

Psychological Skills and Their Relationship by Morale for Fencing Players

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Abstract

The current research aims to identify the psychological skills and their relationship to the morale of the fencing players, and to achieve this goal, two tools were prepared, one of which was to measure psychological skills and the other to measure the morale after finding their psychometric characteristics represented in honesty and consistency. The two tools were applied to the research sample of (95) players from Baghdad clubs and after analyzing the data using statistical means, the research resulted in the research sample having psychological skills and morale, as well as the existence of a statistically significant correlation between the variables among the players of the Baghdad and Middle Euphrates clubs in fencing.

Introduction:

The nature of high levels of sports requires the athlete to use his physical, skill, planning and psychological abilities in an integrated manner in order to try to achieve the best possible level, psychological skills represent an important dimension in preparing players, as they play a fundamental role in developing performance and are seen as one of the variables that must be taken care of along with the physical, skill and planning requirements. He plays a major role in winning.

Hence, the research problem was identified, which is the lack of interest in the morale variable of fencing players, which is the basis for gaining benefit in the competitive sports field, and the morale of athletes is affected by certain motives and this effect is not the same, but differs from one athlete to another, some of them respond in a manner it is better when he hears the coach's instructions and directions, awarding rewards, changing their positions, assigning an athlete a specific responsibility, directing him or her being punished or warning him, all are methods that can be used with athletes that will increase or decrease the morale of the players. Therefore, it is preferable to know their multiple psychological skills and their nature so that we can choose the appropriate means to form the morale to use when needed without resorting to putting all members of the group under the same treatment, if all of this is necessary to raise the morale of the players in every game, whether it is individual or group, then the matter will be more effective in the case of the duel game, which needs more psychological skills, as it is an individual game that requires direct confrontation between the players, and these psychological skills would contribute to some extent far in affecting the morale of the players, hence the problem of the current research

Research objective:

- The psychological skills of the players of the clubs of Baghdad and the Middle Euphrates for fencing.
- The morale of the players of the clubs of Baghdad and the Euphrates Middle East fencing.
- The correlation between healthy psychological skills and morale among the players of the Baghdad and Euphrates clubs in fencing.

Research fields:

The human field: It includes players from the clubs of Baghdad and the Middle Euphrates for fencing.

Time field: from 9/12/2020 to 2/5/2021.

Spatial field: Club halls in Baghdad and the Middle Euphrates.

Defining terms:

Psychological skills: the ability to approach the position of achievement with the belief with confidence and the knowledge that both body and mind are fully prepared for optimal performance ⁽¹⁾.

Procedural definition: the total score that the respondent obtains when answering the paragraphs of the psychological skills scale adopted in the current research.

Morale: It is the highest level of emotion and does not come under regulation Social ⁽²⁾.

Procedural definition: the total score that the respondent obtains when answering the paragraphs of the morale scale adopted in the current research.

Research methodology and field procedures:

Research Methodology:

The researcher used the descriptive approach using the survey method and correlational studies as a better way to solve the research problem due to its relevance and the nature of the current study.

Community and sample research:

The research community included (125) players from clubs in Baghdad and the Middle Euphrates, and the research sample was included. By applying the (Stephen) equation ⁽³⁾ to (95) players from the clubs of Baghdad and the Middle Euphrates in the fencing game, it was withdrawn in a simple random manner.

Research tools: In order to achieve the objectives of the current induction, two tools were required, one to measure psychological skills and the other to measure morale, through reviewing the literature and previous studies, the scale of (psychological skills) prepared by (Naghm Khaled Najeeb Al-Khafaf) ⁽⁴⁾ with its (18) paragraphs and its dimensions (the ability to visualize, the ability to relax, the ability to focus attention, the ability to confront Anxiety, self-confidence, and athletic achievement motivation). The measure of morale, prepared by (Just Fadil's sighing) ⁽⁵⁾ with its 69 paragraphs and its dimensions (self-confidence, perseverance, cooperation with the group, and satisfaction with work and ambition

Validity: That the test measures what was set for it, meaning that the honest test measures the job that it claims to measure and does not measure anything else in place of it or in addition to it (6). Therefore, the two scales were presented to a group of specialized referees. See Appendix (1) in educational, psychological and psychology sciences The mathematical results have resulted through (deleting, modifying, and merging) the paragraphs of the two main scales, as shown in Table (2) below.

