



## **Study the relationship of some psychological skills to the dimensions of athletic excellence of football players**

**Nazar Ashraf ,Noor Dheyaa , Abdulwahd lazem , Ali Hashim ,Isam Kadhim, Saif Saad,Hussain Ali  
Al-Turath University College**

### **Research Summary**

The researcher noticed through his follow-up to the game of football the lack of interest difference in the psychological state, so the researcher came to the study of two variables that she believes are worthy of study and research, namely psychological skills and orientation towards the dimensions of sports excellence because of their great role in influencing the level of the athlete and achieving excellence in the game he practices, the study included the players of the Premier League in football in Iraq and the researcher used the descriptive approach through the use of both the measure of psychological skills and the measure of orientation towards dimensions Mathematical excellence for the purpose of collecting information and data related to the study and then processing it statistically using statistical means (arithmetic mean, standard deviation, hypothetical mean, simple correlation coefficient, test (v) of one sample).

The researcher has concluded

- The absence of a significant relationship between the dimension (orientation towards self-control) of the measure of athletic excellence and the dimensions of psychological skills (the ability to visualize - the ability to relax - the ability to face anxiety - the ability to focus attention - self-confidence - the motivation of sports achievement), did not achieve a moral correlation.
- The absence of a significant relationship between the dimension of orientation towards a sense of responsibility for the measure of athletic excellence and the dimensions of psychological skills (the ability to relax - the ability to face anxiety - the ability to focus attention - the motivation of sports achievement), did not achieve a moral correlation. Except with two dimensions of psychological skills, namely (the ability to visualize - self-confidence).
- The absence of a significant relationship morally between the orientation towards respect by others for the measure of athletic excellence and the dimensions of psychological skills (the ability to visualize - the ability to face anxiety - the ability to focus attention - self-confidence), did not achieve a moral correlation. Except with two dimensions of psychological skills, namely (the ability to relax - the motivation of athletic achievement).

The study recommended some recommendations, including:

- Guided by the importance of psychological skills as one of the factors of success and achieving the best sports results.
- The use of the sports psychologist and coordination between him and the trainer for the success of the training process.
- The need for the sports psychologist to develop and develop psychological skills and the characteristic of orientation towards the dimensions of sports excellence of the football player with attention to identify the strengths and weaknesses and note their development and continue to evaluate them with the recording of the rates of each player.

## Definition of research

### 1.1 Introduction and importance of research

Bringing the player to the best level of performance lies in his preparation and good preparation for sports competitions by paying attention to the training program prepared in advance by the coach, which includes physical, skillful and planning preparation as well as psychological preparation, which is no less important in the player's access to the best level before and during the sports competition, and through the development that has happened to Riyadh and In various sports activities, what is only the result of various researches, studies and scientific efforts that contributed to the progress of the sports movement, and perhaps the field of sports psychology is one of these important areas in sports activity, as the first of those studies and research that began this science is the study of the sports personality followed by studies in some psychological phenomena (such as anxiety, fear and emotional arousal) and their relationship to sports achievement, and the results of these studies have indicated that the psychological factor sometimes negatively affects the achievement of the athlete and at other times affects positively (1). Football is a sporting event in which the player exerts a very large physical effort over the course of the game, which leads to great psychological pressure on the players. Therefore, the psychological factor has a great role on the progress and development of the level of the player and stability on performance through his psychological preparation for competitions. (psychological skills and dimensions of athletic excellence) are among the factors affecting the level of performance. Players have a great role in the improvement and development of performance and the presence of a deficiency or imbalance in the psychological state has a direct impact on the ability and performance of the player in particular and on the team as a whole, and for this must pay attention to the psychological aspect through the preparation of psychological curricula and programs prepared by identifying the imbalance in the team by identifying and diagnosing the psychological dimensions of the teams and conducting psychological research and studies (2).

Hence the importance of the current research that deals with the knowledge of the level of both (psychological skills and dimensions of sports excellence) for the players of excellent football clubs, and this will contribute to the identification of some psychological aspects that if you pay attention to them will help to reach the advanced level in the performance of players during sports competitions.

### 1.2 Research problem

Players are exposed to a lot of psychological factors during matches and in all events, but they vary from one event to another because of the type of event as well as how it is performed, and since football is one of the events in which the factor of roughness is large, and therefore this also affects as a key factor in the performance of players.

