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TOKAT GAZİOSMANPAŞA ÜNİVERSİTESİ

GRADUATE EDUCATION INSTITUTE

PSYCHOLOGICAL SKILLS AND ITS RELATIONSHIP WITH ATTRIBUTES OF ATHLETIC MOTIVATION AMONG BASKETBALL PLAYERS IN THE YOUNG CLUBS IN DUHOK

BAEEZ MARAAN IBRAHIM

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MASTER THESIS

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Signature of the Jury Members (Title, Name and Surname)

President. Prof. Dr. Mehmet Kargün …….....

Member: Assist. Prof. Dr.Abdullah Canikli …….....

Member: Assist. Prof. Dr. Oktay KIZAR …….....

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(2023)

The Student Who Prepared the Thesis

BAEEZ MARAAN IBRAHIM

Signature

…….

DEDICATION

To my parents..... whose constant love, support and guidance have been my source of strength all these years.

To my siblings..... who taught me that life without interdependence, love and cooperation is not worth anything.

To everyone……..... who learned me a letter.

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ABSTRACT

PSYCHOLOGICAL SKILLS AND ITS RELATIONSHIP WITH ATTRIBUTES OF ATHLETIC MOTIVATION AMONG BASKETBALL PLAYERS IN THE YOUNG CLUBS IN DUHOK

Researcher: Baeez Maraan Ibrahim

M.S., Physical Education and Sports

Supervisor: Prof. Dr. Mehmet Kargün

October 2023, 70 pages

The aim of this study find out significant differences in the level of psychological skills and motivational traits among basketball players, in terms of: age (14 to18), educational attainment, economic situation. The research aims to identify determine the distinctive psychological skills of basketball players. also to identify the determine the distinctive motivational features of basketball players, as well as Identify the relationship a correlation between psychological skills and motivational attributes of basketball players. The researcher used the descriptive approach for its relevance to the nature of the research. The research sample consists of (45) players basketball in emerging clubs (Dohuk, Zakho, and Sennacherib) in Dohuk.

The researcher used the questionnaire skills mental designed by (Stefan Bull, John Albinson, and Christopher Shambrook) (1996) to measure some important mental (psychological) aspects of sports performance, and it includes the following dimensions: (ability to visualize, self-confidence, sports achievement motivation, ability to relax, ability to deal with anxiety, and ability to focus attention). The test includes 24 phrases, and each of the previously explained six dimensions is represented by (4) phrases, the athlete answers the test statements on a six-point scale, it was prepared and Arabized by Muhammad Hassan Allawi. Also the scale designed by Tenko and Richard contains (55) statements that measure (9) characteristics, which are: (responsibility, training attitude, aggression, design, motivation, self-confidence, leadership, hardness, and emotional control). Prepared and Arabized by Muhammad Hassan Allawi. The most important characteristics of sports motivation among basketball players were also identified.

The reconnaissance experiment was conducted on Friday 19/3/2023 at eleven o'clock in the indoor basketball hall of the Duhok Sports Club in Dohuk Governorate. Psychological skills and attributes of athletic motivation traits are determined on a sample of (5) basketball players in the young clubs in Duhok, for the purpose of ascertaining the following: (knowing

the difficulties and problems that the researcher may face, know the time taken, and ensure the efficiency of the resolution).

The values were treated statistically by relying on the statistical package (SPSS) to extract (arithmetic mean, standard deviation, coefficient of variation, and simple correlation coefficient of (Pearson), and the researcher concluded that there were similarities according to (age, economic situation) in the psychological skills and motivational characteristics, which means that there is no significant difference between the average scores of the research sample among the athletes in the youth basketball clubs (Dohuk, Zakho, and Sennacherib) according to their ages and economic situation, Moreover, there were differences in educational attainment between the levels (secondary, Diploma) and in favor of secondary school, and this means that the secondary stage has psychological skills and motivational features among the athletes in the youth basketball clubs (Dohuk, Zakho, and Sennacherib). The results showed also, that the basketball players are distinguished by the following psychological skills: Motive achievement imagines skills psychological among youth basketball players, followed by (ability to visualize), then (self-confidence), then (relaxation skill), then (focusing attention), and finally confronting anxiety, as well as the results showed athletic motivational characteristics of youth basketball players were characterized by the following: (The situation training, responsibility, motivation, aggression, determination, toughness, self-confidence, leadership, and emotional control). Finally, The results showed positive relationships at the level of (0.01) and (0.05) between psychological skills and the dimensions of the mathematical motivational features, except for the skill of the ability to visualize and the ability to focus attention, the results showed that there is a negative relationship between these two skills and the trait of aggression, as the greater the ability of the player to use the skill of visualization and the skill of focusing attention during his performance, this led to his ability to confront and control his emotions and estimate His physical and skillful ability, which reduces the manifestation of aggression, which is a reaction to frustration and unsuccessful performance.

Keywords: Psychological Skills, Attributes of Athletic Motivation

Özet

Duhok'taki genç kulüplerdeki basketbolcular arasında psikolojik beceriler ve bunun atletik motivasyon özellikleriyle ilişkisi

Researcher: Baeez Maraan Ibrahim

M.S., Physical Education and Sports

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Bu çalışmanın amacı, basketbol oyuncuları arasında yaş (14-18), eğitim durumu ve ekonomik durum açısından psikolojik beceriler ve motivasyonel özellikler düzeyindeki anlamlı farklılıkları ortaya çıkarmaktır. Araştırma, basketbol oyuncularının ayırt edici psikolojik becerilerini belirlemeyi, basketbol oyuncularının ayırt edici motivasyonel özelliklerini belirlemeyi ve basketbol oyuncularının psikolojik becerileri ile motivasyonel özellikleri arasındaki ilişkiyi belirlemeyi amaçlamaktadır. Araştırmacı, araştırmanın doğasına uygunluğu nedeniyle betimsel yaklaşımı kullanmıştır. Araştırma örneklemi, Dohuk'taki gelişmekte olan kulüplerde (Dohuk, Zakho ve Sennacherib) basketbol oynayan (45) oyuncudan oluşmaktadır.Araştırmacı, spor performansının bazı önemli zihinsel (psikolojik) yönlerini ölçmek için (Stefan Bull, John Albinson ve Christopher Shambrook) (1996) tarafından tasarlanan zihinsel beceriler anketini kullanmıştır ve aşağıdaki boyutları içermektedir: (görselleştirme yeteneği, kendine güven, spor başarı motivasyonu, rahatlama yeteneği, kaygıyla başa çıkma yeteneği ve dikkati odaklama yeteneği). Test 24 ifade içerir ve daha önce açıklanan altı boyutun her biri (4) ifade ile temsil edilir, sporcu test ifadelerini altı puanlık bir ölçekte yanıtlar, Muhammad Hassan Allawi tarafından hazırlanmış ve Araplaştırılmıştır. Ayrıca Tenko ve Richard tarafından tasarlanan ölçek (9) özelliği ölçen (55) ifade içermektedir: (sorumluluk, eğitim tutumu, saldırganlık, tasarım, motivasyon, özgüven, liderlik, sertlik ve duygusal kontrol). Muhammad Hassan Allawi tarafından hazırlanmış ve Arapçalaştırılmıştır. Basketbolcular arasında spor motivasyonunun en önemli özellikleri de belirlenmiştir.Keşif deneyi 19/3/2023 Cuma günü saat on birde Duhok Valiliği'ndeki Duhok Spor Kulübü'nün kapalı basketbol salonunda gerçekleştirilmiştir. Psikolojik beceriler ve atletik motivasyon özelliklerinin nitelikleri, aşağıdakileri tespit etmek amacıyla Duhok'taki genç kulüplerdeki (5) basketbol oyuncusundan oluşan bir örneklem üzerinde belirlenmiştir: (araştırmacının karşılaşabileceği zorlukları ve sorunları bilmek, harcanan zamanı bilmek ve çözümün etkinliğini sağlamak).