Table (1) the opinions of specialists in the paragraphs of the psychological skills scale, the paragraphs of the morale scale, and the chi-square for those who agree and disagree

Psychological Skills Scale				
Paragraphs	Agree	Disagree	Ki ²	Sig type
1,2,2,4,5,6,7,12,13,14	10	0	10	Sig
8,9,10,11,15,16,17,18	9	1	6.4	Sig
Morale Scale				
Paragraphs	Agree	Disagree	Ki ²	Sig type
1,3,6,8,9,11,12,16,18,19,22,33,45,58.	10	0	10	Sig
55,61,65,59,21,38,39,47,51,63,67, 69	9	1	6.4	Sig
2,4,5,7,10,13,14,15,17,20,23,24,25,26,62,64,65,66,68.	8	2	3.6	Non sig
27,28,29,41,42,43,44,46,48,49,50,52,53,54,56,57,60	7	3	1.6	Non sig
30,31,32,34,35,36,37,40	5	5	0	Non sig

Ki² -tabular value = 3.84 degree of freedom = 1 level of significance = 0.05

It is noted from Table (1) above that all the paragraphs are indicative of the scale of (psychological skills) amounted to (18) paragraphs, because the value of the Ki² calculated ranged between (10-6.4) which is greater than the tabular value (3.84) at the level of significance (0.05) and the degree of freedom (1).

As for the measure of morale, it is noted from the above table that (26) paragraphs have been retained, because the value of ki² calculated ranged between (10-6.4) which is greater than the tabular value (3.84) at the level of significance (0.05) and the degree of freedom (1). And delete (43) paragraphs because the value of the calculated ki² ranged between (0_3.6), which is less than the value of chi (3.84), a degree of freedom (1), and a level of significance (0.05).

Reliability:

The static test is a test that has a high degree of accuracy, mastery, consistency and objectivity in what was put to measure (7), and to achieve this, the two measures were applied to a sample of (25) players, and after a period of two weeks, the two measures were re-applied to the same sample and for the purpose of identifying the value of the stability factor, the relationship was calculated Correlation in the application scores according to the Pearson correlation coefficient, and its value appeared (0.83), which is a good indicator of psychological skills stability, and (0.81) for the scale of morale.

Statistical means :

The statistical data were processed using the following laws

- Mean .
- Standard deviation.
- Test (ν) for a sample and the community.
- Pearson Correlation Coefficient.
- The chi-square test for good matching.

Final application:

After the psychometric characteristics were found, represented by honesty and consistency in the scale of the struggle for accuracy and self-confidence, they were applied to the research sample of (95) players from the clubs of Baghdad and the Middle Euphrates for the duel.

Presentation, analysis and discussion of results:

This chapter includes a presentation, an explanation, and a discussion of the findings of the researchers after analyzing the answers and performance of the sample members and treating them with appropriate statistical means as follows:

In order to achieve the first objective of the research represented in identifying the level of psychological skills of the clubs of Baghdad and the Middle Euphrates in the game of swordsmanship, the answers of the individuals of the research sample, amounting to (95), were analyzed, and it appeared that the arithmetic mean reached (48) with a standard deviation (2.03), which is higher than the hypothetical mean and an adult (36) to verify the differences between the achieved and hypothesized arithmetic mean, a (t) test was used for one sample, and the results appeared in table (2) below.

