

# Contribution Rates of Psychological Skills in Learning Some Basic Handball Skills in Secondary School Students

Fadhiltailb Sabbar Aljanabi

*Assist. Lecturer, Dhi Qar Education Directorate*

## Abstract

The research aims to identify the contribution rates of psychological skills (the ability to visualize, the ability to relax, the ability to focus attention, the ability to face anxiety, self-confidence, motivation of sports achievement) in learning the basic skills of handball (passing and receiving skill, skill jumping, skill The main sample size was ( 65 secondary school students in the Republic of Iraq. The researcher connected that there is a relationship and contribution rates for psychological skills (ability to visualize, relaxation ability, ability to focus attention, ability). On the face of anxiety, th Self-Ge, sports achievement motivation) to learn some basic handball skills (skill Altmrerwalastelam, Harrah&#39;s Altnit, skill correction).

**Keywords:** *Psychological skills, basic skills, handball, secondary school students*

## Introduction

The psychological aspect is the most important prerequisite for learning handball game skills, as it qualifies students to perform physical aspects, skill movements, and collective defensive and offensive tactical installations <sup>1</sup>. The nervous and muscular of the student to adapt to the various fast situations, and in the case of physical and technical aspects between two teams often the psychologically prepared team wins better, and sometimes the psychologically better team may win over a better team than E in the physical and skill aspects <sup>2</sup>. And both add Saeed Nizar Saeed (2011) The psychological aspects play an important role in learning the skills of the handball game, which is characterized by the multiplicity of its skill and its sequence as well as its interconnectedness, which makes the dependence of each skill on the next <sup>3</sup> which precedes it and affects its level of accuracy, which increases the effectiveness of the psychological factor, and handball is one of the games with emotional activities In which there are many competitive positions that may affect the psychological aspects, especially that the outcome of handball matches must end with the victory of one of the two teams and there are no compromises in them <sup>4</sup>, and this constitutes a psychological burden for all parties to the game, especially students. The researcher believes that the characteristics of the game of handball require the availability of psychological characteristics

at a high level among students and require their learning. Students enjoy the ability to focus attention and self-confidence in the first place. And the ability to face anxiety and the ability to relax and lack tension in the first place. Mental visualization is the ability of students to evoke in his mind or remember previous events or experiences, and to evoke <sup>5</sup> events or situations that have not previously occurred, and mental perception of motor skills helps students achieve more understanding of the nature of the performance of skills and there is no doubt that this helps him to become more Familiar with the requirements for successful motor skills in play and competition situations. The ability to relax is one of the psychological skills and a method used to improve the skills of students in order to face stress, which allows them to deal positively with the pressures experienced by them in competition situations, and that the method of relaxation of psychological skills <sup>6</sup> is of value that the athlete benefits from. The ability to focus attention is one of the important psychological skills of athletes, as it is the basis for the success of the education, training or competition process in its various forms. Distraction and lack of focus negatively affects performance, and that many athletes attribute the reason for the low level of their performance in competition to losing focus, and the more they increase Students are able to focus on the performance that they perform the better response they achieve. This research aims to identify the contribution

rates of psychological skills (ability to visualize, the ability to relax, the ability to focus attention, the ability to face anxiety, self-confidence, motivation of athletic achievement) in learning skills Essential for handball (passing and receiving skill, stumping skill, aiming skill).

The researcher chose the sample randomly from among secondary school students in a secondary school Al-Batha Boys School.Dhi Qar, Republic of Iraq, the basic sample size was (65) students from secondary school students, and scientific transactions were conducted on a sample number (15) students from the research community, but not from the core sample.

## Methodology

### Research Society and Sample:

**Table (1) Characterization of openness**

Number	Sample:	The core sample	Scientific Transactions Sample	TOTAL
1	Number	65	15	80
2	Percentage	81.25	18.75	100%

### Data collection methods:

- 1- Forms containing psychological scales.
  - 2- Forms for recording the results of skill tests.
- the exams Used for research:

Firstly- Psychological skills tests:

- 1- Estefan Bell, Jenson Al-Benson, Christopher Shambrook, Arabization and Quote Muhammad Hassan Allawi to measure ability to cope with anxiety, motivating athletic achievement.8: 543-547)
- 2- Relaxation Scale: The Frank Vitat Preparation ( frank vital The translation of Muhammad Hassan Allawi and Ahmed Mustafa Al-Swaify.
- 3- Network test to focus attention: Prepared by Muhammad Al-Arabi Shamoun 1996.
- 4- Mathematical confidence status test: Prepared by Muhammad Hassan Allawi.
- 5- Multidimensional mental perception scale in the sports field: Prepared by Muhammad Al-Arabi Shamoun and Magda Ismail 1996 .

