

# The effect of a counseling program in reducing psychological stress in students' performance of the ball preparation skill

Israa Sami Jassim<sup>1</sup>, Prof. Dr. Ali Shamkhi Jabbar<sup>2</sup>,

*1,2 College of Physical Education and Sport Science, University of Thi-Qar, Thi-Qar,*

## Abstract

The importance of the research lies in building an application of the guidance program to reduce psychological stress in volleyball for students. In order to help students cope with factors that increase psychological stress, the matter that helps improve the level of skill performance among students of the Faculty of Physical Education towards the better, given the scarcity of psychological guidance programs for this age group that could guide them and prepare them psychologically to face psychological factors, the researcher decided to build a guidance program to reduce the level of psychological stress in order to study this important variable and its effect on the performance of technical skills and explain the fluctuations in the levels of some students when performing the skill of front and back preparation in order to improve the reality of this skill and the game of volleyball in general. Therefore, the researcher decided to introduce this problem and develop appropriate solutions for it by constructing a scale of psychological stress to be a clear indicator for those working in this field. The research objectives were: construction and application of the psychological stress scale, identifying stress levels in students, and using the researcher and the curriculum experimental in style equivalent groups. Due to its relevance and the nature of the current study.

## Keywords

psychological stress, performance, ball preparation skill

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**Corresponding author(s):** Israa Sami Jassim

**Contact address:** [Esra.Sami@utq.edu.iq](mailto:Esra.Sami@utq.edu.iq)

## 1-1 Introduction to the research and its importance:

Psychological programs have received a significant amount of attention from sports psychologists in countries around the world, and they have realized their importance for players before and during sports competitions. They are an important element in confronting the negative aspects of players, as they play an important role, since if players are not prepared to practice their sport, they cannot achieve good results.

The field of teaching is one of the sciences that researchers in the field of physical education have been interested in due to its importance in teaching and acquiring new motor skills for the individual with the least possible effort, as teaching is an important part of learning and its methods have diversified and multiplied throughout these years. In light of the data of this era, the role of the educational institution has changed and is no longer limited to presenting and retrieving educational material, but has gone beyond that to developing skills to access, obtain and employ knowledge, and generate new knowledge. This comes through meaningful learning, which can only be achieved by focusing on the main ideas and basic concepts of the educational material and the details that go with the importance of the targeted concepts and due to the importance of understanding and realizing other components of knowledge from principles, laws, rules, theories and generalizations. In the event that this process is the responsibility of the teacher, who needs a great effort to achieve it.

whatcountingPreparation skillD(Handling from above)Basic skillsThe mission In the game The ball The plane,so thatHere you goHe is Play path from defense toThe attack,The success of the team depends on the ability of PlayershIn control By directing the ball in the mannerCorrect,whatcountingSetup accuracyD(Handling(From top)It is the basis ofcrushing blowGood.

It is one of the most frequently used and repetitive volleyball skills in the game, and without mastering it, the game cannot continue, in addition to beingOne of the most sensitive and important playing positions, as it depends on itATeam attack and performanceBecause the success of the smash requires a highly accurate and

varied preparation in terms of the distance and proximity of the ball and its height from the upper edge of the net, and the prepared player needs continuous and ongoing training for several years until he is able to master this skill and excel in its various types and forms and perform it with high accuracy in all rounds of the match and use each type or form of preparation at the appropriate moment.

The importance of the research lies in building an application of the guidance program to reduce psychological stress in volleyball for students. In order to help students cope with factors that increase psychological stress, the matter that helps improve the level of skill performance among students of the Faculty of Physical Education Towards the better

## **1-2 Research Problem**

through the researcher's experience in the field of volleyball and through her question to the volleyball professor at the College of Physical Education and Sports Sciences, Thi Qar University, she noticed the existence of psychological problems facing students during the volleyball lesson. Among these problems is the existence of psychological tension among them when performing basic skills, which negatively affects the level of learning and performance of these skills. This is the source of the research problem, which requires decisiveness and firmness in determining the decision on the required performance. It is one of the psychological emotions that must be studied and analyzed until its reality and concept become clear.