Since the researchers, through their knowledge and knowledge of the football teams who participate in the elite championship in the football league in Iraq, their level was quite modest in many respects, but what we paid attention to is the extent or level of psychological skills of the players in particular and the team in general, and therefore the researchers try to identify the extent of their relationship to the dimensions of sports excellence, That's why this researcher conducted on the teams that participate in the Premier League in Iraq.

### 1.3 Research objective

1 - Identify the differences between the two scales (psychological skills and dimensions of sports excellence) and the hypothetical average of football players in the Premier League in Iraq.

2- There is a correlation between psychological skills and the dimensions of excellence of football players in the Premier League in Iraq.

### 1.4 Hypothetical research

1- There are statistically significant differences between (psychological skills and dimensions of sports excellence) and the hypothetical average of football players participating in the Premier League in Iraq.

2- There is a statistically significant correlation between psychological skills and the dimensions of athletic excellence of football players in the Premier League in Iraq.

### 1.5 Areas of Research:

A- 5-1 Human field : Players of clubs (Al-Zawraa - Students - Air - Industry - Karbala - Dohuk) in football.

1-5-2 Spatial field: Club arenas (Al-Zawraa - Students - Air - Industry - Karbala - Dohuk) in football.

5- 3 المجال الزمني: 1/2/ 2022 – 20/4/2022

## 2.1 Theoretical Studies:

### 2.1.1 Psychological skills in sports:

The construction of goals is important in the development of the player towards the achievement of performance, considering that the goal is what satisfies the motivation and the mechanism of behavior directions. In fact, the psychology of goal building is not something new in the sports program, but what is really new is how to benefit from goal building more effectively and efficiently, through which the coach can determine the quality of the player's behavior, and guide the player to the goals hoped to be achieved adequately and effectively.

From what we touched on, the role of the goal and its determination by the coach appears, and from this point of view we took psychological skills in sports, which include both:

- Ability to visualize - Ability to relax
- Ability to focus attention - ability to cope with anxiety
- Self-confidence - motivation for athletic achievement

#### 2.1.1.1 Mental perception:

Eid is a common term used in the sports field, used synonymously to describe the player mentally before the competition, such as mental perception, visual perception, mental exercise, and mental revision. All of this meaning revolves around one basic meaning, which is that people can conjure up in their minds or remember past events or experiences, the mental perception as more general and comprehensive than the process of visual perception as it includes other senses in addition to the sense of sight, such as the senses of hearing, touch, smell and motor sensation.

There are two common classifications of visualization patterns(1):

External perception .

Internal perception .

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(1) Osama Kamel Salary : Psychology of Mahem Sports – Applications ,2nd Edition (Cairo: Dar al-Fikr al-Arabi, 1997), pp. 317-318.

#### 2.1.1.1.1 External mental perception:

The idea of external mental perception is that the player conjures up the mental image of the performance of another person such as a distinguished player or sports hero. It is as if when the player conjures up the mental image is watching a movie or television tape. In this genre, the athlete conjures up the mental image as it is.

#### 2.1.1.1.2 Internal mental perception:

The idea of internal mental perception is based on the fact that the player conjures up the mental image of performing certain skills or events that he has already acquired, watched or learned, they usually emanate from within him and not as a result of watching external things.

It should be noted that the most enriching sense of sight contributes to the fundamental role when using the pattern of external mental perception, while the motor sensation contributes more effectively compared to other senses in the pattern of internal mental perception.

#### 2.1.1.2 Relaxation:

It is noted that many athletes fail to achieve their best levels of performance due to the nervous tension and anxiety that accompanies participation in important competitions, which leads to the contraction of all muscles of the body instead of the contraction of the muscles involved in the performance of the skill only. Therefore, we review four common methods in the sports field that achieve relaxation in the face of physical tension and are arranged according to the test of the degree of difficulty as follows(1) :-

##### 2.1.1.2.1 Imaginative relaxation

This style of relaxation requires the athlete to imagine himself in an environment or place where he feels completely relaxed and comfortable. For example, he imagines himself lying on the seashore, the sun filling the air, the breeze is fresh, and the tranquility hangs around him.

