

## ADOPTING PERSONALITY TRAITS AS AN INDICATOR ON STUDENTS' ACCEPTANCE IN THE FACULTY OF PHYSICAL EDUCATION

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### **Abstract**

*Lack of interest faculties and departments of physical education on the psychological side of the applicants, where they are only physical tests and professional and preliminary medical examinations, and the goal of the colleges is to prepare students to be teachers in the future characterized by personality traits qualify them to lead generations of other students, and thus identified the importance of research in the need Identification of personality traits as an important indicator in the selection of students in faculties of physical education to be complementary to other tests and be a better choice. The most important conclusions were that not everyone who is physically and skillfully qualified to be a student in faculties of physical education, and there are many students admitted in these colleges are characterized by negative personality traits and weaknesses in the positive traits.*

**Key words:** *personal traits, positive qualities, indicator for acceptance, list of Freiburg.*

### **Introduction**

The institutions that depend on the preparation of a sports and academic generation characterized by all the good qualities are the faculties and departments of physical education. The graduates are qualified teachers whose goal is to build society and promote it and enhance the abilities of its sons in all aspects of physical, skill, health and psychological. This depends on applying the scientific foundations of the educational and sports curricula which are included in these institutions, and depends on the basic step to choose who is best in acquiring what is included in this curriculum.

The importance of research in determining the personal traits of students admitted to the development of standard levels of their psychological character as indicators used by those interested in selecting students in the coming years to accept the faculties and departments and institutes of physical education as a complement to the physical tests and the medical in the process of admission, Competencies as a basis for admission which helps in choosing the best applicants which facilitates and accelerates the process of learning and ensuring the efficiency of the best graduates.

### **Problem**

That the development of the level of sport requires continuous preparation for students and for many years, and starts this preparation of the personal traits of athletes and how to recruit and enhance the service of the athlete himself and the sports movement, the researcher's observation of the conditions of acceptance of students in colleges and departments and institutes of physical education, found that there is a problem lies in the lack of interest with the psychological aspect in the selection of advanced students, as the acceptance of the specialization of sports education depends on

the graduation rate of the preparatory school and after a simple medical examination followed by physical tests and tests of the performance of sports skill, It is a lack of the process of exact selecting for the acceptance of students in the field of physical education, which is confirmed by the objective of these institutions through the preparation of a generation of students with an efficient sport character to be teachers able to activate the principles of physical education in universities and schools and academic instructors in clubs and sports federations and sports forums. Therefore, this study was used to determine the personal traits and set the standard levels for students accepted in physical education to be an integral part and an important indicator in the admission process for students for next years in the faculties, sections and institutes of physical education.

### **Aim**

The aim of this research consists of: Identifying on the personal traits of students accepted in the Faculty of Physical Education and Sports Sciences; Determination of the standard grades and standard levels and the accepted mean of the personal traits; Selection of students in faculties, departments and institutes of physical education in accordance with the values of the standard levels and the accepted mean of their personality traits as an integral part of the acceptance process.

### **Research fields**

The human field: The first stage of the students of the Faculty of Physical Education at the University of Babylon for the academic year 2017-2018.; The time field: 26/11 to 4/2/2018; The spatial field: the classrooms in the Faculty of Physical Education at the University of Babylon.

*Definition of terms*

Trait. "That characteristic of the individual that we distinguish from others, which is the sum of a set of aspects that lie in the person and distinguish him from others." (Al-Mashhadi, 2008, p. 55).  
 Personality: is an abstraction used to describe and explain the coherent patterning over time and space of affects, cognitions, desires and the resulting behaviors that an individual experiences and expresses (William R, David M 2015).  
 Personality traits. Imply to consistency and stability and reflect characteristic patterns of thoughts, feelings and behaviors (Edward, Richard 2018).

*List of Freiburg to measure personality traits*

Jüssen Fahrnberg and the Selg and Rainer Hampel, professors of psychology at the University of Freiburg, Germany, were the founders of this measure and prepared their image for the Arab Muhammad Hassan Allawi. The list includes (8) dimensions and the reality of (56) paragraphs and that each dimension (7) paragraphs and the

dimensions and paragraphs of the list (54,38,23,18,15,4,3), and the second dimension (aggressiveness) is the number of paragraphs (49,44,41,27,26,10,7) (55,52,40,37,34,25,21), while the fourth dimension is the attribute (excitability) and its paragraphs (53,46,39,36,33,31,5) And the fifth dimension (social) (7) paragraphs containing (3) paragraphs with Positive meaning and (4) paragraphs with a negative meaning and the numbers of the positive paragraphs are (48,28,12), and negative paragraph numbers (51,47,14,2), while the sixth dimension is the feature calm numbers of paragraphs (56,45,43,42,29,20,1), and the seven attribute is the control numbers of its paragraphs are (9,11,16,22,24,30,50), and the eighth attribute is the refrain and the numbers of its paragraphs are (35,32,19,17,13,8,6). All paragraphs of the list are positive except for (4) negatives of the social trait, and the key to correcting the list of positive clauses (2,1) is yes and no and for negative paragraphs (1,2). Table(P1).