Due to the lack of psychological guidance programs for this age group that can guide them and prepare them psychologically to face psychological factors, the researcher decided to build a guidance-educational program to reduce the level of psychological stress in order to study this important variable and its effect on the performance of technical skills and explain the fluctuations in the levels of some students when performing the skill of front and back preparation in order to improve the reality of this skill and the game of volleyball in general.

### **1-3 Research objectives**

- 1- Designing a learning guidance program according to some biokinematic variables to reduce psychological stress and learn the skill of forward and backward preparation in volleyball For students of the College of Physical Education and Sports Sciences, Al Ain University, for the academic year 2023-2024
- 2- Recognizing the impact of Educational guidance program in Reducing psychological stress, improving some biomechanical variables and learning a skill Front and rear settings Volleyball for students of the College of Physical Education and Sports Sciences, Al Ain University, for the academic year 2023-2024
- 3- Identifying the superiority of the differences between the pre- and post-tests of the experimental group in psychological stress, some biokinematic variables, and technical performance of the forward and backward preparation skill Volleyball for students of the College of Physical Education and Sports Sciences, Al Ain University, for the academic year 2023-2024
- 4- Identifying the differences in post-tests between the control and experimental groups in Stress Psychological And some Variables Biokinematics and performance Technical For skill preparation Front And the back With the ball The plane For students college Education Physical And sciences Sports university Eye For the year Academic 2023-2024

### **1-4 Research hypotheses**

- 1- There are statistically significant differences between the pre- and post-tests of the experimental group in psychological stress, some biokinematic

variables, and technical performance of the forward and backward preparation skill. Volleyball for students of the College of Physical Education and Sports Sciences, Al Ain University, for the academic year 2023–2024 For the benefit of the post–test

2– There were statistically significant differences in the post–tests between the control and experimental groups in Stress Psychological And some Variables Biokinematics and performance Technical For skill preparation Front And the back With the ball The plane For students college Education Physical And sciences Sports university Eye For the year Academic 2023–2024

### **1–5 Research areas**

1– 4–1 Human field: Second–year students in the College of Physical Education and Sports Sciences, Al Ain University, for the academic year (2023–2024)

1–4–2 Time frame: 10/15/2023– 12/1/2023

1–4–3 Spatial area: Classrooms at Al Ain University, College of Physical Education and Sports Sciences

### **3–1 Research community and its samples:**

#### **3–2–1 Research community:**

The research community has been identified. To the second–year students of the College of Physical Education and Sports Sciences, Al Ain University, for the academic year 2023–2024, numbering 180 students

#### **3–2–2 Research samples:**

**1Control group:**This group consisted of students from the Faculty of Physical Education and Sports Sciences / University of Eye Stage Second Department (G) and their number is (15)student They are taughtPreparation skillVolleyball for students according to the method followed by the subject teacher.

**Experimental group :**This group consisted of students from the Faculty of Physical Education and Sports Sciences / University of Eye Stage Second Department (for) and their number is (15)student They are taughtWith the educational guidance program prepared by the researcher..As for the sample of the exploratory experiment, it amounted to (10) students other than the main sample, who constitute a percentage of (8.27%) of the research community as shown in the table

**Scale construction sample 80 students**

**Sample application 60 students**

**3-2-1Sample homogeneity and equivalenceGroupsSearch:**

**3 -2-1-1sample homogeneity:**

Before starting implementationEducational guidance program to learn the skill of preparationWith the ballThe plane,In order to control the variables that affect the accuracy of search results, we resorted toTresearcherAndTo verify the homogeneity of the research sample in variables that may affect the accuracy of the results, as shown in the table (4) .