##### 2.1.1.2.2 Self-relaxation

Self-relaxation is a brief picture of gradual relaxation training, which is an easy and learnable technique. This method is mainly based on athletes recognizing the positions of tension of the muscle groups in the body, and then using easy slow breathing, and during this the athlete imagines the exit of tension from the body through deep inhalation and exhalation.

##### 2.1.1.2.3 Progressive Relaxation Training:

There are many methods of gradual relaxation, and they are based on a series of muscle contractions followed by relaxation. The purpose is to help the athlete recognize the difference between a tense sensation (when muscle contraction) and a sensation of muscle relaxation. It is called progressive relaxation because it involves progression from one muscle group to another. So all major muscle groups can be contained.

##### 2.1.1.2.4 Relaxation of vital feedback:

When athletes fail to develop their skills in terms of self-awareness of the degree of stress in their bodies, they use some other methods such as biological feedback (biofeedback). This method involves providing athletes with information and facts about certain involuntary biological changes such as blood pressure, pulse rate per minute and respiratory rate.

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(1) Osama Full salary: [Same source](#) . pp. 278-285.

#### 2.1.1.3 Focus Attention:

Focusing on or paying attention to what is going on around you and what you are doing towards accomplishing the assignment required of you is a skill that can be learned. You should practice maintaining concentration at a high level because it is one of the basic requirements for playing at a high level (1).

Athletes differ in the extent and intensity of concentration they can work with during a match or race. Therefore, the trainer and the athlete have to plan training where training on difficult duties begins early in the training unit.

Concentration or optional attention requires an ability to pay attention to what's going on around you, and to what extent you can maintain that attention. Optional attention reflects your ability to choose what you will be interested in and ignore other stimuli. It also reflects the ability to focus your mind on one thing without paying attention to other things, and sometimes it reflects the ability to focus on several stimuli related to what's going on around you at once. The more you are able to pay attention to what you want, the better your response will improve and your performance will improve.

#### 2.1.1.4 Concern:

Anxiety is a complex emotion of inner tension, a sense of fear and anticipation of danger, and it is an unpleasant emotional experience that an individual perceives as something that emanates from within.

(Anxiety usually means unpleasant feelings characterized by anxiety, fear, panic, dread and fear that the individual senses at some point in his life and to varying degrees between simple anxiety that appears in the form of fear and preoccupation with mind and extreme anxiety that appears in the form of horror and panic, the frightened individual usually knows the source of his fear but anxiety does not always know the source of his anxiety) (2)

Some scientists believe that human performance, especially in situations that have to do with his future, is greatly influenced by the level of anxiety that characterizes the individual. There are three levels of anxiety (low level of anxiety, medium level of anxiety, and high level of anxiety).<sup>3</sup>

#### 2.1.1.5 Motivation for sports achievement:

Motivation for achievement<sup>3</sup> (or the need for achievement) is meant according to the concept of "Miurai" to achieve something difficult, to control, address or organize material subjects, human beings or ideas, to perform it as quickly and independently as possible, to overcome obstacles, to achieve a high level, to excel at oneself, to compete with and surpass others, to increase self-esteem and effectiveness through the successful exercise of ability. Within the framework of the previous determination, the motivation of achievement can be seen as representing the pursuit and struggle towards The goal of achievement is determined as either competing with a certain standard or level of excellence or competing with others or competing with the individual with his previous performance and trying to strive and struggle towards a unique achievement and perseverance on it with a long-term effort towards mastery and control in the performance of what is characterized by difficulty.

### 3- Research Methodology and Field Procedures:

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(1) Terres Odisho Anoya : Athlete's Guide to Psychological Preparation , Volume 1 (Amman: Wael Publishing House, 2002), p. 88.

(2) Abd El , Rahman Lentils and Mohieddin Touq: Introduction to Psychology , I6 ( Dar Al Fikr for Printing, Publishing and Distribution, Amman, 2005), p. 448.

(3) Mohamed Hassan Allawi: Introduction to Sports Psychology , Volume 1 (Al-Kitab Center for Publishing: Cairo, 1998) pp. 379-383

(3) Mohammed Hassan Allawi; Same source p. 251.

### 3.1 Research Methodology:

The researcher used the descriptive approach (survey study) to suit the objectives of the research and the hypotheses of the YHA.