Table (P1) Scale Personality Traits.

No.	Phrases	Yes	No
1	My mood is constantly moderate		
2	I find it difficult try to identify people		
3	Sometimes my heart beats quickly without exerting high effort		
4	Sometimes I feel that my heart pulses up to my feet		
5	I lose control of my nerves quickly and can control them quickly too		
6	When I encounter any position reddish and change the color of my face quickly		
7	I find pleasure when I cause problems for others		
8	I do not like seeing some people in public places		
9	I wish harm to all who hurt me		
10	I am happy to take the risk myself		
11	Use physical strength to protect my right most of the time		
12	I can give happiness to people		
13	I puzzle over easily sometimes		
14	I find difficult to deal with people		
15	Sometimes I feel choking and uneasy in the breath		
16	I expect to be harmed by some of the mistakes which he committed		
17	I am ashamed when entering a room and there are people talking		
18	My stomach is sensitive and I sometimes feel pain in it		
19	I seems more confused and scared than others		
20	I do not care about my failure if I fail to perform any work		
21	I do many things that I regret it later		
22	I strongly resist anyone who harms me		
23	I always feel Abdominal distension as though it is filled with gas		
24	I encourage my friends to avenge than some people		
25	I feel life is meaningless		
26	I am happy to show the mistakes of others		
27	I think of stirring up strife among people		
28	My advantage is active and vital		
29	Always take things simply and without complexity		
30	Leave everyone trying to insult or provoke me		
31	When I get angry, I do not care about that		
32	I get confused when I'm with people who are higher than me and important to society		
33	I cannot rejoice or cheer myself up		
34	I dream of things that I know will not happen		
35	I get nervous quickly when I am in a sudden position		
36	I get angry quickly when I hear any murmur bothering me		
37	I feel weak enough to think well		
38	I find it difficult to try to sleep		
39	I say things without thinking and regret them later		
40	I think a lot about my current life		

41	I like to work in people with some harmless landfills		
42	Look at my future with confidence		
43	I do not lose my courage even if all things are against me		
44	I like to make fun of others		
45	I can calm myself down from any position that bothers me		
46	Get excited from some people quickly		
47	I find it difficult to gain and validate others		
48	We are a speaking person		
49	cheer when I see some friends who are infected or have problems		
50	I would rather be hit and not be cowardly		
51	Better not start talking to others		
52	Often lose the ability to think		
53	Spin in my mind sometimes thoughts cause me distress		
54	I always feel exhausted, tired and tense		
55	Sometimes I think that I'm not right for anything		
56	When I fail I can skip failures easily		

**Methods**

"Personality traits are relatively enduring individual differences in behavior that are stable across time and across situations. Such traits are not strongly predictive, as individual behavior will also depend on particular environmental situations" (Aiden, Michael 2012). That the nature of the study of any problem requires from the researcher to follow the appropriate research methodology suited to the nature of the problem of research, and since the nature of the problem of this research descriptive nature concerned with the great interest in the description and understanding of the personality traits of students of physical education, so the choice of descriptive approach survey methods and standard levels. As descriptive approach is the best and easiest method to solve such problems, because the descriptive approach gives the accurate perception of reality with the development of indicators to develop it for the better.

*Community and sample research*

The results obtained by the researcher depend on the good selection of the sample, so the sample must be representative of the community so that we can generalize the results to the society from which the sample is taken. It is unbelievable for the community that did not believe the sample as the sample is part of all or some of all. The research sample was randomly selected from the students of the first stage in the Faculty of Physical Education.

The sample of the research was (105) students, consist of (80) students and (25) female students, after excluding the (6) students who failed last year from the society specified (111) students, according to what is written in the Office of registration of students in the faculty within the year 2017-2018, so that the research sample is a percentage (95.42%) of the society, as shown distribution of the sample and the purpose used in the following table(1).