**Table (1)**

**It shows the homogeneity of the sample individuals in the variables (height, length, mass)**

coefficient of variation	Standard deviation	Arithmetic mean	Unit of measure	Variables	T
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4.211%	7.356	174.654	poison	height	1
2.41%	5.763	238.150	month	the age	2
3.521%	2.453	69.654	kg	Mass	3

**\*All values of the coefficient of variation were less than 30%, indicating the homogeneity of the sample in the above variables.**

**3-2-1-2 equivalent Search groups:** For the purpose of ensuring equivalence My research group Search in variables (gauge Stress Psychological-Biokinematic variables and the skill of front and back preparation in volleyball) He did T researcher And By performing equivalence using the test ((t For independent samples, and the table (2) shows equivalence My group Search

**Table (2)**

**Shows the equivalence of the two research groups in psychological stress scale and biokinematic variables Learn the technical performance of the skill And Volleyball setup**

Type of indication	Sig	value calculated	Experimental group		Control group		Variables	
			± A	S	± A	S		
Non-moral	0.341	0.969	3.87298	148.0000	4.74893	146.4667	psychological stress	
Non-moral	0.271	1.122	0.25820	3.0667	0.63994	2.8667	preparation	preparatio

**\*DaIAt level < (0.05)**

**3-3 Methods, devices and tools used in the research:**

It means the means or method by which the researcher can solve a problem, whatever it may be.

“tools, data, samples or devices” (1).

**1– Research methods:**It includes:

- Scientific observation.
- Statistical methods.
- Arabic and foreign sources and references.

**2– Devices used in research:**

- Computer type (HP) Number (1) – Laser Printer (1).
- Handheld electronic calculator type (CASIO) Number (1).
- Electronic watch number (1).

**3–Tools used in research:**

- Stationery and office supplies (papers and pens).
- Laser discs (DVD) Number (3).

**3–4 Field research procedures:**

**3–4 Field research procedures**

**3–4–1 Psychological stress scale**

**The researcher used the psychological stress scale prepared by the researcher (Hoda Jalal) and it consists of 28 paragraphs.**

**3–4–2 Test Description Skill:**

**3–5–3–5 Volleyball preparation skill performance level test<sup>1)</sup>.**

**The purpose of the test:** evaluation Skill performance level of preparation skill Front and back Through the three sections of the skill (preparatory, main Y, the

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<sup>1)</sup>Nahida Abdel Zaid: The previously mentioned source, 2015, p. 49.<sup>1</sup>



final) by experts.

**Tools used:** Legal volleyball court, (21) volleyballs, pre-prepared scoring form.

**Performance method**The student being tested performs the preparation skill in the designated preparation area, trying to perform the preparation skill correctly for three attempts, provided that the ball and the student's body do not touch the net, or cross the opponent's court, as shown in the figure (7) below.

### **Registration**

Three doResidents By evaluationThree attempts for each student in the lab, and three marks are awarded for each criterion, noting that the markEvaluationThe final score for each attempt is (10) points, divided into the three skill sections, which are (3) points for the preparatory section, (5) points for the main section, and (2) points for the final section. The best score is then chosen for each evaluator, and by extracting the arithmetic mean of the best three points, the final score is extracted for each student who has been tested.

### **3-5Main procedures:**

#### **3-5-1 Pre-tests:**

He didThe researcher conducted pre-tests on the research sample, the control group.On Wednesday, November 15, 2023, as for the testsExperimental groupIt was conducted on Thursday (3/16/2022). The tests for the two groups were conducted at exactly ten o'clock, whileapplicationpsychological stress scaleIn one of the classrooms of the Faculty of Physical Education and Sports SciencesAl Ain University at exactly nine o'clock in the morning before the skill tests whereIt was distributed.psychological stress scaleThe research sample members should read the instructions and the researcher should explain the method of answering, then the students started.By answeringOn paragraphsTestAfter the students finished answering, the researcher collected the questionnaires and entered them into special forms to facilitate statistical work.This was approved.hResults as results of

equivalence.