### 3.2 Community and sample of the research:

The research sample consists of (84) players from football players from clubs (Zawraa - Students - Air - Industry - Karbala - Dohuk) in football. Athletes participating in the Premier League. Football in Iraq for the season (2021-2022) Table (1). Which measurement tools have been applied to matters.

Table (1)  
Explains the community and the research sample

Club	Sample Research	Percentage of shelter	The total number of a club	Percentage of shelter
Al , Zawraa	13	92.8%	14	100%
Students	12	85.7%	14	100%
Air Force	11	78.5%	14	100%
Duhok	12	85.7%	14	100%
Industry	12	85.7%	14	100%
Karbala	11	78.5%	14	100%
Total	84	85.7%	98	100%

### 3.3 Tools, devices and means of collecting research information:

- Research methods include:
- Resolution.
- Personal interviews.
- Arabic and foreign sources and references.
- Use the psychological skills scale.
- Use the measure of dimensions of athletic excellence.

### 3.4 Field Research Procedures:

#### 3.4.1 Measure of psychological skills in sports:

The researchers used mental skills tests to measure some of the mental (psychological) aspects important for athletic performance(1), designed by Bell, John Benson, and Christopher Shambrook, and quoted and modified by Mohammed Hassan Allawi(1), whose dimensions consist of:

- Ability to visualize - Ability to relax
- Ability to focus attention - ability to cope with anxiety
- Self-confidence - motivation for athletic achievement

The scale includes (24) paragraphs, and includes (6) dimensions of each dimension represented (4) phrases of my clutney(1)

- The ability to visualize includes phrases (19,13,7,1), all of which are positive phrases except the phrase(13) in the opposite direction of the dimension.
- The ability to relax includes phrases (20,14,8,2), all of which are positive phrases except for the phrase (8) in the opposite direction of the dimension.
- The ability to focus attention includes phrases(21,15,9,3), all of which are phrases in the opposite direction of dimension.

(1) Mohammed Hassan Allawi, Kamal al-Din Abdulrahman, Imad al-Din Abbas: Psychological preparation in a ball Foot (Theories – applications), (Al-Kitab Center for Publishing, Cairo, 2003) pp. 455-458.

- The ability to face anxiety includes phrases(22,16,10,4) all of which are phrases in the opposite direction of distance.
- Self-confidence includes the phrases (23,17,11,5) the phrases (17,5) in the direction of the dimension and (23,11) in the opposite direction of the dimension.
- Motivation for athletic achievement includes phrases (24,18,12,6) all in the direction of the dimension.

The athlete answers the statements of the hexagonal scale (the number (1) indicates that the phrase does not apply to you completely, the number (2) indicates that the phrase applies to you to a very small degree, the number (3) to a small degree, the number (4) to an average degree, the number (5) to a large degree, and the number (6) indicates that the phrase applies to you to a very large degree. Statements opposite the direction of dimension are (1=6, 2=5, 3=4, 4=3, 5=2, 6=1). The scores of each dimension are collected separately where the minimum degree (4) and the greater degree (24), and the closer or more the degree is to the hypothetical mean (\*) which is (14) for each dimension, the more it is characterized by the characteristic measured by this dimension and the lower its degree indicates the need to acquire more training in the mental skill measured by this dimension. The minimum score of the scale as a whole is formed (24) and the greater degree (144) and the degree of the hypothetical mean (84).

#### 3.4.2 Measure of orientation towards the dimensions of mathematical excellence:

This scale (1) measures three dimensions in addition to the total score of the scale, which consists of (54) paragraph appendix (2) indicating the individual's orientation towards sports in general and towards mathematical excellence, and the dimensions of the measurement in the picture are:

1- The dimension (orientation towards self-control) consists of (18) phrases, of which (16) negative statements and the opposite of the direction of dimension and the number (2) positive phrases. Negative statements consist of (7,11,12,17,20,21,28,37,38,40,42,43,44,47,51,52), while positive statements are understood (24,30).

2- The dimension (orientation towards a sense of responsibility) consists of (18) phrases, including (14) negative statements and the opposite of the direction of the dimension and the number (4) positive phrases. Negative statements consist of (1,3,5,6,8,19,26,29,32,33,35,41,46,50), while positive statements are understood (14,39,48,54).