Değerler, (aritmetik ortalama, standart sapma, varyasyon katsayısı ve (Pearson) basit korelasyon katsayısını çıkarmak için istatistiksel paket (SPSS) kullanılarak istatistiksel olarak ele alınmış ve araştırmacı, psikolojik beceriler ve motivasyonel özelliklerde (yaş, ekonomik durum) benzerlikler olduğu sonucuna varmıştır; bu, gençlik basketbol kulüplerindeki (Dohuk) sporcular arasında araştırma örnekleminin ortalama puanları arasında anlamlı bir fark olmadığı anlamına gelmektedir, Zakho ve Sennacherib) yaşlarına ve ekonomik durumlarına göre, Ayrıca, eğitim seviyeleri arasında (ortaokul, Diploma) ve ortaokul lehine farklılıklar vardı ve bu, ortaöğretim aşamasının gençlik basketbol kulüplerindeki (Dohuk, Zakho ve Sennacherib) sporcular arasında psikolojik becerilere ve motivasyonel özelliklere sahip olduğu anlamına geliyor. Sonuçlar ayrıca basketbolcuların aşağıdaki psikolojik becerilerle ayırt edildiğini göstermiştir: Motivasyon başarısı, genç basketbolcular arasında psikolojik becerileri hayal eder, ardından (görselleştirme yeteneği), sonra (kendine güven), sonra (rahatlama becerisi), sonra (dikkati odaklama) ve son olarak kaygıyla yüzleşme gelir. ayrıca sonuçlar, genç basketbolcuların atletik motivasyonel özelliklerinin aşağıdakilerle karakterize edildiğini göstermiştir: (Durum eğitimi, sorumluluk, motivasyon, saldırganlık, kararlılık, dayanıklılık, özgüven, liderlik ve duygusal kontrol). Son olarak, sonuçlar psikolojik beceriler ile psikolojik beceriler arasında (0,01) ve (0,05) düzeyinde pozitif ilişkiler olduğunu göstermiştir.05) düzeyinde pozitif ilişkiler göstermiştir, görselleştirme becerisi ve dikkati odaklama becerisi hariç, sonuçlar bu iki beceri ile saldırganlık özelliği arasında negatif bir ilişki olduğunu göstermiştir, çünkü oyuncunun performansı sırasında görselleştirme becerisini ve dikkati odaklama becerisini kullanma becerisi arttıkça, bu, duygularıyla yüzleşme ve kontrol etme ve fiziksel ve becerisel yeteneğini tahmin etme yeteneğine yol açmıştır, bu da hayal kırıklığına ve başarısız performansa bir tepki olan saldırganlığın tezahürünü azaltır.

Anahtar Kelimeler: Psikolojik beceriler, Atletik Motivasyonun Nitelikleri

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CHAPTER 1

INTRODUCTION

The nature of high sports levels requires, the individual athlete to use their physical, skill, planning, psychological capabilities in an integrated manner in order, try to achieve the best possible level. The methods of physical, skillful and tactical preparation and their principles have converged to a great degree in recent years. The need for more psychological concerns has emerged, sports excellence depends, the extent to which the players benefit from their psychological capabilities in a way that is no less than the benefit of their physical capabilities. Psychological capabilities help individuals mobilize their physical capabilities and energies to achieve maximum and the best athletic performance, which can be developed through training, special programs for that purpose (programs skills training) (Akelaitis & Malinauskas, 2018).

Psychological skills represent an important dimension, preparation of players, as they play a fundamental role in the development, of performance, have become seen as one of the variables, and must be taken, care of along with the physical, skill planning requirements. Sports champions at the international, level are very close in terms of level (Bhatti, 2023).

Physical, skillful and tactical, psychological factor, determine the outcome of the players during the competition, as it plays a major role in achieving victory. The reality indicates the interest of the coaches, all workers in the physical, skillful and tactical aspects without no regard for the psychological aspect of the personality of the players, although the athletic performance in general, the player has physical, skill, planning and psychological skills as well and that each of the sports activities has special requirements in building the sports personality, and the sports activity in a group that has distinctive characteristics, and in order to succeed in a specific sports activity, certain personality traits must be available, so the individual athlete who lacks positive psychological characteristics will not be able to, whatever their abilities and levels. physical and technical skills from achieving the highest levels, given that these features directly affect the level of personality, and that the development of psychological skills, which represent relaxation - focus attention - mental perception - mental retrieval, must go hand in hand with the development of the elements of fitness physical education through long-term programs, and we must focus on them, as is the case in basic skills (Cherifi & Nafa, 2019).

For different sports activities and many researches and studies have indicated the multiplicity and different factors that can push the individual to practice sports, and the sports coach should identify those factors so that the individual can be directed to help them build motivation towards sports practice, where motivation is an internal engine that activates behavior and is In turn, he is responsible for the continuity and determination of its destination (Bhatti, 2023).

Motivation levels among athletes are affected by certain motives, and this effect is not the same as growth, but varies. From one athlete to another, some of them respond better when they hear the coach's instructions to them or motivate them to make an effort, by giving rewards or changing the players' positions in the game plan or assigning the athlete a certain responsibility, or directing punishment to him or warning him … etc. are all methods that can be used With athletes, therefore, it is preferable to get to know the personality and nature of the athlete so that we can choose the appropriate means of motivation to use when needed without resorting to putting all members of the group under the same treatment. possible in order to try to achieve the best possible level and the integration between the aspects of the personality, which is represented in the psychological skills as a mental aspect along with the defensive features, which represent an important dimension in the psychological preparation of the players as it plays an important role in the development of performance and has become seen as one of the psychological variables that must be taken care of along with the requirements Physical, skillful and tactical (Corti et al, 2023)..

Basketball is one of the competitive sports activities that is characterized by variable motor performance that requires the ability to respond quickly to the conditions of the match. On the skillful and tactical performance of the player and then on the outcome of the match, and therefore it was necessary for the coaches to plan early for the development of psychological skills and motivational characteristics of the basketball player so that they could achieve victory in the competitions in addition to their physical preparation, skill and tactical. From this standpoint, the researcher turned to this study, which aims to identify the psychological skills and sports motivational features that characterize basketball players, and to find the type of relationship that exists between psychological skills and sports motivational features, which may contribute to benefiting from psychological preparation programs to increase the sports motivation of players, which affects Good in their performance and match results (Cooper, John & Sidestep, 1975).

1.1 Statement of the Problem

Basketball is one of the competitive sports activities that are characterized by variable motor performance that requires, ability to respond quickly to the conditions of the match. It is also characterized by direct struggle between two teams, in addition to many situations, psychological pressures, that are characterized by their intensity, speed of change, which affects the skillful and tactical performance of the player. Then on outcome of the match, and therefore the coaches adhere to it early planning for the development of psychological skills and attributes athletic motivation of basketball player so that they can achieve, winning competitions in addition to preparing them physically, skillfully and tactically. In addition, the lack of interest of most of the coaches in the psychological skills and the attributes of athletic motivation in the teaching and training curricula, which led to a weak level of psychological skills and the attributes of athletic motivation that should be characterized by young basketball players. Based on the foregoing, the researcher conducted this study, which aims to identify the psychological skills and attributes athletic motivation of features that characterize basketball players, which may contribute to benefiting, from psychological preparation programs to increase, the athletic motivation of players, which affects a high degree in their performance and results (Aguinaga et al, 2023).

1.2 Research Questions

1. Is there any find out significant differences in the level of psychological skills and motivational traits among basketball players, in terms of: age (14 to18), educational attainment, economic situation?
2. What is the level of Determine the distinctive psychological skills of basketball players?
3. What is the level of Determine the distinctive motivational features of basketball players?
4. Is there a Correlation between psychological skills and motivational attributes of basketball players?