### **3-6 Building the Guidance Program**

In order to achieve the goal of identifying the impact of a Guidance program on reducing stress and performing the skill of preparation in volleyball, it is necessary to build an educational guidance program. Upon reviewing the sources and literature related to the research topic, it was proven that the level of Psychological stress can be reduced. Through guidance programs, if they are well-studied and planned with good scientific formulas. The researcher has identified the model (planning-programming-budget). A system for planning the current guidance program, "as this type of administrative methods is effective in planning, as it seeks to achieve the maximum level of effectiveness and benefit at the lowest costs."<sup>(2)</sup>.

The researcher used group counseling because it is economical in effort and is used to influence the group.

The researcher adopted the reality therapy theory for the following reasons:

- 1- The guide has an influential role in this method and it can be applied easily.
- 2- It can be used in group counseling.
- 3- A cognitive approach that relies on the verbal aspect.
- 4- It can be used with different groups of individuals.

The researcher followed the following steps in planning the guidance program:

#### **First: Determine the needs**

Guidance needs were identified based on the results of the scale of psychological stress which is applied to the sample. Then calculate the mean arithmetic scale. The criterion for defining the problem was: 5) That is, the paragraph that gets less than (5) expresses the existence of a problem, and some problems were identified for the purpose of determining the guidance needs that they face. Then a list containing the problems was presented to a number of experts and specialists in

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- Saleh Jassim Al-Dosari: The previously mentioned source, p. 243.<sup>2</sup>

the field of psychological guidance (\*). (8) needs were identified, which are as follows:--( needControlling stress,Ability to overcome psychological stress,Treating psychological stressneedIncrease learning motivation,The need to develop self-confidence,The need to make the right decisionsThe need to be able to make decisions,Willpower, self-assertion, psychological stability,).

### **secondly: Setting goals**

The main objective was identified asReduce stressThen, the sub-goals are determined according to the needs that have been diagnosed.

### **ThirdlyFinding programs and activities to achieve the goals**

To achieve the objectives of the guidance program, the researcher relied on the realistic therapy method, which is a method that leads all clients to realism and to dealing with complex and intertwined aspects. In order for the guidance process to proceed in an organized manner, its objectives must be achieved, which are:

**1-Diagnosis**2- Analysis 3- Extraction 4- Adopting the treatment and guidance method 5- Follow-up

The strategies of the reality therapy method are as follows:

#### **1- Subject introduction:--**

It ensures that students are aware of the topic of the session, its importance and how to apply it.

#### **2- Realistic steps to learn behavior: -**

Learning behavior goes through several stages, and the researcher has identified these stages in the form of successive steps.

#### **3- A model of behavioral responsibility: -**

The researcher has prepared a set of questions and examples that represent behavioral situations that occur during the lesson, in a way that is consistent with the topic of the session.

#### **4- Formulate a question from reality**

The researcher prepared a set of realistic questions regarding the students' relationship with each other and their relationship with society. The researcher was keen to provide encouragement to answer. Correct.

#### **5- Effectiveness and fun:-**

It is essential to have an atmosphere of fun and activity because it helps the group members to reduce the social distance between them.

#### **6- Re-learning**

Re-learning means repeating all the experiences that the group members learned in the session by discussing one of the topics related to the session topic.

#### **7- Determine the homework**

It is to assign students to apply what they have learned in the sessions in real life by submitting a report that includes those situations.

#### **8- Constructive (concurrent) assessment**

The researcher resorted to This type of evaluation is done after the end of each session by asking students questions about the usefulness of what was discussed in the session.