Table (1) Distribution of the research sample and the percentage of community and sample and the purpose used.

use	community	sample		Percentage of community and sample					
		Students	Female students	Community Students	sample Students	Community Female students	sample Female students	community research	sample research
Exploratory experiment	20	20	-	%18.87	%20	-	-	%15.27	%16
main experience	105	80	25	%75.47	%80	%100	%100	%80.15	%84
Total	125	100	25	%94.34	%100	%100	%100	%95.42	%100

*Exploration Experience*

Is a mini-experiment similar to the real experience (main), was applied exploration experiment on 14/12/2017, a sample of (20) students, and the purpose of procedure the exploration experience is: Knowing the adequacy of the paragraphs of the list of Freiburg for sample of the research and understanding of the sample 2; Know the time taken for respond of the sample to the list; The efficiency of assistants to clarify the meaning of the paragraphs of the list of the sample. After procedure the exploratory experiment, it was found that the paragraphs of the Freiburg list were clear for the sample and completed the students in answering all the paragraphs of the list with a time limit of (10 to 20) minutes.

The physical conditions were taken into account in order to consolidate them as much as possible in the main experiment and select a distribution time the list on the sample in the first lecture of the hour (8:30 am to 10:00 am) in the classroom and with the help of the support team consisting of teaching staff and some sports psychology specialists.

*The scientific foundations of the Freiburg List*

The scientific foundations of the list were determined in terms of (honesty, consistency and objectivity) as follows:

Honesty. It is one of the first scientific processes in determining the appropriateness of the list in the measurement of personality traits, the researcher relied on the sincerity of the arbitrators

(experts) based on the sincerity of experts and specialists in determining the appropriateness of the list for the purpose used to measure personality, A questionnaire form containing the paragraphs of the Freiburg list of experts and specialists with competence in sport psychology on 4/12/2017. After the data was organized, it was found that all the paragraphs of the list achieved a significant significance after extracting the calculated value of (Cascoire.Ca<sup>2</sup>) for all the paragraphs, which was determined between (4.5 to 8), Which is greater than the value of (Cascoire Ca<sup>2</sup>) Standard of (3.84) at the degree of freedom (1) and the level of significance (0,05) of the group of experts with number (8) experts and specialists.

Stability. In order to extract the coefficient of stability must be applied the principle of constant measurement, which gives the results of the approach if applied more than once in similar circumstances, and to know the stability of the measurement of the response of the sample on the list of Freiburg Pearson correlation coefficient was extracted between The first response was dated December 14/12/ 2017, and the second response was implemented more than two weeks after the first response date on 28/12/2017, the conditions for applying the standard, which included "physical conditions, personnel formation, and performance technique" (Al-Mashhadi, 2011, P. 114). The correlation between the first and third responses was extracted (81.2) indicating a high stability coefficient.

Objectivity: The subjective factors of the individual did not affect the value of his response, and after clarifying the researcher and the assistant team of the teaching of the meaning of the paragraphs of the sample shows that all paragraphs of the list are clear and there is nothing ambiguous or incomprehensible to these paragraphs, and thus was ascertained that personal factors are not involved in the understanding of the sample for the meaning of the paragraphs, and there is a list of Freiburg with a high objective with the sample research students of physical education.

*Main experience*

After confirming the adequacy of the Freiburg list on the research sample and extracting the scientific bases for it, the sample of the main experiment was determined with (105) students and female students with number of (80) students and (25) female students, in order to identify the values of the personal characteristics of each of the students and female students applying to the Faculty of Physical Education and the main experiment was conducted 12/1/2018.

*Statistical Methods (Kanani, 2009)*

1 - Arithmetic mean. 2 - (Cascoire Ca<sup>2</sup>). 3 - Standard deviation. 4 - Default mean. 5 - Mediator for marital numbers. 6 - Torsion coefficient. 7 - Percentage. 8 - Test T. 9 - Standard score Z.

*View and analysis of the results of the preliminary data*

The quest to implement any research in the field of sports is to seek to solve a specific research problem to contribute to the alleviation of the obstacles of mathematical development, and to reach the results of a sufficient in determining the ways of this development, and that the results of the researcher must be circulated to the research community. The selection of the sample is appropriate and distributed naturally within the measuring instrument used. After the sample response was classified in the Freiburg list, the values of the arithmetic mean, mean and standard deviation were determined the values of the torsion coefficient to determine the normal distribution of the sample at each trait of the Freiburg list.

Valuable the torsion coefficient of the sample at each trait is within the range of ± 1. This indicates that the sample is suitable for the research procedures and its distribution is proportional. As the torsion approximates zero, the distribution is normal. If the torsion coefficient is low, and suitable tools used with the age range of the research sample, Table (2).

Table (2) Values of the arithmetic mean, the standard deviation, the median, and the Torsion coefficient when the traits of the Freiburg list.