1.3 Research hypotheses

There is a statistically significant relationship between psychological skills with attributes of athletic motivation among basketball players in the young clubs in Duhok.

1.4 Aim of the Study

1. Find out significant differences in the level of psychological skills and motivational traits among basketball players, in terms of: age (14 to18), educational attainment, economic situation.
2. Determine the distinctive psychological skills of basketball players.
3. Determine the distinctive motivational features of basketball players.
4. Identify the relationship a correlation between psychological skills and motivational attributes of basketball players.

1.5 Importance of the Study

The nature of high levels of sports requires the individual athlete to use his physical abilities skillful, tactical and psychological in an integrated manner in order to try to achieve the best possible level. The physical, skillful and tactical preparation methods and principles have converged to a great degree over the years. The latter, therefore, appeared the need for more attention to the psychological aspect. The sports excellence depends on the extent to which players benefit from their psychological abilities in a way that is no less than benefit from their physical abilities. Psychological abilities help individuals to mobilize their physical capabilities and energies to achieve maximum and best athletic performance, and they can be developed through training and special programs for that purpose, which are training programs for psychological skills (El-Saleh, 2020).

Psychological skills represent an important dimension in preparing players, as they play a key role in developing performance where it is seen as one of the variables that must be taken care of along with the physical, skill and planning requirements, the sports champions at the international level are very close in terms of the physical, skillful and tactical level, and the psychological factor determines the result of the players during the competition, as it plays a major role in achieving victory (Nanda et al, 2021).

The levels of sports motivation are affected by the athletes as a result of certain motives, and this effect is not with the same growth, but rather varies from one athlete to another. The athlete bears a certain responsibility, or directs punishment to him or warns him ... etc. These are all methods that can be used with athletes, so it is preferable to get to know the personality and nature of the athlete so that we can choose the appropriate means of motivation to use when

needed without resorting to putting all members of the group under the same treatment (Dohme et all, 2019).

The importance of the research is evident in revealing the psychological skills and the attributes of athletic motivation that should go hand in hand with the development of the elements of physical fitness through the long-term sports curricula, which must be focused on, as is the case in the basic skills of various sports activities (Newland et all, 2013).

1.6 Limitation of the Study

This study was conducted on basketball players in emerging clubs (Dohuk, Zakho, and Sennacherib) in Dohuk on (4/4/2023 to 7/4/2023). The participants in the current study are 45 players in Dohuk. The study was conducted at the Youth Club in Dohuk.

1.7 Definition of Terms

Psychological skill: Psychological skills are abilities that can be learned and mastered through learning and training, such as self-confidence, focusing attention, self-control, mental imagery, and relaxation (Rafid, 2012).

Self-confidence: It is one of the outputs of a person's feeling of right to face challenges, and it represents the expression of a person's self-worth. Focusing and paying attention is the process of preparing the senses to receive stimuli, or it is preparing and directing the senses towards receiving the external stimuli of the environment (Khalidi, & Amir, 2020).

Mental perception: It is a mental means through which perceptions of previous experiences or new perceptions that have not occurred before can be formed for the purpose of mental supply for performance (Pocius & Malinauskas, 2023).

Motivation: It is an internal readiness that stimulates behavior mentally or kinetically and contributes to directing it to certain goals. It is also considered an inspiring process that prompts team members to lift their weight effectively to give their, loyalty to the group, to carry out the tasks they have accepted correctly and in general to play an effective role, in the job that the group possesses (Soares et al, 2020).

Attributes of motivation: It is the process of trying to influence others to do the will of the person through the possibility of earning or rewarding which is pressing the most successful button to obtain the required human behavior and it is considered an essential element in any

institution, whether academic or professional, because it is the psychological technique that actually accomplishes plans and policies through the efforts of others (Salem, 1999).

Basketball: it's a team sports game in which two teams compete, each consisting of five players; As each team tries to score the largest number of goals (points) in the basket; The basket is three meters above the ground level, and the goals are scored by inserting the ball into the basket that is high off the ground, and each team approaches the opponent's basket by passing the ball through the players or bouncing it. The basket is in closed halls. Basketball went through several historical stages until it reached a remarkable development in our time, especially in the fifties of the twentieth century; The first basketball balls were made in brown, until Tony Hinkle came and designed an orange basketball; To be more visible to players and spectators (El-Saleh, 2020).

CHAPTER 2

LITERATURE REVIEW AND RELATED STUDIES

Concept of Psychological skills or traits:

It is an ability that can be learned, mastered through learning, practice, and training. These are all skills related to motivation, confidence, anxiety control, self-preparation, team appearance, and focus, the result of the lack of mental skills. The player did not find the psychological skill, especially the skill of relaxation and the skillful performance under stressful conditions, to repeat the exercise on his own without the situation or the pressures of competition, as this does not benefit him, but he needs to develop skills. Physical and mental relaxation under the influence of competition pressures, there are other players who need to improve and develop concentration of attention, self-confidence, and mental perception, which are called psychological skills (Dohme et al, 2019).

2-1 What are psychological skills?

There are many dimensions and fields of psychological skills in scientific research, and studies. Saeed mentioned psychological skills as: the ability to visualize, relax, attention, and cope with anxiety, self-confidence, and motivation. As for divided them into: relax, face anxiety, focus attention, self-confidence, Motivation for athletic achievement, and the ability to visualize. As for Mahoney, he was interested in studying the psychological skills of athletes, namely: motivation, self-confidence, anxiety, team appearance, Psychological readiness, and focus of attention. The names of the ranks of the basic skills of the psychological skills training program are as follows: mental perception skills, energy regulation psychological, psychological stress management, attention skills, self-confidence skills and goal building (Larsen, Alfermann & Christensen, 2012).

It is expected that there is a close relationship between these psychological skills, and that the improvement in one of the skills is followed by an improvement in the psychological skills. Figure (1) shows the nature of the close relationship between psychological skills, as Table (1) shows an illustration of the effect of improvement in each skill is based on other psychological skills (Kristjánsdóttir et al, 2018).

Figure 1. Illustrates the interrelationship between the basic psychological skills in the training program