As for the side of the My tutorial from the program The educational guidance program included developmental exercises according to mechanical foundations that suit the skill of preparing in volleyball. The researcher took into account the gradual progression of the exercises, as she started with easy exercises and then moved on to difficult exercises. The educational guidance program also included educational units for learning the skill of preparing in volleyball. The main goal of any educational or training psychological program in the field of physical education is to learn skills, i.e. acquire new skills or master what Acquired in advance because learning is the way in which information, abilities or skills are acquired, whether as a result of experience, practice or training (1). Therefore, skill is one of the most important duties performed by the teacher or trainer when starting any

educational or training program. Therefore, skill is considered “the nerve and essence of performance in any sport, and its achievement depends on physical preparation, and upon it is built the planning, psychological and mental preparation” (3).

There are steps that the researcher followed in her program. Guidance Educational to learn Volleyball preparation skill:

- Presenting the skill clearly through explanation and clarification to the students so that the students can visualize the important parts of the skill. The researcher took care to start with In stages, in the initial stages without using balls, and with the progress of education, balls are used. The researcher also used assistive devices. For education Like the wall and the medium height benches.
- By presenting a model, the researcher was keen for the model to be Good at performing Perform the skill well He is respected by his colleagues.
- Skills performance By students With a focus on performance The right skill Correct errors and provide feedback.

And The researcher divided Educational units to:

Firstly: Section Preparatory (25) minutes and includes:

- General settings (5) minutes.
- It includes exercises to prepare the body.
- Special preparation (20) minutes.

It includes specialized development exercises to develop motor balance.

secondly: The main section (40) minutes and includes:

- Educational activity (10) minutes.
- It includes an explanation and clarification of the skill.
- Practical activity (30) minutes.

- Ensure students perform skills with emphasis on correcting mistakes.

Third: The final section (5) minutes and includes:

And it includes Cooling down exercises And relax and games Surprise

### **3-7 Application The program Guidance – Educational**

Program implementation begins Guidance-educational from (10/12/ 2013) and until (11/2/ 2014) The program included: Guidance- Educational on (12) Counseling sessions To reduce psychological stress In time of power (25) minute and (12) Educational units with a capacity time (65) minute To develop the biomechanical variables and preparation skills used in this study. and The researcher determined the day Sunday and Tuesday From all week Program implementation date Guidance – Educational At a rate of two educational guidance sessions per week. The researcher implemented the session. Guidance Before each teaching unit to prepare Students From the emotional psychological aspect of the lesson.

### **3-8 Post-tests**

He did Researcher conducting tests Dimensionality On the research sample, the control group On Monday (4/21/2022) as for the tests Experimental group It was conducted on Tuesday (4/22/2022). The tests for the two groups were conducted at exactly ten o'clock and application a test Psychological stress in a classroom of the Faculty of Physical Education and Sports Sciences Thi Qar University at exactly nine o'clock in the morning before the skill tests where it was distributed. a test Psychological stress on the research sample members, reading the instructions and explaining the method of answering by the researcher, then the students began By answering On paragraphs Test After the students finished answering, the researcher collected the questionnaires and entered them into special forms to facilitate statistical work.,

The researcher was keen to prepare the same conditions in which the pre-tests

were conducted in terms of time, place, support team, and devices and tools used, in order to obtain accurate results.

### 3-9 Statistical means:

Τη Στατιστική Πακκαγε φορ τη Σοχιαλ Σχιενχεσ (ΣΠΣΣ) ωασ υσεδ.SPSS ) ιν ρεσεαρχη δατα αναλψισ

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

4-1 Displaying the results of the pre-post tests For the experimental group In the scale of psychological stress and preparation skill And analyze it

**Table (3)**

Shows the arithmetic means, standard deviations and values. (T-test) Calculated, and their statistical significance for the pre- and post-tests. For the experimental group In the scale of psychological stress and volleyball preparation skill

**Table (3)**

Type of indication	Sig	value calculated	After Experimental		tribal Experimental		Variables
			± A	S	± A	S	
moral	0.000	25.809	4.84031	101.0000	4.74893	146.4667	psychological stress
moral	0.000	19,071	0.41404	6.8000	0.63994	2.8667	preparation