3- The dimension (orientation towards respect for others) consists of (18) phrases, of which (15) are negative statements and the opposite of the direction of the dimension and the number (3) is a positive statement. Negative statements consist of (2,4,9,13,16,18,22,23,25,30,34,36,45), while positive statements are understood (10,49,53).

This measure was originally developed by Donald Dell, with the aim of measuring the orientation towards sports competition and towards some dimensions associated with sports excellence, and Mohammed Hassan Allawi has quoted and modified many paragraphs.

The player answers the paragraph according to his orientation towards the five-step scale of positive statements (I agree to a large degree(5) scores, I agree(4) scores, not sure(3)scores, I disagree(2)scores, I disagree to a large degree(1) scores).For negative statements they are (I agree to a large degree(1) scores, I agree(2)scores, not sure(3) scores, I disagree(4)scores, I disagree to a large degree(5) scores).

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(\*) Hypothetical mean =  $\frac{\text{Number of paragraphs} \times \text{number of total alternatives}}{\text{Number of alternatives}}$

(1) Mohammed Hassan Allawi, Kamal al-Din Abdulrahman, Imad al-Din Abbas: Same source, pp. 415-421.

The scores of each dimension are grouped separately where the minimum score is (18) and the greater degree is (90), and the closer or greater the degree is from the hypothetical medium(\*) (54) for each dimension, the more characteristic it is measured by this dimension , and the lower its degree indicates that it needs to acquire more training in the mental skill measured by this dimension. The minimum score of the scale as a whole (54), the greater the score (270) and the degree of hypothetical mean (162) are formed.

### 3.5 Exploratory Experience:

The researchers conducted the exploratory experiment on (4) players from the Hirsch Sports Club, as the purpose of the exploratory experiment is to reach knowledge:

The validity of the tools used by the researchers in the tests.

The time taken for the test (psychological skills) (11) minutes and the scale (orientation towards the dimensions of athletic excellence) took (22) minutes.

### 3.6 Scientific foundations of the scale:

#### 3.6.1 Honesty:

For the purpose of ascertaining the ability of the scale to measure what was set for it, namely (psychological skills), the apparent honesty was resorted to by presenting the scale to a number of specialized gentlemen (\*) in sports psychology to take their opinions on the extent of the validity of the scale and then the forms of the scale were collected and a percentage of agreement appeared among the competent masters up to 95%, which means that the scale is honest because the researcher must (obtain the approval of 75% or more of the opinions of the arbitrators in this type of honesty) (1).

#### 3.6.2 Stability:

For the purpose of finding the coefficient of stability of the scale, the researchers relied on the method of testing and re-testing, so (the tool is fixed if it gives the same results in its measurement of the phenomenon times in a row, the scale was applied to a sample of (9) players of Hirsch football players who are part of the research community and after (10) days the scale was applied again to the same players and using the simple correlation coefficient between the first and second tests was found the coefficient of stability for each dimension of the two measurements As in Table 2.

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(\*) Hypothetical mean =  $\frac{\text{Number of paragraphs} \times \text{number of total alternatives}}{\text{Number of alternatives}}$

(\*) Prof. Iman Hamad Shehab (Sports Psychology) (Faculty of Basic Education/Mustansiriyah University)  
Prof. Sakina Shaker (Sports Psychology) (Faculty of Basic Education/Mustansiriyah University).



Table(2)

Represents the values of the coefficient of stability of the measures of psychological skills and the orientation towards the dimensions of mathematical excellence

Pronounced like t	Psychological skills	constancy	Pronounced like t	Orientation towards the dimensions of athletic excellence	constancy
1	Ability to visualize	0,87	1	Orientation towards self-control	0,86
2	Ability to relax	0,86			
3	Ability to focus attention	0,85	2	Orientation towards a sense of responsibility	0,84
4	Ability to cope with anxiety	0,87			
5	Self-confidence	0,86			
6	Motivation for athletic achievement	0,87	3	Orientation towards respect for others	0,85

3.7 Main Experience:-

After completing all the scientific requirements of the scale and creating the appropriate atmosphere for the answer of the research sample. The researcher carried out the research through the distribution of (\*) scale forms (psychological skills) in one day and then on the second day the forms of the scale (orientation towards the dimensions of sports excellence) were distributed to the research sample consisting of the players of clubs (Al-Zawraa - Students - Air - Industry - Karbala - Dohuk) in football, and the coach of the clubs and their assistants were used and in the presence of the researcher.