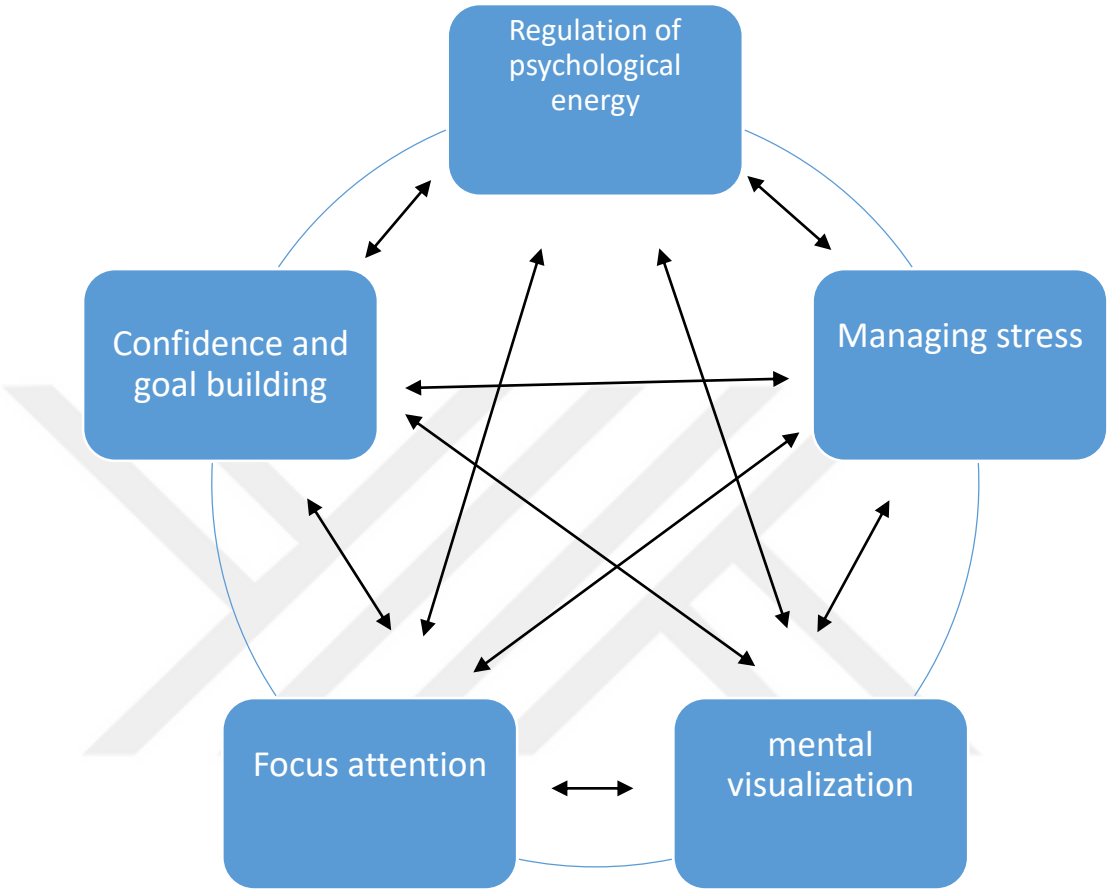


Figure 1. Illustrates the interrelationship between the basic psychological skills in the training program as shown how improvement in skills is followed by improvement in other psychological skills.

The interrelationship between the five psychological skills	
1	Good regulation of psychological energy prevents pressure from occurring, while high pressures lead to an increase in psychological energy.
2	The player must be relaxed so that he can perform the mental visualization efficiently, and the mental visualization benefits the player and he learns relax the player can practice through mental visualization to improve attention, and through effective mental visualization the player can focus in conjuring the desired mental image.
3	Commitment and focus on limited goals is important in setting goals to improve performance, and it is also an important goal to improve the player's attention skills.
4	The goals that raise contribute to mobilizing the psychological energy of the player. Also, mobilizing psychological energy in a good way helps the player is to achieve the required goals efficiently.
5	An exaggerated increase or decrease in psychological energy hinders the player's ability to perform mental visualization efficiently, and it can also cause through the mental visualization of the previous ideal performance, the player identifies the optimal psychological energy levels.
6	It happens that when psychological energy increases, the player's ability to focus attention also increases until a certain point, if it exceeds it.
7	Psychological energy, this negatively affects concentration of attention, and on the other hand, when the player can improve his ability to focus attention helps him achieve optimal psychological energy.
8	When a player can better confront and overcome sources of psychological pressure, this makes him feel better it is better to focus on his goals, and when a player is good at setting goals based on interest in performance, not results. So it is means the lack of sources of pressure associated with results and gain.

9	When a player can face pressure, this improves his ability to focus attention. Also, a player who has her attention skills can avoid and stop negative thoughts that are a source of negative stress.
10	When a player possesses the skill of mental visualization, he can practice mental visualization well, and become more commitment to achieve it. The player can also improve mental visualization when he sets realistic goals for daily practice for mental perception.

Table 1. Represents: the effect of improvement in each skill on other psychological skills

2-2 Visualization – mental:

2-2-1 the concept of mental imagery:

It is the process of executing and anticipating the action (preceding the action) intellectually or mentally before the actual muscular execution and completion process experienced through the brain or thought only, that is, it is seen as a mental means through which a mind can be programmed. The athlete must respond according to this programming, as if mental imagery in sports means the athlete thinking about his muscles. Mental visualization is not a magical force, but it can be considered as a vitamin that helps physical and motor training and the tactician, just as he will not be able to give the player extraordinary abilities, nor will he be able to exceed his maximum physiological capabilities. Rather, worker who helps him to show his full potential (Mutair & Al-Karizi, 2012).

Mental visualization also includes recalling or conjuring up memory for stored objects, appearances, or events. The reality of past experience, on the other hand, is not limited to that, but can create or bring about ideas and experiences. New, as if the mental perception is not only retrospective, but may be predictive, that is, the perception of things, appearances, and events. Futuristic, he can also be innovative and creative. That is, he invents and creates new images that have meaning and can be realized become realistic (Aguinaga et al, 2023).

2-2-2 Types of Mental Imagery:

1- External mental perception: This is the type of perception that occurs outside the individual, such as the perception of watching a recording of a motor performance. It is carried out by the individual, and the perception in this case tends to be visual, meaning that the player is in this case a spectator or observer.

2- Internal mental perception: This is the type of perception that occurs inside the individual, that is, the individual's perception of himself performing a specific movement. From within, and not as an external viewer, and in this case the neural activity is visual and motor (Nanda et al, 2021).

2-2-3 Benefits of mental visualization:

There are many benefits to players using mental visualization, and the following is an explanation of these benefits:

1- Improving focus: the mental perception of the things we want to do, and how the reaction in certain situations helps to focus better. Also, mental visualization helps to prevent distraction of thoughts and attention, and that includes, for example, imagine some situations in which you used to lose focus and then imagine quickly refocusing your attention.

2- Building self-confidence: When you face some situations of tension, anxiety, or fear, you can replace them through mental shopping in some situations characterized by self-confidence, for example, if you feel fear when serving in volleyball or tennis, you can imagine that you are the serve leads with strength and accuracy to reinforce confidence, and if you feel hesitant and lack of self-confidence, you take the penalty kick. You mentally visualize previous experience of taking a successful penalty kick. Also, if you feel the tension caused by the large crowd cheering on your opponent, you mentally imagine that you are performing the match between your fans and the stadium in which you prefer to play.

3- Emotional control: You can imagine previous situations that present you with some problems related to not controlling emotions such as feeling angry and alienated towards the referee of a match or competition, this referee count against you as a

deliberate foul. You can imagine yourself dealing with this situation positively like inhaling, deep and focus on breathing and the performance required of you.

4- Practicing Mathematical Skills: Perhaps the best benefit of mental visualization is its use to practice mathematical skills such as Imagine performing a spear throwing movement, backstroke swimming, a snatch movement in wrestling, a dynamic sentence in gymnastics or diving. Etc. It is also possible to visualize some weaknesses in the performance of a skill, then how to fix the error, as it may be asked of the player visualizes the correct performance of the skill before performing it.
5- Developing Game Strategy: Mental visualization can be used to practice game strategy for either the player or the player for the team. An example of this is for the defending player to imagine what should do to confront the attackers, as the goalkeeper imagines How does deal with the ball when he faces three attackers, etc.?
6- Confronting pain and injury: Mental visualization can be used to confront pain at the site of injury. The use of mental visualization of the motor performance performed by the injured player's teammates, and this helps speed up recovery and the speed of integration with the rest of his teammates when returning to play the game again (Nabilpour et al, 2023).

2-2-4 Steps to visualization:

1- Choosing a place and time that allows not to be interrupted for 15 minutes, with a comfortable session.
2- Close the eyes, deep breathing from the chest and abdomen, complete relaxation for two or three minutes.
3- Create a white screen in your mind and focus on it clearly.
4- Imagine a circle filling the screen, and it is slowly colored blue.
5- Try to clarify this color as much as possible, then slowly convert it to another color, while trying to repeat this the method is with four or five colors.
6- Work on the disappearance of the images, relax, and notice the accompanying images.
7- Create an image on the screen (a small display) “a cup, for example.” Develop this perception in three dimensions, fill this cup with a colored liquid, add some ice cubes to it, and write a description below this cup.
8- Repeat this process with an appropriate presentation for the type of sporting activity.
9- Relax while noticing the accompanying perceptions.
10- Choose a variety of feelings and develop all the details, and Relaxation and observation.