### Secondly- Skill tests:

1. Skill test (scrolling).
2. Skill test.
3. Aiming test (aiming).

### Scientific coefficients for the tests:

The scientific treatments for the tests were carried out by applying the tests to (15) students from the research community and not from the basic sample, then re-applying them to the same students with a time interval of (7) days ( test re test This is to find the coefficient of persistence, and because these tests were applied previously in scientific studies on Iraqi society, the researcher contented themselves with the honesty of the tests, which is the square root of the correlation coefficient, and Table (2) explains the scientific coefficients (honesty, consistency) of the research variables.

**Table (2) Scientific treatments for psychological and skill tests (N = 15)**

Number	5. Research variables:	Implementation # 1:		Implementation # 2:		Correlation coefficient	Validity coefficient
		Q	F	Q	F		
1	Mental visualization	17.50	1.75	17.45	1.75	0.84	0.92
2	The ability to relax	17.17	1.54	17.65	1.33	0.76	0.87
3	The ability to focus attention	16.90	1.35	16.80	1.45	0.87	0.93
4	The ability to cope with anxiety	17.45	1.19	17.53	1.43	0.77	0.88
5	Self – confidence	17.73	1.52	16.80	1.72	0.87	0.93
6	Achievement motivation	18.18	1.50	18.65	1.61	0.82	0.91
12	PASS	7.30	2.003	Seven twenty.	1.989	0.90	0.92
13	Bouncing	41.90	6.691	41.70	5.964	0.85	0.92
14	Aiming	6.30	1.636	6.30	1.494	0.77	0.88

**The value of the tabular t at the level of significance (0.05) = 0.441**

It is clear from Table(2) that all tests are characterized by a high degree of correlation as the values of the correlation coefficient were between (0.77 and 0.90) and all of them are indicative at a significant level (0.05), which indicates that the tests are characterized by a high stability coefficient, as it appears that the self-honesty coefficient They ranged between (0.87 and 0.95), which indicates the validity of the tests used in the research.

## Results

### First: display results, impose search and text:

There is a significant contribution of psychological skills (ability to visualize, ability to relax, ability to focus attention, ability to face anxiety, self-confidence, motivation, athletic achievement, physical self-esteem, and skilled self-esteem) in learning basic handball skills.

**Table (3) The mean and the standard deviation of the search variables**

Number	Variables	arithmetic mean	standard deviation
1	Mental visualization	17.55	1.77
2	The ability to relax	17.65	1.31
3	The ability to focus attention	16.98	1.35
4	The ability to cope with anxiety	17.53	1.30
5	Self – confidence	16.73	1.32
6	Achievement motivation	18.71	1.55
12	PASS	7.63	1.11
13	Bouncing	41.87	1.33
14	Aiming	6.64	1.54

Table (3) shows the mean and the standard deviation of the variables under consideration.

**Table (4) Matrix correlation between the psychological variables in question and the passing skill**

Variables	Mental perception	Relaxation	Focus attention	Face anxiety	Self – confidence	Achievement motivation	PASS
Mental visualization	-						
The ability to relax	0.88	-					
The ability to focus attention	0.76	0.76	-				
The ability to cope with anxiety	0.87	0.65	0.71	-			
Self – confidence	0.56	0.54	0.82	0.89	-		
Achievement motivation	0.87	0.96	0.68	0.59	0.77	-	
PASS	0.78	0.82	0.74	0.91	0.76	0.93	-

**The value of the tabular t at the level of significance 0.05 = 0.215**

It is clear from Table (4) that there is a statistically significant correlation between passing skill and all psychological variables under investigation where calculated (t) values ranged between (0.74 and 0.95), while the

tabular value (t) equals (0.215) at the level of significance (0.05), It is also evident that there are statistically significant relationships between all psychological skills.

**Table (5) The final step in the logical analysis of the regression of psychological variables on the skill of passing**

Variables	Partial regression rate	Standard error	A calculated	Shareholding Percentage
Fixed amount	1.86	0.97	1.92	
Mental visualization	0.18	0.11	1.56	0.30
The ability to relax	0.10	0.16	0.59	0.19
The ability to focus attention	0.15	0.21	0.70	0.21
The ability to cope with anxiety	0.20	0.28	0.72	0.22
Total contribution ratios			0.92	

Table (5) shows that the most psychological variables contributing to the performance of the preparation (passing) skill is the ability to visualize by (30%), followed by the ability to face anxiety by (22%), followed by the ability to focus attention by (21%), followed by the ability to Relaxation rate (19%), and it is noted that the total contribution rates equal to (92%), which is a high percentage of psychological variables in the skill (passing).

**Table (6) Matrix correlation between the psychological variables under study and stubbing skill**

Variables	Mental perception	Relaxation	Focus attention	Face anxiety	Self – confidence	Achievement motivation	Bouncing
Mental visualization	-						
The ability to relax	0.88	-					
The ability to focus attention	0.76	0.76	-				
The ability to cope with anxiety	0.87	0.65	0.71	-			
Self – confidence	0.56	0.54	0.82	0.89	-		
Achievement motivation	0.87	0.96	0.68	0.59	0.77	-	
Bouncing	0.78	0.82	0.74	0.91	0.76	0.93	-

It is clear from Table (6) that there are a number (36) correlation coefficients and all of these coefficients are positive, as it is clear from the table that there is a statistically significant correlation between bouncing skill and all psychological variables under discussion where calculated (t) values ranged between (0.74-0.95) while The value of the (T) tabular equals (0.215) at the level of significance (0.05), as it is clear that there is a statistically significant relationship between all psychological variables.