	Traits	arithmetic mean	median	standard deviation	Torsion coefficient
1	Neurosis	11.2	11	2.01	0.30
2	Aggressive	11.4	11	2.01	0.60
3	Depression	9.6	10	1.71	0.70-
4	Excitement	11.5	11	1.95	0.77
5	Social	9.8	10	1.67	0.36-
6	Quiet	9.6	10	2.01	0.60-
7	Control	9.6	10	1.82	0.60-
8	Refrain	10.5	11	2	0.75-

*View grades and standard data*

After regulating and processing the statistical sample response data, both degrees and standard levels were determined in order to determine the true degree of the student in each feature of the Freiburg list and rank among individuals.

Raw grades do not give the true value of the individual unless they are converted to standard degrees .Tables contribute to the interpretation of degrees in terms of the level of degrees for students, table(3).

Table (3) Values of the standard degrees (T and Z) in the traits of the Freiburg list.

No.	Traits	degrees	7	8	9	10	11	12	13	14
1	Neurosis	Z	2.09-	1.59-	1.09-	0.60-	0.10-	0.40	0.90	1.4
		T	29	34	39	44	49	54	59	64
2	Aggressive	Z	2.19-	1.69-	1.19-	0.70-	0.20-	0.30	0.80	1.4
		T	28	33	38	43	48	53	58	64
3	Depression	Z	1.5-	0.94-	0.40-	0.23	0.82	1.40	1.99	2.57
		T	35	41	46	52	58	64	70	76
4	Excitement	Z	2.31-	1.79-	1.28-	0.80-	0.30-	0.26	0.77	1.28
		T	27	32	37	42	47	53	58	63
5	Social	Z	1.68-	1.08-	0.48-	0.12	0.72	1.32	1.92	2.5
		T	33	39	45	51	57	63	69	75
6	Quiet	Z	1.29-	0.80-	0.30-	0.20	0.70	1.19	1.69	2.19
		T	37	42	47	52	57	62	67	72
7	Control	Z	1.43-	0.88-	0.33-	0.22	0.77	1.32	1.87	2.42
		T	36	42	47	52	58	63	69	74
8	Refrain	Z	1.75-	1.25-	0.75-	0.25-	0.25	0.75	1.25	1.75
		T	33	38	43	48	53	58	63	68

### Standard Levels

After determining the standard degrees, it is necessary to determine the standard levels to determine the status of each student with the rest of the students in each of the personality traits, it is determined (3) standard levels and the extent of these levels was determined from (7-8) degrees for the first standard level It is a good level for students in the characteristics of the negative character, such as nervousness, aggression and agitation, which is an indication that the student is characterized by a little nervous and aggressive, and the same level is weak for features of a positive nature, such as calm and social because it is considered to have a weak value, either the second level of (9-12) degree in order to preserve the nature of the equinoctial and distribution, which is based in which more number from the sample within the average standard level is this level moderate in all the features, and the standard third level last select from (13.14) degree is a good level of traits positive and not good traits negative because they are considered high when the student.

### Analysis and discussion results of the research in accepting students of physical education according to their personal traits

The lowest value which the student can get in each of the personal traits is (7) and the highest value (14). Thus, the mean for each trait is (10.5) and near to the nearest correct number can be obtained by the student becomes a satisfactory medium (11). Since determine (3) standard levels have been identified in each trait, the researcher has putted 3 aspects to facilitate the admissions process of the good students in the faculty of Physical Education. The number of students admitted from these levels depends on the number of students applying for the college and the number required within College plan, if the number of applicants are many and only the best of them are acceptable, be within the number of students and according to standard levels as follows: The first standard level of (7-8) degrees is a good level of negative features such as nervousness, aggression, arousal and weak for positive features such as calm and social, and the second standard level (9-12) )

is a moderate level in all features, Third Standard Level from (13-14) which is a good level for positive features and weak for negative features, by observing the results of one of the personal characteristics (eg social) the number of students within the third standard (good for the social feature) (31) students and (5) students of the total number of students (80) students and (25) students, which constitutes a percentage (0.39) of students (0.20) of the female students. The increase in the number depends on the value of the default mean of the social trait (10.5) in the admission of the students after rounded to the nearest correct number (11), the number of students at the default mean is (50) students and (15) female students are a percentage percent (0.63) of the students and (0.60) of the students, and that the number of students of the total sample (65) students, and that the students are intended to accept a larger number according to the college plan is based on the number of students in the standard good and moderate of the attribute.