11- The beginning of imagining people, including friends.
12- At the end of each session, breathe deeply three times, then slowly open your eyes and adjust to the surroundings (Osama & Samah, 2000).

2-3 Focusing attention:

2-3-1 Concept of Focused Attention:

Weinberg and Gould define focus of attention as "the narrowing of attention towards, stimuli (symbols). This definition includes two parts:

1- Narrowing attention towards stimuli (symbols) related to the environment: It is expected that there will be stimuli (symbols) related to the environment, and others that are not associated, and while the focus requires narrowing attention towards the stimuli) associated symbols, it is important to remove and isolate irrelevant stimuli (symbols). For example, when a basketball player performs a free throw in a situation critical to the outcome of the match. The associated stimuli (symbols) that focus attention on are: The usual routine before the free throw is taken, such as the rebound. The ball three times, take a deep breath, take a deep breath, look at the basket, focus your attention on the hoop The basket on the other hand, there are unrelated stimuli (symbols): they must be isolated and not affected by them because they have a negative effect on distraction. At the time, Al-Turki lacked the players' line-up to wait for the ball to rebound, the noise and the crowd's shouting. The player's ability to focus their attention on the stimuli (symbols) associated with them, rather than isolating themselves from other stimuli (symbols). Communication is important for successful performance.
2- Paying attention to those stimuli (symbols) related to the environment: The ability of the athlete to direct his or her attention throughout the performance of the competition is the second part of the concept of focused attention Athletes display outstanding performance focus for a few moments or periods during competition, while this is sparse They can demonstrate a high level of focus and attention throughout the competition For example: World tennis champion Christ Evart did not have great physical talent, but rather in her ability Keeping their attention focused during the game, as they are not affected by irrelevant stimuli (tokens) such as: easy serve, crowd noise Previous failed strikes and attention focus training can be expected to help the player maintain their attention on the associated stimuli (symbols) for an appropriately long period of time, sports competition (Shanti, 2016).

2-3-2 Focusing interest in the sports field:

Most aspects of interest in the sports field have an effective role in mastering motor skills and mobilizing psychological powers Focusing attention is one of the important aspects of attention that has been proven to have an impact on the level of performance in sports activity. The development of various movements is related to the individual's ability to focus attention, and affects accuracy, clarity, and mastery of technical aspects to perform the motor skill, which is an important foundation for the success of motor skills, especially in the types of activities that depend heavily on the starting states. This was confirmed the high degrees of mastery of mathematical skills are not associated with mathematical skills. It is not only about training qualifications, but also about one's ability to focus attention and the ability to consciously contribute to one's own control. His motor skills focusing attention is a psychological process that is carried out by the appropriate strength of stimuli associated with one type of attention activity on certain parts of the cerebral cortex and at the same time it is not affected in the rest of the cortex so that these parts are not affected Confusion in the focus part, leading to distraction. Focusing attention has an important role in the process of sports training, as it can be used in the motor learning process through stages. Mathematical construction, and it can also be used in the motor learning process during the stages of mathematical construction, and it can also be used In the process of psychological preparation for competition, as indicated sports psychologists emphasize the importance of Focusing attention as the pinnacle of tactical preparation in training and competitions. Therefore, the athlete must be accustomed to it focusing his attention during the training process so that the work is on developing and developing the ability to bear the focus of attention within him competitions (Rafid, 2012).

2-4 Self-confidence:

2-4-1 Defining self-confidence:

Although athletes, teachers and coaches talk about self-confidence, it is not. There is a precise definition of this term, as sports psychologists define it as "the belief in the possibility of success in performing a behavior." Desirable "The desired behavior may be a sport or the continuation of a limited training regimen. This definition is similar to the chamber definition of trust as “the firm belief that it belongs to something” and defines it "rolsrts" as "the degree of belief that enables you to successfully perform a desired behavior". Many of us believe that he can become self-confident when he achieves gain or victory only, and that is something. It

is not true that we can really feel self-confidence when we believe that we can perform successfully. Self-confidence is Expect success, and most importantly believe in the possibility of improvement. Self-confidence does not necessarily require achieving gain, despite. From not achieving a gain or winning, it is possible to maintain self-confidence and expect an improvement in performance (Benrekia, 2011).

2-4-2 types of self-confidence:

2-4-2-1 Optimum self-confidence:

Optimum self-confidence means the firm conviction that can achieve your hard-fought goals In order to achieve them, it does not necessarily mean that always perform well, but the important thing is that you achieve the best Your capabilities and abilities.., you may expect to make some mistakes and incorrect decisions and you may lose your focus sometimes, but A strong confidence in yourself will help you deal with mistakes and shortcomings effectively and keep striving for Success. Individuals who demonstrate an optimal degree of self-confidence set realistic goals according to their level of ability (Nanda & Dimyati, 2019).

2-4-2-2 Low self-confidence

Many athletes have good motor skills, but suffer from lack of confidence or poor confidence diffidence in their abilities to perform these motor skills, especially under pressured performance conditions in matches and competitions. For example, we may notice that one of the volleyball players can perform the crushing strike with force and accuracy continuously during the game Training and during the match, when performing the first attempt at the crushing blow, if the ball bounced in his face, he began to doubt himself and became more, reserved and reluctant to perform crushing strikes, so he lost the effectiveness of performing crushing strikes in the rest of the match. Self-doubt hinders performance, increases anxiety, weakens concentration, causes hesitation, makes the player leave, and makes the player focus on weaknesses rather than strengths (Bhatti, 2023).

2-4-2-3 False self-confidence:

Overconfident athletes are actually characterized by false confidence their confidence exceeds their actual ability, and their level of performance declines because they believe that they do not consider themselves to be making the effort to perform. As a general rule, overconfidence is a less severe problem than under confidence. A common situation of

overconfidence (false) is when two teams or competitors who differ in their abilities meet Where it is noticed that the best team or competitor accepts the competition with excessive confidence, and the preparation for the competition is little And playing without a court plan, which allows the other team to make progress at the beginning of the competition and this progress. It gives him more self-confidence and the challenge to continue making an effort and improving performance to achieve gains and victory. Since most coaches encourage players to be self-confident, and since some players are dissatisfied with Show a lack of confidence in their ability. They may resort to showing overconfidence as a form of compensation to hide weaknesses and doubts about their abilities (Allawi & Muhammad, 1987).

2-5 Relax:

2-5-1 Definition of Relaxation:

It means not doing anything at all using muscle relaxation, and this means "unfastening" or "the release of any contraction or tension in the muscles and the absence of muscle activity completely or reaching almost zero degrees in the body Muscular activity, that the latent energies, whether physical, mental or emotional. It is noted that many athletes fail to achieve their best levels of performance due to the nervous tension and anxiety that they experience It accompanies participation in important competitions, which leads to the contraction of all the muscles of the body instead of the contraction occurring in the body in order to the muscles involved in performing the skill only. The athlete's ability to relax and maintain calm nerves is very important (Akelaitis & Malinauskas, 2018).

Maintains the optimal level of emotional arousal. Therefore, we review four common methods in the mathematical field Relaxation in the face of physical tension, which are arranged according to the degree of difficulty as follows:

2-5-1-1 Imaginative relaxation:

This method of relaxation requires the athlete to imagine themselves in an environment or a place where they feel relaxed and comfortable. The complete ones. For example, he imagines himself lying on the beach, the sea, the sun filling the air, the breeze cool, and calm prevailing from around it (Bhatti, 2023).

2-5-1-2 Self-relaxation:

Self-relaxation is an abbreviated version of progressive relaxation training, which is an easy and possible method Learn it. This method depends mainly on the athletes knowing the points of tension of the muscle groups in the body. Then using slow, easy breathing, and during that, the athlete imagines the release of tension from the body through inhalation and exhalation deep ones (Nanda & Dimyati, 2019).

