when exposed to difficulties, and acquiring the ability to face these real crises, and to be patient and perseverance to obtain the highest scientific degrees, and a sense of stability and psychological safety for this important academic stage in their lives, and researchers have paid attention to the psychological problems that students are exposed to at this stage.

The university has the burden of providing methods of care and prevention for all students in general and for the fourth stage in particular, but this does not prevent the existence of some pressures and obstacles that prevent students from performing their scientific roles, and perhaps this diversity in societies where previous studies on resilience and its role were conducted gives an indication of the importance of addressing psychological resilience as a new variable that needs more studies to identify its nature and determine its components and its relationship to some other variables, as this is from The requirements of the psychological factor and its role in the university community and its impact on students. It is noted that the studies that dealt with the variables of the current study among students of the fourth stage (Morning - Evening) are somewhat different, The researcher found only two studies conducted by Sabouripour & Roslan, 2015 Wang, 2009 on psychological resilience at this stage of the two studies (Evening and morning) among male and female students. It is also noted that the studies that dealt with the relationship between psychological resilience and motivation for achievement among students were different in Arab studies in general and Egyptian studies in particular, which dealt with the relationship between psychological resilience and motivation for achievement, as the researcher found within the limits of his knowledge two types of studies such as the study of each of, which showed that there is an association between psychological resilience and motivation to achieve.

Hence, there is a statistically significant positive relationship between self-efficacy as a dimension of psychological resilience and motivation for achievement. It is clear from the above that there is a contradiction in the results of previous studies on the relationship between psychological resilience and motivation for achievement of interest to researchers in general in Arab psychological studies. Perhaps this may be a motivation for the interest of researchers to study these variables in this category of students for the fourth stages in university studies for the study (Morning and evening). In light of the above, the research problem is determined by the following two questions:

1. Is there a relationship between psychological resilience and motivation for achievement "dimensions and total degree" among the members of the research sample of college students morning and evening studies for both sexes?
2. Is it possible to predict psychological resilience through students' scores on the dimensions of motivation for achievement, among the study sample of students?

Research Objectives

1. The relationship between psychological resilience and motivation for achievement "dimensions and total degree" among male and female students in the sample.
2. The possibility of predicting psychological resilience through the grades of male and female students on the dimensions of motivation for achievement among the members of the research sample of male and female students.

Research Hypotheses

1. There is a statistically significant relationship between the psychological resilience of the members of the research sample.
2. There is a statistically significant relationship between the motivations for achievement of the members of the research sample.

Research Fields

Human field: male and female students of the fourth stage of studies (Morning - Evening) Faculty of Physical Education and Sports Sciences - University of Mustansiriya.

Time Range: For the period from 15/9/2023 to 15/11/2023.

Spatial field: Playgrounds of the Faculty of Physical Education and Sports Sciences - Al-Mustansiriya University.

Research Terms

1. **Psychological resilience:** Psychological resilience is defined as "the ability to face worries, difficulties and problems in daily life positively and courageously. And his tendency to mastery and exert more effort, and to take responsibility for the tasks assigned to him, by feeling that there are people who can be relied upon "morally material-morally" to provide him with psychological support, patience, and slowdown in judging matters related to his life and the environment in which he lives. (8: 277).
2. **Motivation for achievement:** The motivation for achievement is also "the individual's desire to reach the highest academic degrees by exploiting all scientific sources to achieve his academic goals, and the constant pursuit of excellence, and his strong insistence on success and continuing to work regardless of the obstacles and difficulties." (9: 232).

Research Methodology and Field Procedures

Research Methodology

The researcher used the descriptive approach to suit the field research procedures and address the problem.

Research Community and Sample

The study sample consisted of (160) male and female students from the morning and evening studies of the Faculty of Physical Education and Sports Sciences - Al-Mustansiriya University, they were selected by the method of the accidental sample, which is the sample whose members come accidentally, that is, without previous arrangement, and the researcher chooses its members, because this is what was available and made available. (Louis Cohen and Lawrence Maniton) (10: 135).

Research tools and field procedures

Means of collecting information

1. Scientific sources.
2. International Information Network (Internet).
3. Questionnaire form.

4. Psychological resilience and motivation for achievement.

Exploratory Experiment

The researcher conducted his exploratory experiment on 15/9/2023 on male and female students of the fourth stage of the two studies (Morning and Evening) of the Faculty of Physical Education and Sports Sciences - Al-Mustansiriya University. The researcher relied on the scale of psychological resilience and motivation to achieve in order to achieve the objectives of the current study. Measures of psychological resilience and motivation for achievement, Although the psychological library is full of many psychological measures, the share of measures that are concerned with psychological resilience and motivation for achievement, so that these measures have been conducted on different samples, including (Orphan adolescents, hearing-impaired adolescents, University students, outstanding university students, widowed women), and students of the fourth stage of studies were not students of the two studies (Morning and evening) of interest, so the researcher used the psychological resilience scale in order to achieve the objectives of the current study.