\*Moral significance level (0.05)

4-3-1 Discussion Pre-post test results For the experimental group In the psychological stress scale and some biokinematic variables and

### preparation skill Volleyball for students

Through the results presented in Table (3), it appeared that there were significant differences between the pre- and post-tests of the experimental group in favor of the experimental group. The researcher attributes the emergence of the significant difference to the importance of the guidance program used by the researcher and its application to the research sample in reducing tension among students when performing the volleyball preparation skill “and as a result of the new information and ideas provided by the counselor through the guidance program, which helped the counselee to reorganize his perception and thinking by getting rid of the causes of the problem to reach

### 4-2 Displaying the results of the pre-post tests For the control group In the psychological stress scale and some biokinematic variables and preparation skill And analyze it

Table (4)

Shows the arithmetic means, standard deviations and values.(T-test) Calculated, and their statistical significance for the pre- and post-tests. For the control group In the scale of psychological stress and volleyball preparation skill

Table (4)

Type of indication	Sig	value calculated	After me, officer		Before me officer		Variables
			± A	S	± A	S	
mora	0.000	20.298	3.65800	117.3333	3.87298	148.0000	psychological stress
mora	0.000	18,330	0.51640	5.4667	0.25820	3.0667	preparation



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**\*MoralNd significance level (0.05)**

**4-4-1 DiscussionPre-post test resultsFor the control group In the psychological stress scale and some biokinematic variables and preparation skill Volleyball for students**

The results showed in Table (56) that there are significant differences between the pre- and post-tests of the control group in favor of the post-test. The researcher attributes this difference to the students of the control group to the teaching mechanism followed by the teacher and the advice and guidance that helped reduce the levels of psychological stress among the members of the control group. The exercises used by the teacher also helped improve the values of some of the biokinematic variables under study, as well as the skill performance of the volleyball preparation skill, through the theoretical information, explanations and illustrative presentations he provided for the educational material and the application of special exercises to improve the variables under study and the use of all the tools and means available to him during the educational units, as well as the commitment of the students of this group to attend and implement everything required of them during the units, as repetition and practice also contribute to obtaining a certain amount of difference, which contributed to the superiority of the students of the control group, but at a lower rate than the experimental group in the post-test. This is logical because the method followed by the teacher of the subject, whatever its type, certainly has a positive role in improving the level of students, even if the method depends on the teacher more than the student, meaning that the teacher gives ideas. The topics are complete and ready for the students, and they do not have to interpret and analyze, but only apply. This is consistent

with what Al-Jamlan indicated when he stated, “Despite all the changes, traditional teaching remains the basis of all education, and the new developments that appear are nothing but educational models and formulas to fulfill the needs and desires of a portion of the learners and to solve immediate problems that appear from time to time.”<sup>4</sup>).

**4-3 Show results Differences in Post-tests For both experimental and control groups In the psychological stress scale and some biokinematic variables and preparation skill And analyze it**

**Table (5)**

**Shows the arithmetic means, standard deviations and values. (T-test) Calculated, and their statistical significance for the test. at Dimensionality In the scale of psychological stress and volleyball preparation skill**

**Table (5)**

Type of indication	Sig	value calculated	After me Officer		After me Experimental		Variables
			± A	S	± A	S	
moral	0.000	10.427	2.906	117.3333	4.84031	101.0000	psychological stress
moral	0.000	7.802	0.51640	5.4667	0.41404	6.8000	preparation

**\*Moral significance level (0.05)**

»Moein Helmy The two camels Distance Education: Between Reality Practices and Future Directions, Journal of Educational and Psychological Sciences, Volume 3, Issue 1, College of Education, University of Bahrain, 2002, p. 160.