2-5-1-3 Progressive (progressive) relaxation training:

There are many methods of progressive relaxation, and they depend on a series of muscle contractions followed by relaxation. The purpose of this helps the athlete to recognize the difference between the feeling of tension (when the muscle contraction) and the feeling of relaxation because it includes progression from one muscle group to another, so can fit muscular. It is called progressive relaxation given all major muscle groups (Osama & Samah, 2000).

2-5-1-4 Relaxation of vital feedback:

When athletes fail to develop their skills in terms of self-awareness of the degree of tension in their bodies, they use some other methods such as the biological response method (biological feedback). This method includes providing athletes with information and facts about some involuntary biological changes such as blood pressure and pulse rate per minute and respiratory rate (Sheard & Golby, 2006).

2-5-2 Benefits of Relaxation:

The benefits of relaxation are numerous to include the physiological, physical and psychological fields as follows: (Rafid, 2012).

2-5-2-1 Physiological Benefits

1) Deep, slow breathing and less need for
2) Muscle relaxation.
3) Reducing the level of lactic acid in the blood.
4) Reducing Alpha brain waves and achieving better alignment between waves
5) Calming important hormonal glands and lowering heart rate.

2-5-2-2 Physical Benefits:

1) The normal increase in blood pressure.
2) Get rid of insomnia.
3) Early detection of muscle tension and the ability to relax muscles.
4) Delaying the onset of fatigue.
5) Reducing the incidence of heart disease.

2-5-2-3 Psychological benefits:

1) Feeling calm and safe
2) Developing mental health, self-confidence and self-esteem.
3) Developing memory, attention, and concentration, and developing harmony between the body and mind.
4) Failure to respond to negative advice
5) Increased pain control.
6) Reducing anxiety, stress, and negative behavior.

2-5-3 Uses of relaxation:

Relaxation is used in the following situations:

1) Before the warm-up: (Avant l'échauffement Relaxation is used to help the player prepare for the physical, mental and emotional demands of the performance. Athlete, the timing of relaxation should be as close as possible to the start of competition.
2) When learning a new skill or plan: Research has shown a decrease in the efficiency and effectiveness of individuals after certain periods of learning new motor skills or performance plans. The use of relaxation exercises is necessary to overcome the negatives affecting performance.
3) At the end of the warm-up: Where relaxation exercises help at this time to reach a level of calm that achieves a state of balance and reduces the chances of injury in case of increased tension.
4) Before Mental Training: Practicing relaxation exercises is the first step in developing mental skills before, during and after competition more deep (Berkani, Ammar & Abdel, 2017).

2-6 Anxiety:

2-6-1 Definition of Anxiety:

According to the definition of the dictionary, we find that anxiety is psychological and physical discomfort, and at the same time it is characterized by fear because of the feeling of insecurity Security and extreme fear (Kristjánsdóttir et al, 2018).

2-6-2 The concept of anxiety in the sports field:

Anxiety is considered one of the important emotions, as it is seen on the basis that it is one of the most important phenomena that affect the performance of athletes, and this The effect may be positive, prompting them to exert more effort, or in a negative way that hinders performance. The term anxiety is used to describe a complex consisting of the intensity of behavior and the direction of emotion, in negative anxiety because it adds feelings Unpleasant subjective, anxiety is of different types and the state of anxiety is temporary and changes from time to time, and it expresses the degree of anxiety that one feels A person at a certain time, while the characteristic of anxiety is fixed and participates in shaping the personality of the individual. Martens defines competition anxiety as "the tendency to perceive competitive situations as a threat to respond to these situations with fearful situations." and stress. Athletes with competition anxiety trait perceive a large number of competitive situations as threatening, they feel a high level of anxiety, and this is compared to other athletes, while the state of competition anxiety is the anxiety response that appears. As a result of a specific competitive situation, or in response to the stimuli of a specific sports situation (Khalidi & Amir, 2020).

2-6-3 The effect of anxiety in the sports field:

The achievements of individuals, including their emotions and behavior, are an expression of all aspects of personality. Sports achievements. The individual does not depend on the development of the physical and skill structure only, but these others are also affected by psychological factors such as: motives, perception. Thinking, psychological readiness, anxiety, and so on, some behaviors appear in the athlete, such as being happy when he increases his results good and positive, and the opposite of that is disappointed and hopeless when failure also find two types of anxiety in the sports field, namely:

-The first type: when anxiety is facilitated, it plays the role of motivator and assistant to the athlete in knowing and realizing the source of anxiety, and thus prepares Himself physically and psychologically to overcome it.

-The second type: when anxiety is obstructive, as it works to hinder the athlete and negatively affect his psyche, and so that we can know The causes that create anxiety in the athlete, and to determine whether it is a facilitator or a hindrance, must be identified with the factors and sources that produce it have this concern, Among the most important of these factors, the player's previous experience, the state of training, the level of competition, the place of competition, the strength of the opponent, The player's relationship with his teammates and the spectators, the athlete's nervous pattern, the referee (Shamoun, 1979).

2-7 Motivation for athletic achievement:

2-7-1 The concept of sports achievement motivation:

Murray's concept of achieving and controlling something difficult means the drive for achievement (or the need for achievement) according to material (material) subjects, people, or ideas, dealing with or organizing them, and doing so as quickly and independently as possible. , Overcoming obstacles, achieving a high level, surpassing oneself, competing with others, and excelling. They must increase self-esteem and effectiveness through the successful exercise of abilities. Within the framework of the previous choice, the motives of achievement can be seen as representing the striving and striving towards a certain level of distinction and excellence. The goal of achievement is determined, but it is either competition with a certain standard or level of excellence, or competition with others, or competition with the individual with his previous performance and capabilities towards unique achievement and perseverance in that with long-term effort towards mastery and control in performing what is difficult (Harwood, Cumming & Fletcher, 2004).

2-7-2 Motivation for achievement in the sports field:

Psychology believes that motivation has two dimensions: intensity and direction. In the field of sports, intensity means activating the individual and making him full of vitality, in other words, the amount of effort required to achieve a specific goal, while direction is related to choosing the goal. Motivation can be defined as "the athlete's willingness to exert effort in order to achieve a specific goal." In order to understand this definition, it is worth noting three important elements:

-MOTIVATION: A motivating state of tension that provokes, directs, and influences behavior in certain circumstances

-INCENTIVE: An external stimulus that activates an impulse. It depends on what the goal that the athlete seeks to achieve is represented.

-IXPECTATION: The extent to which goals are likely to be achieved (Majeed, 2023).

Concept of Motivation:

The topic of motivation has received the attention of many psychologists, and therefore there have been many attempts to define it, and from this definition, which sees that motivation is "the engines that stand behind the behavior of the individual and the animal alike. The occurrence of behavior, on the one hand, and the variables of the external environment, on the other (Soares et al, 2020).

2-2 Motivation and its importance:

The subject of motivation is considered one of the most important psychological topics of interest, whether for researchers in different psychology sciences or among individuals of all kinds. drink), and in the field of sports psychology, the previous saying can be borrowed and applied in the sports field as follows: You can lead the player to the stadium to participate in a sports competition, but you cannot force him to master and make the utmost effort because he will perform that on his own. When he is motivated (Shanti, 2016).