### **Discuss the Results**

It is clear from Table (5) that the percentage of the contribution of the skill of mental visualization to (passing) has reached (30%), and it is considered an appropriate percentage because of the importance of mental visualization in the skill of preparation, where students need a great amount of evoking his previous knowledge of the capabilities of each of his team players In the performance of the attack, as well as needs to evoke the previous positions of successful attack operations in order to repeat it and the unsuccessful exclude it and with multiple types of pass, as shown in Table (5) that the percentage of the contribution of the ability to face anxiety in the skill of preparation amounted to (22%), which is also considered an appropriate proportion to the need Designed to counteract anxiety when passing balls, there is always fear of wear Lap and anxiety the direction of passing the ball always has a question is whether passing the ball is appropriate in terms of strength and distance, is its height appropriate, is its position appropriate, is this type of passing appropriate, is the appropriate type of passing for this position chosen all these and other concerns that make the stomach in a concern On the performance of the passing skill, and for this reason the importance of being able to face anxiety is evident, so the contribution rate was appropriate for this skill.

Table (5) also shows the percentage of the ability to focus attention in the preparation skill, which reached (21%), which is also a required percentage because success in performing this skill requires focus and attention because focus of attention is necessary in the success of the skill and distraction of attention and lack of focus negatively affects the performance of the skill Passing requires a great deal of focus, as many variables

enter the pass process, including the level of reception. All these variables require an appropriate amount of attention concentration, and therefore the contribution rate of the ability to focus attention came at a high rate, as Table (5) shows that the contribution rate of the ability to relax It reached (19%) and this too Required for the stomach, if students feel tense and anxious, he cannot pass the ball in the right place at the appropriate height, and relaxation is required for the player passing the ball so that he can perform the skill in the required image. The contribution of attention concentration in the stumping skill amounted to (33%), which is appropriate to the requirements of the stumping skill of the focus of attention, where students need a degree of concentration and not being distracted when the ball is struck so that he can estimate the place where the ball descends on the ground as well Estimating its speed in order for it to reach the ball and the appropriate height, as the need to focus attention appears when the ball descends in a place between the players and the dependence of both of the student on the other, the most focused students are the students who bounce the ball and not leave it to the opposing team. the percentage of the contribution of mental visualization in stubborn skill reached (22%), because students, when performing this skill, must have a large amount of mental visualization, because students who are the axes must visualize the place of the conversation and evoke previous successful performances and situations that have passed Previously when discussing at previous times and biases the successful performances from them and excludes the failed performances, as well as there is a relationship between the students axes and the place of the ball descending by invoking the students's knowledge of the correct way of performance, in addition to that he imagines and imagines his team's attack method so that the dialogue is done in a way that helps in the success of the attack method. The percentage of the self-confidence contribution in the skill of receiving the transmission reached (18%), which is a logical percentage of the skill's need of a high degree of self-confidence so that students can have an appropriate dialogue and deliver the ball in the nearest place to repent on the goal, and the self-confidence feels Students with rest, non-arousal, intolerance, lack of tension, and weak students 'self-confidence lead to his failure to perform the bouncing skill, in particular the bouncing skill is

one of the most important skills in handball because it is a basis for good preparation processes<sup>7</sup> for attack and thus good attack, and therefore this skill needs a high rate Self-confidence to ensure To succeed in this performance skill. The percentage of contribution motivation achievement in the correction skill reached (30%) because it needs a great deal of any motivation in achieving goals because this skill needs to move quickly to the ball and may need to jump forward and fall to the ground or side fall and side roll You may<sup>8</sup> need to move from one place to another at a maximum speed as well as to change direction at a high speed, and therefore the importance of students' motivation to achieve the skill appears so that he can perform this skill.

### Conclusions

There is a relationship between psychological skills (the ability to visualize, the ability to relax, the ability to focus attention, the ability to face anxiety, self-confidence, motivation to achieve sports) and some basic handball skills (passing and receiving skills, bouncing skills, shooting skills). The most important psychological skills a handball player needs when performing a passing skill are the ability to visualize, the ability to face anxiety, the ability to focus attention, the ability to relax. The most important psychological skills a handball player needs when performing a bouncing skill are the ability to visualize, self-confidence, the ability to focus attention, the ability to face anxiety. The most important psychological skills a handball player needs when performing a correction skill are the ability to relax, self-confidence, motivation to accomplish, the ability to visualize.

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**Conflict of Interest:** None to declare.

**Ethical Clearance:** All experimental protocols were approved under the Dhi Qar Education Directorate and all experiments were carried out in accordance with approved guidelines.

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