Main Experience

The researcher conducted his main experiment on 15/9/2023 on male and female students of the fourth stage of the two studies (Morning and Evening) of the Faculty of Physical Education and Sports Sciences - Al-Mustansiriya University. The researcher relied on the scale of psychological resilience and motivation for achievement in order to achieve the objectives of the current study.

Statistical Processes

1. T - test.
2. Correlation coefficient (Pearson Coefficient, Spearman-Brown and Guttman), the researcher used the statistical bag SPSS to perform statistical coefficients used in the research.

Results Analysis and Discussion

The first hypothesis: states that "there is a statistically significant relationship between psychological resilience and motivation for achievement "total degree and dimensions" among a sample of students of the morning and evening studies of the Faculty of Physical Education and Sports Sciences, fourth stage, and to verify the validity of the hypothesis, the value of the Pearson correlation coefficient was calculated between the scores of the examined on the scale of psychological resilience and their scores on the scale of motivation for achievement" dimensions and total degree. Table (1) shows the values of the correlation coefficient between the scores of the examinees on the psychological resilience scale and their scores on the achievement motivation scale total degree and dimensions.

Table 1: Shows Values of the correlation coefficient between examinees degree on the psychological resilience scale and their degree on the scale of motivation for achievement (Total degree and dimensions) of the sample members

Motivation Dimensions for achievement & psychological resilience	Ambition	Seeking towards superiority	Perseverance	Total degree
Positive confrontation	0,62**	0,62**	0,65**	0,69**
Personal and social Efficiency	0,62**	0,70**	0,68**	0,73**
Social support	0,45**	0,52**	0,51**	0,54**
Wisdom	0,62**	0,60**	0,62**	0,66**
total degree	0,69**	0,73**	0,74**	0,79**

Table (1) shows the following

1. There is a statistically significant positive relationship between positive confrontation as one of the dimensions of psychological resilience and each of the total degree of motivation for achievement (Ambition, striving for excellence, perseverance) at the level of (0.01) among the members of the research sample.
2. There is a statistically significant positive relationship between social support as one of the dimensions of psychological resilience and each of the total degree of motivation for achievement and dimensions of motivation for achievement (Ambition, striving for excellence, perseverance) at the level of (0.01) among the members of the research sample.
3. There is a positive statistically significant relationship between personal and social competence as one of the dimensions of psychological resilience and both the total degree of motivation for achievement and the dimensions of motivation for achievement (Ambition, striving for excellence, perseverance) at the level of (0.01) among the members of the research sample.
4. There is a positive statistically significant relationship between wisdom as one of the dimensions of psychological resilience and both the total degree of motivation for achievement and the dimensions of motivation for achievement (Ambition, striving for excellence, perseverance) at the level of (0.01) among the sample members of the research community.
5. There is a positive statistically significant relationship between the total degree of psychological resilience and each of the total degree of motivation for achievement and the dimensions of motivation for achievement (Ambition, striving for excellence, perseverance) at the level of (0.01) when the sample members of the research community.

The results, analysis and discussion of the first hypothesis It is clear from Table (1) that the validity of the first hypothesis is achieved, as there is a positive statistically significant relationship between psychological resilience and motivation for achievement "total degree and dimensions". The result of this hypothesis is consistent with what was indicated by the results of the study of Splane *et al.*, 2011; Herrero, 2014 Arora, 2015; (Magnano *et al.*, 2015); Mwangi *et al.*, 2015, which showed that there is a positive statistically significant relationship between psychological resilience and motivation for achievement among the sample members of the research community, and the researcher believes that this result is consistent with what he referred to (Safaa Al-Asar, Aladdin Kafafi, (2000: 289).

Psychological resilience is a set of traits that provide people with the skin to face the overall obstacles that most students face at this stage of their lives, and they are social and active,

have a desire for curiosity, alert, have punctuality, and are ready to adapt, which is a key motivation for the high level of motivation for achievement among these individual students for this stage of study.