The subject of motivation is considered one of the most important topics of interest to the sports educator and the most exciting and interesting, as he is interested in knowing why some students accept the practice of sports activity, while others are satisfied with watching and seeing sports activities without practicing them? Or why do some students practice certain sports games or activities and no other sports activities? It is also important for the sports educator to understand why some people continue to practice sports activity and perseverance to train and try to reach the highest levels of sports, while others turn away from practice and retire halfway? The sports educator may always wonder about the importance of the incentives, motives, or stimuli that can motivate or excite the individual to reach the highest levels of sports, or the incentives that motivate young people to practice sports and continue to practice them, and about the type of these incentives, and they are in all of that asking about motivation and its importance and ways to apply it in their educational science. In the light of the foregoing, motivation can be viewed as a general term that refers to the dynamic relationship

between the individual and his environment and includes various factors and states (acquired innate, internal and external, educated and unlearned, conscious and unconscious, etc.) A goal is achieved. It is as if motivation, in the light of the previous definition, is a state that initiates, motivates, directs, and activates behavior and works to push the individual towards achieving a specific goal or goals and maintaining the continuity of behavior. Rather, motivation is not a material thing, that is, it is not states or forces that can be seen directly, but rather states in the organism whose existence is deduced from the different patterns of behavior and from the activity of the organism itself. This means that motivation is the pattern of behavior that we observe, rather it is a state behind this Behavior, and that is, it is the state that stimulates, activates, directs the behavior itself, and works on its continuity (Akelaitis & Malinauskas, 2018).

2-2-1 Motivational function:

The motivation function includes answering three questions:

1) What do we decide to do? = Choose the type of sport.
2) What is the frequency of work? = The amount of time and effort during training.
3) How to find work? = The best level of motivation in competition.

With regard to the answers to the first and second questions, they include the player's choice of the type of sporting activity and the period and amount of competition. There is no doubt that when motivation is high towards a particular sport, this reflects the extent of interest in this sport and the continuation of practice, meaning it leads to perseverance in training in addition to hard work. Which includes learning and acquiring fine-tuned motor skills specific to this sport (Sultan, 2023).

As for the answer to the third question about how to find work? The function of motivation in the content of this question becomes clear in the player's performance level, given that the optimal level of motivation, especially in a choice or competition situation, requires an appropriate level of active state, and arousal is of great importance, as each player has the appropriate level of arousal in order to achieve the best performance at the time of competition (Salem, 1999).

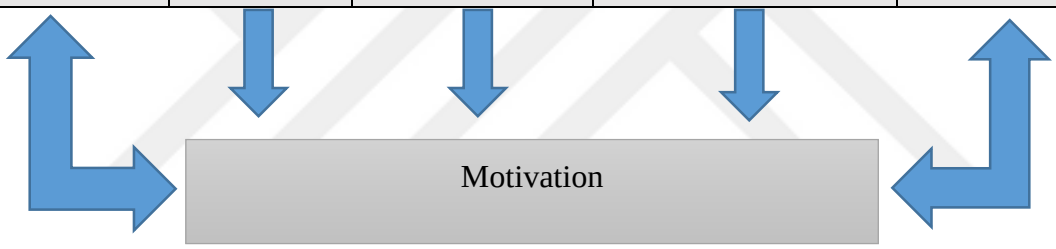
2-2-2 Motivational states:

Within the scope of motivation is a group of terms and concepts such as motivation, need, instinct, impulse, inclination, and direction, which can be defined as follows:

1- Motive: A state of tension that provokes behavior in certain circumstances and directs it to achieve a specific goal that affects it. It is also viewed as a state or internal forces that contribute to moving behavior.
2- The need: It is a state of deficiency and destitution associated with a kind of tension that disappears when the need is relieved and the deficiency is filled. Scientists indicated that this deficiency may be from a physiological point of view (such as the need for warmth).
3- Instinct: It means an innate condition that occurs always or in an organized way for certain and complex responses among all members of the same sex when distinctive patterns such as inheritance occur.
4- Motivation: This term is used as an alternative to the term instinct on the grounds that instinct is nothing but an innate stimulus that stimulates types of behavior to achieve certain goals, and the stimulus is a state resulting from physiological needs so that it is linked to a specific stimulus.
5- Motive: It is an external stimulus that moves the motivation and activates it, and stops from that, which is represented by the goal that the athlete seeks to achieve
6- Inclination: Seeks attention and is meant by the willingness of the individual to invite him to pay attention to certain things that arouse his feelings.
7- Direction: Attitude is seen as a specific type of motivation that prepares for behavior. There are many definitions given by a large number of researchers to the term attitude, among which is the tendency to respond in a certain way towards a particular or specific group of stimuli (Harwood, Cumming, & Fletcher, 2004).

Figure 2. Shows the elements that make up motivation

Expectation	Goals	Incentive	Dove	Motive
Expecting the amount of success determines the amount of motivation in performance towards achieving goals	Realistic, direct, and long-term goals	- Interpretation of player activity - Guidance to satisfy motivation - Be material or spiritual	It is associated with a motivational force for action, the stimulus for behavior, and the stimulus is associated with a specific stimulus.Stimulus (stimuli may be primary or secondary	An internal state accompanied by tension that provokes behavior in certain circumstances, directs it, and influences it



2-2-3 Motivational division:

-We divide it into two parts:

Primary motives: They are also called physiological or physical motives, and they are motives or needs imposed by the nature of the formation of the human body, the functions of its organs, including the need for food, the need for drink, the need for rest, the sexual need, the need for play (in children) and the need to movement (reassurance), activity, etc. In the past, these motives were called (instincts), but many psychologists at the present time do not use the term interpretation of animal behavior.

Secondary motives: They are also called acquired and social motives or needs, as the individual acquires them as a result of interaction with the environment. Superiority, position or prestige, control, power, appreciation, affiliation, the need to prove oneself…etc (Corti et al, 2023).

2-2-4 Motivation rating:

Motivation can be classified into many different classifications, and at the present time, many researchers in sports psychology almost agree that motivation can be understood in the sports field, as it can be divided in terms of its sources into external motivation and internal motivation.

1 - Intrinsic motivation:

Motivation associated with sport means states that stem from within the individual himself and that are saturated with sports practice as a goal in itself, such as satisfaction, pleasure and resulting from sports practice, sense of satisfaction as a result of overcoming physical exercises that are characterized by their difficulty that require more courage, daring and willpower, or because of the aesthetic pleasure resulting from the player's self-performance, as well as the excitement and challenge in a confrontation some consequences and difficulties associated with performance. It is as if internal motivation indicates that sports participation or sports performance is nothing but a value in itself (Pocius & Malinauskas, 2023).

2- Extrinsic motivation:

Extrinsic motivation associated with sports means the critical states that do not stem from within the individual himself and that provoke and direct behavior towards sports practice or sports performance. Also included in the preparation of external motivation are various means that work to achieve an external goal or goal, such as obtaining material or moral gains, such as obtaining rewards, obtaining support, gaining health and fitness, etc (Khalidi & Amir, 2020).

2-2-5 Categories of motivation associated with exercise:

In light of the results of many studies in the field of motivation related to sports at its various levels (Roberts, 1991), several categories of motivation related to sports were identified, which include internal motivation and external motivation, as follows:

1- Physical fitness and health: (Gain physical fitness, Feeling physically happy)

2- Social approval: (Parental (family) consent, Approval of colleagues (friends), Encouraging the teacher or coach, Consent of the opposite sex, and Encouraging the state).

3- Self-mastery: (Feeling of self-efficacy, self-efficacy and confidence, Achieving mind control over the body, more control over personal emotions, Feeling able to control body movements, Excellence in motor performance).

4- Friendship and personal companionship: (With teammates, meet other competitors in matches, Get to know famous players, Forming social relationships and friendships, Shared understanding with others).

5- Success and achievement: (Achieving success in an important competition, Participation is essential in important competitions, achieving personal sports goals, Set bigger goals to achieve, Achieving certain championships and victories).

6- Competition: (Competition against time (as in running, for example), with teammates, against other teams and competitions, Beat other competitors, Competition fun).

7-Emotional lease: (Sense of calm and comfort, the feeling of emptying emotions, Leave freedom to the feelings of the individual, Feeling of psychological comfort, Feeling refreshed).