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(\*) My coaches were hired Sample teams to clarify and apply procedures.

### 3.8 Statistical means:

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### 4- Presentation, analysis and discussion of the results: -

#### 4.1 Presentation, analysis and discussion of the results of the identification of psychological skills:

Table (3 )

Shows, analyzes and discusses the results of the recognition of psychological skills

Dimensions of psychological skills	Arithmetic mean	Standard deviation	Hypothetical mean	T test for one sample		Significance
				Calculated	Tabular	
Ability to visualize	16.523	2.668	14	0.94	1.99	Insignificant
Ability to relax	18.404	2.837		1.55		Insignificant
Ability to cope with anxiety	14.583	2.734		0.21		Insignificant
Ability to focus attention	15.738	3.369		0.51		Insignificant
Self-confidence	17.214	4.442		0.72		Insignificant
Motivation for athletic achievement	14.654	3.462		0.18		Insignificant
Total dimensions	97,119	9,810		84		1.33

Tabular value (v) = (1.99) at  $\leq$  error ratio (0.05) and with degree of freedom (83)

Table 3 shows us that the arithmetic mean of the dimensions of the psychological skills scale is close to the hypothetical mean or slightly larger, while the calculated scores for the T test for all dimensions were lower than the tabular and are (1.99) and therefore the dimensions were insignificant, as well as in the score of the total scale also showed the calculated test (T) less than the tabular score.

As the results showed that no significant differences were shown, and this is attributed by the researcher to the fact that the scores were close to the hypothetical mean or slightly higher, that is, the players are at a middle level and need psychological skills training. "Psychological skills training is suitable for athletes of different ages or levels"<sup>(1)</sup> Players are in dire need of preparation and psychological guidance that helps them overcome what they feel from any pressure from training or competition, as well as they have not yet reached the point where they can control their psychological state.

<sup>(1)</sup> Osama Kamel Salary: Psychological Skills Training , (Dar Al Fikr Al Arabi , Cairo 2000) p. 85.

4.2 Presentation, analysis and discussion of the results of the identification of the trend towards the dimensions of sports excellence:

Table ( 4 )

Shows, analyzes and discusses the results of the recognition of the trend towards the dimensions of sports excellence

Dimensions of the trend towards the dimensions of sports excellence	Arithmetic mean	Standard deviation	Middle Hypothetical	T test for one sample		Significance
				Calculated	Tabular	
Orientation towards self-control	51.071	7.260	54	0.40	1.99	Insignificant t
Orientation towards a sense of responsibility	54.857	5.413		0.15		Insignificant t
Orientation towards respect for others	52.904	4.813		0.22		Insignificant t
<b>Total dimensions</b>	<b>158.833</b>	<b>13.117</b>	<b>162</b>	<b>0.24</b>		<b>Insignificant t</b>

Tabular value (v) = (1.99) at  $\leq$  error ratio (0.05) and with degree of freedom (83)

Table (4) shows us that the arithmetic mean of the dimensions of the measure of orientation towards the dimensions of mathematical superiority is close to the hypothetical mean or slightly less, while the calculated scores for the T test for all dimensions were lower than the tabular and are (1.99) and therefore the dimensions were insignificant, as well as in the degree of the total scale also showed the calculated test (T) less than the tabular score.

As the results showed that no significant differences were shown, and this is attributed by the researcher to the fact that the scores were close to the hypothetical mean or slightly lower, that is, the players are at an almost middle level and need training to move towards the dimensions of sports excellence.

The computational mean of the dimensions is also close to the hypothetical mean, which means that the players of the sample teams need to be trained to move towards the dimensions of sports superiority that works to develop and improve the psychological state of the players, as (the practice of any sports activity from the psychological point of view needs many psychological requirements so that the individual can respond correctly to changing situations during the practice of sports activity and adapt himself to suit situations and determine accordingly his level and effectiveness in sports competitions)<sup>(1)</sup>.

<sup>(1)</sup> Adel Abdul Bashir: Sports training and integration between theory and practice, (Al Kitab Center for Publishing, Cairo1999) p. 512.