The total number of students in these two levels reached (68) students, representing a percentage (0.85), a growth of (22) students, a percentage (0.88) of the students, a total of (90) A percentage (0.86), the appropriate number, is characterized by a better psychological side than the rest of the students at the (weak) level. After accumulating the number of students in all the characteristics and at each level, the results showed that 40 students were at a good level (0.38), 65 when relying on the satisfactory mean (0.62) and 94 (0.90) when relying on the good and moderate levels, and that this difference in the degrees of acceptance depends on the number of admission required to not reach the level of standard III (weak), because of the weakness of their personality and are not qualified to accept in terms of psychological aspects. The reason for choosing this appropriate number in admission to students is due to many reasons, including excellence in personal characteristics, which is the basis in the work of research, since the acceptance of physical education requires the student to participate in the implementation of mathematical duties and learning skills of motor, and because of this feature

of the important feature In the success of many sports tournaments and festivals, that the character of the sports person "to be strong, light movement ,solid, modest, practical, pleasant, comprehensive, social, natural, courageous and abide by his duties and depends on himself" (Talib and Lewis, 2000, p. 103), requires students to perform skills with exercise pressure "trait activation is a promising explanation for the relevance of personality characteristics to performance under pressure. A systematic consideration of situational demands of high-pressure situations will result in adequate appraisals of situation-trait relevance and help predict performance with trait scores"(Katharina G, Christopher M, Stephanie J, Michael K. 2012), , where studies indicate that the personality traits are different from one individual to another and relatively stable "Costa and McCrae's Five Factor Model framework proposes that personality traits are inherent and predispose a person to behave in relatively stable ways" (Judy K 2011), and "significant differences between the two alternative sport groups and the traditional sport group" (Deborah, Scott 2010).

One of the characteristics of the personality traits for Athlete, e.g. (characterized by a social trait a result of the joint cooperation between the student and his colleagues in the implementation of the mathematical duties and the requirements of, the educational units, and that the practice of playing in general and sports in particular is a social phenomenon dominated by mutual cooperation with the aim of a certain purpose (Mashhadi and Moussawi, 2013), and "Sport game has psychosocial connotations, with individual behaviors, such as: motivations, perceptions, attitudes, beliefs, opinions, behaviors, attitudes, traditions, moods and feelings, but also with ones structured collective as: conscious organization, relationships and intra-group tasks, reality and common objectives, management structures, etc (Sopa, Pomohaci 2014).

The curriculum of the Faculty of Physical Education emphasizes the system, activity, a courage and strong sense in the performance of duties Self-confidence, adapting to different situations, developing the spirit of the community, exerting effort for the community and caring for mental health while providing a positive mood in life "(Talib , Louis 2000). Exercise the sport considered as a motivation, "A useful way of understanding personality traits is to examine the motivational nature of a trait because motives drive behaviors and influence attitudes"(Peter, Virgil 2018), and curriculum of Physical Education requires the performance of sports exercises "increased levels of exercise would result in significant increases in

positive mood states and reductions in negative mood.

Even when positive and negative daily life events were controlled, significant associations between exercise and positive mood were observed. Also observed were significant reductions in negative mood when participants exercised more" (Peter, Heather & Nancy, 2005). Since the sample of students are university students first stage between 18-20 years, The age range is characterized by their access to a degree of mental, social and emotional development that motivates them to be more socially and psychologically adapted, and are committed to the attitudes and values of their society, customs and traditions (Mohammad, 2003, p. 260).

A dynamic model of personality is considered where traits are seen as rates of change in states in response to environmental cues" (William R, David M 2015), and not to this extent, but adds to that another benefit in selection of only good students and by eliminating the unemployment of graduates through the appropriate number of highly qualified scientific personnel from all aspects of physical, skill, cognitive, social and psychological, as the number of graduates appropriate whenever possible speed Provide job opportunities for them in the future and develop the level of sports and scientific for community accurately and this enhances the motivation and level of ambition of the student towards the development his scientific and athletic level in the college, "Occupational choice frameworks suggest that personality factors influence person-job fit" (John, Robert, Lucy & Adam 2008).

## Conclusion

- 1- Not everyone who is physically and skillful fit to be a student in colleges and departments and institutes of physical education.
- 2- There are many students admitted to the Faculty of Physical Education with a high negative personality traits and weak in the positive traits.
- 3- The number of students admitted exceeds the number specified in admission according to their personal traits.

### Recommendations

- 1-Emphasize on the psychological aspect when accepting students in faculties, departments and institutes of physical education.
- 2- Students are accepted according to the standard values or the mean medium in the personal traits.
- 3-Develop periodic guidance programs for students accepted to promote positive personality traits and to reduce the rise of negative features.
- 4-Conducting studies of mental abilities as a complete complementary indicator when accepting students in faculties of physical education.

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