Sample	Mean	Std. Deviations	Hypothetical Mean	T value	T Tabular	Sig type
95	48	2.03	36	57.69	1.98	Sig

It appears from table (2) above that the calculated value of (t) of (57.69) is higher than the tabular value of (t) of (1.98) at the level of significance (0.05) and the degree of freedom (94). This means that the research sample represented by (players the fencing clubs of Baghdad and the Euphrates in the Middle) have a high level of psychological skills and this may be due to the nature of the game practiced by these players and the high ability to focus on performance to achieve achievement and this high ability stems from the nature of this game (fencing) and what it requires from confrontation directly with the opponent, this requires high self-confidence and the ability to influence the opponent, and this cannot be done without the players having some psychological skills, and this was evident in the players obtaining good grades in this psychological variable.

In order to achieve the second goal of the research, which is to identify the level of morale of (players of Baghdad and the Euphrates in the middle of the duel), it was found after analyzing their answers that the arithmetic mean (61) with a standard deviation (3.65), which is

higher than the hypothesis mean (52), and for the purpose of identifying the statistical significance of the apparent differences Between the arithmetic and hypothetical mean, test (T) was used for one sample, and the results appeared as shown in table (3) below.

Table (3) shows the arithmetic and hypothetical mean and the T-value calculated for the sample of Baghdad and Euphrates clubs in the middle of the morale scale:

Sample	Mean	Std. Deviations	Hypothetical Mean	T value	T Tabular	Sig type
95	61	3.65	52	24.32	1.98	Sig

It emerged from Table (3) above that the calculated value of (t) amounted to (24.32), which is higher than the tabular value of (t) of (1.98) at the level of significance (0.05) and the degree of freedom (94). This means that the research sample represented by (club players) Baghdad and the Middle Euphrates in dueling) and perhaps the reason for this is, as we referred earlier to this game (duel), which requires high self-confidence as well as perseverance and diligence, and it is one of the features of the mission that was positively reflected in raising the morale of the players

And to achieve the third goal of identifying the correlative relationship between (psychological skills and morale) the Pearson correlation coefficient was (0.69), and for the purpose of identifying the statistical significance, the correlation coefficient was used, the (T-t) test was used, as shown in Table (4) below.

Table (4) shows the correlation coefficient of the research sample

Sample	Pearson value	TR value	T Tabular	Sig type
95	0.69	9.299	1.98	Sig

It appears from table (4) above that the calculated value of (t) of (9.299) is higher than the tabular value of (t) of (1.98) at a level of significance (0.05) and a degree of freedom (94) and this result may seem logical, the more the player has psychological skills And that stems from his high self-confidence and outstanding performance skills, this was reflected positively on his motivation and morale.

References:

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Appendix (1)
 Psychological Skills Scale

N	Paragraphs	High 1	Middle 2	Low 3
1	Many thoughts flow through my mind while I am participating in the lesson and get caught in the focus of my attention			
2	I often feel that I may not be able to do well			
3	Before participating in the lesson, I am psychologically prepared to make the most of the effort			
4	In my imagination, I can visualize my movements without actually performing them			
5	My muscles are tense before I take part in the lesson			
6	I am bothered by my inability to focus my attention at different times in the lesson			
7	I am afraid of not being able to perform well during the lesson			
8	When the performance outcome is not in my best interest, my self-confidence decreases as the lesson nears completion			
9	It is difficult for me to imagine what I am going to do with my physical performance			
10	It is easy for me to be able to relax my muscles before taking part in a lesson			
11	My problem is that I lose the ability to focus attention at some point in the lesson			
12	Throughout the course of the lesson I can maintain a high degree of my self-confidence			
13	I can always get myself excited during the lesson			
14	I always visualize what I am going to do in the lesson			
15	One of my obvious qualities was my ability to quickly calm down and relax myself before engaging in practical lessons			
16	Events and noise outside the field help to distract me in the lesson			
17	I get upset when I make some mistakes during the lesson			
18	I suffer from my lack of confidence in the performance of some motor skills while I am participating in the lesson			