4.3 Present, analyze and discuss the results of the relationship between the dimensions of (psychological skills) and (dimensions of orientation towards the dimensions of mathematical excellence):

Table ( 5 )

Shows, analyzes and discusses the results of the relationship between the dimensions of (psychological skills) and (dimensions of orientation towards dimensions of athletic excellence)

Dimensions of psychological skills	Dimensions of the trend towards the dimensions of sports excellence		
	Orientation towards self-control	Orientation towards a sense of responsibility	Orientation towards respect for others
Ability to visualize	.112	.221(*)	.056
Ability to relax	.094	.022	.309(**)
Ability to cope with anxiety	.171	.008	.054
Ability to focus attention	.108	.073	.095
Self-confidence	.153	.280(**)	.147
Motivation for athletic achievement	.079	.155	.369(**)

Tabular value (t) = (0.217) at  $\leq$  error ratio (0.05) and with degree of freedom (82)

It is clear from Table (5) that there is no significant relationship morally at the level of (0.05) between the dimension (orientation towards self-control) of the measure of orientation towards the dimensions of athletic excellence and the dimensions of psychological skills (the ability to visualize - the ability to relax - the ability to face anxiety - the ability to focus attention - self-confidence - the motivation of sports achievement), It has not achieved a moral correlation. The researcher believes that this is due to the low degree of dimensions of psychological skills on the one hand and the average and convergent degree of the dimension of orientation towards self-control (to move towards the dimensions of super-sports) on the other hand to the teams of the sample, which indicates that this dimension should be given in particular a role and great importance in the process of psychological preparation because of its great impact on the behavior of the player and his performance on the field, as psychological preparation helps in the process of "searching for the causes that affect In the player and then reach a scheme implemented through specific mechanisms in the adaptation and modification of behavior in a way that contributes positively to reaching the peak levels of performance, whether on a short-term or long-term level" <sup>(1)</sup>.

<sup>(1)</sup> Mufti Ibrahim Hammad: Modern Sports Training , I1(Dar Al Fikr Al Arabi , Cairo, 1998) p. 233.

## 5- Conclusions and recommendations:

### 5.1 Conclusions:

Within the limits of the research sample and the selected sports activity and through the possible results, the following conclusions were reached:

- All psychological skills and dimensions of athletic excellence were all within the limits of the middle.
- The absence of a significant relationship between the dimension (orientation towards self-control) of the measure of athletic excellence and the dimensions of psychological skills (the ability to visualize - the ability to relax - the ability to face anxiety - the ability to focus attention - self-confidence - the motivation of sports achievement), did not achieve a moral correlation.
- The absence of a significant relationship between the dimension of orientation towards a sense of responsibility for the measure of athletic excellence and the dimensions of psychological skills (the ability to relax - the ability to face anxiety - the ability to focus attention - the motivation of sports achievement), did not achieve a moral correlation. Except with two dimensions of psychological skills, namely (the ability to visualize - self-confidence).
- The absence of a significant relationship morally between the orientation towards respect by others for the measure of athletic excellence and the dimensions of psychological skills (the ability to visualize - the ability to face anxiety - the ability to focus attention - self-confidence), did not achieve a moral correlation. Except with two dimensions of psychological skills, namely (the ability to relax - the motivation of athletic achievement).

### 5.2 Recommendations:

To the extent that the results can be reached, the following may be recommended:

- Guided by the importance of psychological skills and the dimensions of sports excellence as one of the factors of success and achieving the best sports results.
  - The use of the sports psychologist and coordination between him and the coach for the success of the training process.
- The need for the sports psychologist to develop and develop psychological skills and the characteristic of orientation towards the dimensions of sports excellence of the football player with attention to identify the strengths and weaknesses and note their development and continue to evaluate them with the recording of the rates of each player.
- The sports psychologist should train psychological skills and the characteristic of orientation towards the dimensions of sports excellence of players in proportion to their age and levels.
- Conduct other similar studies on the players of other activities to identify psychological skills and the characteristic of orientation towards the dimensions of sports excellence for each of these different activities.

## Sources

- 1- Osama Kamel Salary: Psychological Preparation for Juniors, (Dar Al-Fikr Al-Arabi, Cairo, 2001).
- 2- Osama Kamel Rateb: Training of psychological skills, (Dar al-Fikr al-Arabi, Cairo, 2000).
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