The researcher believes in the light of the results of this hypothesis that one of the most important characteristics of people with psychological resilience and motivation for achievement is the possession of methods to face pressures compatible with the nature of the individual and the situation, the presence of a goal in life, the high level of self-esteem and self-efficacy and the extent of motivation for achievement in academic, life and social matters, and the possession of problem-solving skills, independence, a sense of goals, planning for the future in a realistic and effective and influential way in the process, and creativity, all these qualities are the main factor in excellence and the pursuit of excellence and the desire to obtain The highest academic degrees and perseverance and thus the high level of motivation for achievement in the study requirements for this stage of study for male and female students, Psychological resilience is the motivational force that helps individuals to achieve self-realization, which explains the positive relationship between psychological resilience and motivation for achievement for this sample of community members from the fourth stage students (Morning and evening) Faculty of Physical Education and Sports Sciences - Al-Mustansiriya University.

The second hypothesis: States that "psychological resilience can be predicted through the scores of male and female students on the dimensions of the motivation scale for achievement (Perseverance, striving for excellence, ambition) and to verify the validity of this hypothesis, the researcher calculated the analysis of multiple gradient regression MultipleRegression Stepwise in order to determine which variables are a function in predicting psychological resilience, and determine the value of the variance explained for the variable of psychological resilience in the study sample, which can be traced back to the independent variables dimensions of motivation for achievement "perseverance, striving for excellence, ambition."

Table (2) shows the results of multiple regression analysis, contribution values, the "P" ratio, and the statistical significance of the dimensions of motivation for achievement "perseverance, pursuit of excellence, ambition" in predicting psychological resilience.

Table (1) Shows Results of multiple linear regression analysis, contribution values, P ratio and statistical significance

The dimensions of motivation for achievement in predicting the psychological resilience of the sample members

Table 2: Multiple regression analysis, contribution values, the "P" ratio, and the statistical significance of the dimensions of motivation for achievement "perseverance, pursuit of excellence, ambition" in predicting psychological resilience

Dependent variable	Constants variable	R2		Sum of squares	Freedom Degrees	Average squares	(F) value	Sig.	Model	Standard correlation value	Standard error	(T) Value contribution	(T) Value	Sig.
Psychological resilience	Perseverance	520,1	Total residual regression	19422,508 17963,092 37385,600	1 158 159	19422,510 113,690	170,837	0,02	Constant Perseverance	48,816	7,014 0,232	0,723	6,98	0,01 0,01
	Perseverance	0,578	Total residual regression	21633,190 15752,410 37385,600	2 157 159	10816,597 100,006	107,808	0,02	Constant Perseverance superiority	38,927 1,691 1,661	6,918 0,355 35,006	0,406 0,398	5,631 4,798 4,696	0,01 0,01 0,01

			Total	32307,294	3	7435,766			Constant	30,636	7,481	0,301	4,098	0,01
Ambition	0,599	residual	15078,310	156	96,658	76,932	0,02	Perseverance	1,256	0,386	0,330	3,270	0,001	
		regression	37385,602	159				superiority	1,383	0,365	0,212	2,804	0,000	
								Ambition	0,923	0,351		2,643	0,009	

Table (2) confirms that the predictors of psychological resilience are perseverance, the pursuit of excellence, ambition, which are arranged according to their importance and the strength of their impact on the dependent variable psychological resilience, as (perseverance and the pursuit of excellence and ambition) are positive predictors of psychological resilience and the perseverance model predictors of psychological resilience explains (55%) of the total variance, and the model of perseverance and the pursuit of excellence that predict psychological resilience (59%) of the total variance, and the final model includes (perseverance in the pursuit of excellence, ambition) (61%) of the total variance. Thus, the three models of variables predicting psychological resilience explain large proportions of variation, as the values of the square of the multiple correlation coefficient (R^2) ranged between (0.550-0.599). The multiple regression equation that helps to predict the degree of psychological resilience through degrees (Perseverance, striving for excellence, ambition) can be formulated as follows:

Psychological resilience = 30.63 + (1,256 × degree of perseverance) + (1,383 × the degree of striving for excellence) + (0.923 × the degree of ambition).

This equation indicates that the higher the scores of the examiner on the three independent variables in the regression equation, the higher his scores on psychological resilience, and the order of the independent variables in the multiple regression equation according to the strength of their influence on the dependent variable.

The second hypothesis is to analyze and discuss the results. It is clear from the results of Table (2) that the validity of the second hypothesis is achieved, as the results of the regression analysis showed that psychological resilience can be predicted through the dimensions of motivation for achievement (perseverance, striving for excellence, ambition), as these variables are positive predictors of psychological resilience. The result of this hypothesis is consistent with what the results of the study of Solomon, 2013, Herrero, 2014, and Mwangi *et al.*, 2015, indicated that psychological resilience can be predicted through motivation for achievement among the sample members of students for this stage of study.