Appendix (2)
 Morale Scale

N	Paragraphs	High 1	Middle 2	Low 3
1	As the sports audience grows, this means for me: A) Encouragement to provide better performance. B. He feels the emotional value of the performance. C. It increases my mistakes.			
2	I feel the desire to join associations and social organizations because: A. I prefer to express my personality and ambition. B) introduce me to many colleagues. C. A place to spend my free time.			
3	I have the courage to make my own decisions because: A. I have full confidence in my abilities and capabilities. B) I have a sense of moral courage. A: Just show off to others.			
4	When the performance assigned to me is difficult: A. I try to insert it with my effort and revolution. B) I work in it as best I can. C- Turn it down and work on another performance.			
5	New projects for me: A. I try to insert it because I find pleasure in it. B- I am not eager to work on it. C- I don't care about it for fear of failure.			
6	If I stumbled on my performance, I am: A. I repeat the attempts over and over again, to reach the end. B- I feel hopeless. C. Leave it.			
7	Before discussing with others, I: A. I be prepared for it, using my mental and physical capabilities. B) I share with what I have. C- Do not prepare for it and take it as normal			
8	If he participates in a group work: A. I am passionate about work and put my best efforts in it. B- Be like a member of the group. C- I don't care about that			
9	If I am being criticized by others, then I: A. I try to defend my position firmly. B- The clearest opinion they have of it. C- Withdraw and apologize			
10	I believe that success in life is due to: A. The individual's confidence in his abilities and readiness. B) helping others. C. Luck and serendipity			

11	If you lose in a competition or match: A. I am not disappointed and consider it a motivation to win later. B) I feel hopeless and bored. C. Try to stay away from later contests			
12	If I find a mistake in my work or opinion, I: A. I am trying to correct it with my capabilities and capabilities. B- Correct it as much as possible. C- Leave it and not take it.			
13	If others reject a valid opinion I have given, I: A. I hold on to him because I am convinced of his health. B. Discuss it with them. C- Withdraw an opinion and be persuaded with the opinion of others.			
14	If a friend introduces me to a friend, then I: A. I add him to my friends and consider him one of them. B- All at the time of acquaintance only. A: I don't pay much attention to him.			
15	Participate in social activities because: A. It shows my capabilities and capabilities. B- The best area for teamwork. C. Just social fun.			
16	If you are assigned to work in social activity: A. I am glad to do it in the best way possible. B) I do as often as I can. C) I try to apologize to him.			
17	My college victory in sports competitions I consider: A personal win because I consider myself an affiliate of the college. B. A natural result that neither progress nor delay for me. C- I don't care about the result.			
18	If I am assigned responsibility, then I: A. I do not hesitate to accept it because I find myself worthy of it. B. I accept it because it fulfills my personal desire. C: I prefer to be away from responsibility.			
19	The challenge for me: A tactful and competitive in the field of work. B- It provokes my nervousness and tensions for me. C. A concept I don't care.			
20	Difficulties that I face in life: A. Persevere in overcoming it. B. Leave its solution to the circumstances. C- I don't care about it.			
21	Moving from one job to another means for me:			

	A. An investment of my multiple capabilities and energies. B- Doing various other various businesses. C- To know the nature of these actions.			
22	Life Chances: A) I always take it to invest. B. Leave it to circumstances. C- I don't care about it.			
23	If I am interested in doing something, I: A. Accomplish it, whatever the circumstances. B- Reluctance to accomplish it. C- I never think about it.			
24	I don't miss watching sports matches because I consider them: A. Lessons motivate me to do the best. B) I avoid making mistakes while playing. C. Have fun and spend free time.			
25	If a contest ends: A. I review my performance in it, trying to take advantage of my mistakes - if any -. B) I think about the next game. C- I don't care how it performed			