By observing Table (5), it is clear that there are statistically significant differences in the values of the arithmetic means in the post-tests of the control and experimental groups in the results of the psychological stress scale and some biokinematic variables of the students' volleyball preparation skill, in favor of the experimental group.

In the variable of psychological stress, the researcher believes that the educational guidance programs followed played a role in reducing the level of psychological stress for students, which helped in developing their desire to perform skills without fear or hesitation by arousing their interest in understanding the skills better, which motivated them to make an effort and excel in the post-tests, which contributed to improving the level of technical skill performance in volleyball. Guidance programs are one of the elements of the scientific method for confronting stress. It means you use a number of different strategies and skills in order to achieve possible solutions by choosing one of the appropriate alternatives or solutions, where the problem is accurately defined, information is collected and accessed from its sources and the exploitation of the resources of the environment in which the individual lives, with the aim of knowing himself in a better way. Knowing the alternatives and choices and evaluating the alternatives and potential solutions, a working method is chosen and applied, which is the scientific methods and procedures that the individual is expected to practice to control his problem. Building his self-confidence is what Osama Kamel indicated. He considers performing with confidence to be one of the easiest and best ways to build self-confidence, and that the more confident the performance is, the more confident the thinking and feeling will be.<sup>5)</sup> Which affects the outcome of their participation in competitions through their self-confidence, which was developed through the psychological guidance program, which is a necessary and

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<sup>(1)</sup>Osama Kamel Rateb(2000);Source previously mentioned, 1st ed.,p347.

helpful factor, in addition to physical and skill training.

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**psychological stress scale**

<b>It does not apply to him at all.</b>	<b>It applies to a small degree.</b>	<b>It applies to him to a moderate degree.</b>	<b>It applies to a large extent.</b>	<b>It applies to him to a very large extent.</b>	<b>Paragraphs</b>	<b>T</b>
					I feel completely relaxed before the lecture.	1
					My heart beats fast when I walk into class.	2
					I sweat when I'm in awkward situations while performing.	3
					I feel comfortable when the professor talks to me about my personal matters.	4
					I feel very tired on the day of the volleyball lecture.	5
					I can make a quick and decisive decision in sudden situations.	6
					<b>I find it difficult to regain my composure after the cause of my excitement has passed..</b>	7
					<b>I am bothered by the discrimination between students in treatment by the teacher.</b>	8
					<b>I get angry quickly for the most trivial reasons when</b>	9

					<b>talking about my mistakes in front of students</b>	
					My heart rate increases when the teacher calls me during the performance to give me a specific direction.	10
					I can visualize what might happen when performing a preparation skill before performing it.	11
					I feel dryness in my throat and pharynx when my professor watches my performance.	12
					I feel calm, relaxed and my breathing is regular when I perform the skill alone before the lecture begins.	13
					I feel capable of performing the preparation skill at a high level.	14
					I feel happy when the teacher guides me to my mistakes honestly.	15
					I lose the ability to concentrate when performing the skill in front of students.	16
					I speak calmly and confidently to the teacher even when my performance is wrong.	17
					<b>When I sit down to rest and relax, I find myself occupied with negative thoughts related to skill.</b>	18
					I control all my movements no matter how awkward or surprising the situation is.	19
					I feel I have enough energy to do the job with skillful preparation.	20
					I lose the ability to concentrate	21

					when performing in front of colleagues.	
					It is easy for me to distinguish the stages of performance when performing the preparation skill.	22
					My body temperature rises abnormally when I am assigned to perform the preparation skill.	23
					<b>I feel that I have hypersensitivity to external stimuli (sound, light, etc.)..</b>	24
					<b>I grind my teeth when I repeat the same mistake in performing the skill.</b>	25
					Before performing the preparation skill, I feel sudden muscle pain (cramps, spasms)	26
					I tend to bite my nails when performing a skill.	27
					I feel the pressure in my head as if it will explode when I perform the skill incorrectly.	28