The results of this hypothesis can be interpreted in the light of the results of the first hypothesis in referring to Table (1), we find that the value of the correlation coefficient between perseverance and psychological resilience was higher than the correlation of the rest of the dimensions with psychological resilience, and then the recurrence appeared in the three models of regression, and the results of regression analysis showed that perseverance, striving for excellence, and ambition are positive predictors of psychological resilience, and this can be explained in light of the positive relationship between psychological resilience and both perseverance, the pursuit of excellence, and ambition for such Members of the research sample.

In this regard, Arwar explained that the characteristics of psychological resilience are directly proportional to the characteristics of motivation for achievement, individuals who have high motivation for achievement have a greater ability to bounce back from difficult situations, and therefore the ideas and behaviors of these individuals can be seen as great resources to overcome obstacles and adversity, then, the

motivation for achievement and its contents can achieve the goals that the individual seeks to achieve and enhance the ability to adapt and exert effort and obtain better positive results as this sample. And what it represents in the Iraqi university community.

The researcher believes that motivation for achievement is an important feature of individuals who are characterized by resilience for myself, as motivation for achievement and its components include planning for the future, self-efficacy, determination to succeed, perseverance, effort, self-esteem, and time management. Strong support systems that represent part of psychological resilience, so motivation for achievement is a strong indicator of psychological resilience, and individuals who have high motivation for achievement are individuals who are able to face difficulties and crises, who work harder to overcome Adversity, and those who are able to control negative and unpleasant circumstances, and manage their emotions and emotions, and therefore motivation to achieve is a positive predictor of psychological resilience.

Conclusions and Recommendations

Conclusions

Through the results reached by the researcher with his field procedures and statistical analysis of the data obtained, he concluded the following:

1. The presence of a high level of psychological resilience among students of the Faculty of Physical Education and Sports Sciences.
2. The presence of an acceptable level of achievement motivation among students of the Faculty of Physical Education and Sports Sciences research sample.
3. There is a statistically significant relationship between psychological resilience and achievement motivation among students of the Faculty of Physical Education and Sports Sciences.

Recommendations

1. Preparing programs to develop psychological resilience among students of the Faculty of Physical Education and Sports Sciences for the morning and evening studies of the fourth stage.
2. Preparing educational seminars for students at this stage of study on ways to face the difficulties of academic life as it is the final stage of study in the college.
3. Conducting psychological and developmental training courses to develop positive psychological manifestations among Iraqi university students.

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Appendices

Psychological Resilience Scale

No.	Phrase	No	Rarely	Sometimes	Most of the time	All the time
1.	I can adapt to all the new situations in my life.					
2.	I have the ability to keep a positive relationship with others					
3.	I believe in God's help in times of hardship					
4.	Able to manage things professionally when there is a crisis					
5.	Whenever I succeed in a certain topic, it increases my self-confidence					
6.	I always look for a glimmer of hope in finding solutions to the problems that I may encounter					
7.	I have the ability to adapt to the obstacles that accompany me during work or study					
8.	I have faith in the principle that says patience is the key to relief					
9.	Everything that happens is planned by God					
10.	I do what I can no matter what the result is					
11.	Although I make sure that what I am doing to solve problems is useless, I do not give up easily					
13.	I always know to whom I ask for help					
14.	My thinking is positive and highly focused when I pass in a state of high pressure					
15.	I try to lead the situation when the problem occurs					
16.	When I get tired of facing difficulties, I don't get frustrated by them					
17.	I am sure that I am a strong person and able to face the difficulties					
18.	I have the ability to make difficult decisions on required time					

Achievement Motivation Scale

No.	Phrase	Applicable	Somewhat applicable	Not applicable
1.	Hardwork in my daily work			
2.	I always get lazy when going to work			
3.	I have a wide patience in accepting things			
4.	I always like tasks that require a lot of effort			
5.	I master my job and work hard			
6.	I don't try to throw the tasks assigned to others			
7.	I always feel tired quickly at work			
8.	I like to compete in production			
9.	I can't keep working when I have a problem			
10.	I always strive to win during my competition with my teammates			
11.	I try to solve problems at work			
12.	Able to take the responsibility that is entrusted to me			
13.	I don't think much before doing any work			
14.	I hate challenges with others			
15.	I often waste time not to strain myself with work			
16.	I always make an appropriate effort to achieve a certain goal			
17.	Work overtime when required			
18.	Sequential work and completion be from difficult to easy			
19.	Complete my assigned work in the best way			
20.	I never postpone today's work to tomorrow			
21.	Work silently and let my work speak			
22.	I try to succeed and show off all my work			
23.	The only criterion in my job is success in it			
24.	Whenever I make a mistake I try to correct my mistake and not leave it			