8-Spectators condition: (Competition in front of enthusiastic fans, Viewers focus on watching you compete, believing that you are the favorite of the players, believing that the fans are watching you, Competition cheers of the crowd) (Cherifi & Nafa, 2019).

2-2-6 Characteristics of sports motivation: (Salem, 1999).

1- Emotional control trait (self-control): It means the ability of an individual to control his behavior during situations characterized by strong emotional arousal, such as cases of failure, defeat, overload, or when some obstacles appear that are characterized by a high degree of difficulty, An athlete who is characterized by self-control or emotional control does not show symptoms of fear, confusion, or reluctance when failing or losing, also does not show obvious symptoms of anger or irritability for some arbitration decisions that are not valid, we also find his ability to control his internal conflicts, restrain himself and control his emotions. On the other hand, the sports player, who is characterized by emotional control, does not show depression or deep sadness when he encounters an early defeat, and does not lose hope of winning, and strives to compensate for his defeat and improve the recorded result. Also, the player who has this feature can respond with appropriate emotions to different situations during the sports competition and can think well about sensitive situations in the match.

2- Characteristic of the training situation: coach ability refers to the athlete who respects his coach, accepts his advice, respects the training rules and systems, accepts the leadership of the team leader, and appreciates the training he practices, considering that it is an important part of raising his level and developing his abilities and skills. An athlete who has this trait also feels free to talk to his coach about his ideas and suggestions regarding. For the process of training and sports competition, he is rarely late for training or apologizes for it except for urgent real reasons, and he spends more time and effort in training and practice, which is also for the players to pay attention and investigate official competitions and set high goals for themselves and aspire to be they are always better and accept risks and difficulties. An athlete who has a coaching character carefully implements the coach's instructions, respects everyone who trained him, and consults his coach when he faces some problems, also feels that his coach understands him well and is not biased towards certain players (Fawzi, 1986).

3- The characteristic of a living conscience: It is one of the personality traits whose owner is characterized by caution or diligence conscientious people are efficient and organized rather than apathetic and chaotic. These people tend to control themselves, act sincerely, and strive to achieve achievements, as they plan their behavior instead of acting spontaneously, and they can generally be relied upon to accomplish tasks characteristics are manifested through, some of their distinctive behaviors, such as being organized and methodical, in addition to being characterized by caution, mastery and forethought (the tendency to think carefully before acting), team interest above personal interest. A person who obtains a high degree in this trait must practice things properly whenever possible. He is always controlled by a sense of duty. On the other hand, he appears as if he is a demanding person, and this type of athlete does not flatter his coach is characteristic of Riyadh. J of this kind that he does not try to break the rules and the established systems. Or he tries to adapt them for his own purposes, and he usually puts the team's interest above his personal interest (Jassem, 2008).

4- Hardness characteristic: Multiple studies have indicated that athletes are distinguished by mental toughness over non-athletes. Researchers believe that athletes are distinguished not only by physical toughness, but also by mental toughness as a result of sporting activity, especially high-level sports, and the work of thought and thinking that sports competition requires. Tactical is associated with exerting hard effort, difficult performance, and enduring difficulties and frustration. On the other hand, this trait appears in the athlete in the following aspects: the ability to confront difficulties

and not retreat in cases of defeat or lack of success in the game, and the ability to withstand criticism without Criticism of balance and lack of need for enthusiasm and encouragement from others. This trait may be linked to the trait of determination in that the athlete does not give up easily and seeks to improve his abilities and skills to the point of exhaustion and sticks to his goals regardless of the value of time and effort.

5- Design trait: It means the ability to determine specific decisions and strive to achieve them even in different situations. Difficult or nervous circumstances, while bearing responsibility for the outcome of these decisions. A player who lacks determination finds him hesitating in making decisions, or he makes decisions at inappropriate times or without thinking and insight (blind decisions), or we find him hesitating and slow in implementing his decisions due to fear of bearing responsibility for these decisions.

6- Characteristic of aggression: Aggression in the general sense is causing harm or damage to a competitor. This aggression may be in the form of physical or verbal aggression, direct or indirect, intended to insult the competitor and harm him in any way. Aggression as a trait can be explained on the basis of relatively stable individual differences that characterize personality in terms of players differing in their tendency towards aggressive behavior in various situations. It is considered one of the negative traits that may characterize an individual in general and an athlete in particular, and it can be defined as "behavior that deliberately aims to cause harm to someone." A person who obtains a high score in this trait is characterized by his belief that achieving gain requires him to be aggressive and easy. We find him engaging in aggressive behavior, as we find in confrontation or attempts with others, and sometimes he wants to use force to achieve his goals and does not allow anyone to incite or push him to do a certain thing, also tends to take revenge on people whom he feels are harming him.

7- Social trait: This trait appears in the sports player's willingness to cooperate with colleagues in the sports team, care and trust them, adapt with them, try to deal with other individuals, get close to people, quickly make friends, follow the circle of acquaintances, and be distinguished by the spirit of fun and generosity. And activity and courtesy and the need to deal with others and not to prefer loneliness and not to be alone with oneself (Bull, Albinson & Shambrook, 1996).

8- Leadership characteristic: Leadership is a dynamic process that expresses the interactive relationship between the leader and his subordinates or followers, as it is possible to influence the behavior of subordinates directly, if there is conviction and understanding of the leader by subordinates, and it also enables subordinates to provide

the necessary information for decisions, and for that Leadership is a process of continuous and variable communication and interaction depending on the situation and circumstances (Cooper, John & Sidestep, 1975).

9- Responsibility attribute: It is taking responsibility for the actions, duties and willpower assigned to them during the training and sports competition processes. Therefore, the individual is distinguished by accepting the responsibility entrusted to him with everything in it, and he bears his mistake if it occurs, and he bears the criticism of others, and through this criticism he tries to correct the mistake and Finding appropriate solutions instead of escaping from confrontation, and therefore the individual is required to adhere to his positions in life or the role assigned to him (Jassem, 2008).

10- The characteristic of self-confidence: the athlete who is characterized by this trait is characterized by clear confidence in himself and in his abilities and skills, a positive concept of himself that is characterized by honesty and realism, and he does not appear to be anxious, hesitant or afraid in unexpected situations, also likes to talk about his ideas and present his point of view, whether to the coach or other players, also accepts criticism from his coach with open arms and has a high motivation for achievement and excellence. He can also make decisions quickly and easily (Majeed, 2023).

11- Motivation feature: Dale Beach defines it as: "It is the human desire to respond to the requirements of the organization or to achieve its mission and goals," or as a set of factors or behaviors. Employees for fruitful work Incentives are seen as including all methods used to urge all means to perform their duties diligently and sincerely, and to encourage employees to exert the greatest effort in excess of the rate, and this feature means the desire of the athlete to gain and achieve success as well as the extent of the ambition of the athlete to accomplish the difficult duties and that feature is that the person sets himself a set of higher goals and maintains them for himself, as this feature is evident in the person's positive responses to competition, as he seeks to be an excellent athlete, and he may perform some unpleasant things where he thinks that these things will help him The characteristic of the incentive distinguishes the players with their true desire for success, as each player seeks to win, achieve, achieve success, and enjoy facing the challenge, as the incentive (motivation) here is represented by the personal motivation to play the game and the struggle for success for excellence, creativity, and excellence (Salem, 1999).

2-3 Basketball

Basketball is a group sports game played on a rectangular court in a closed gym, in which two teams compete, each team consisting of five players. Each team works to score goals into the opponent's basket by throwing the ball is in its net, goals are scored, and points are won. The winning team is the one that is able to score the largest number of points when the game ends. Basic Basketball Skills Basketball is a fast-paced game that requires many basic skills that the player must possess for quick and smooth performance. Here are the five most important basic skills that basketball requires and the player must possess:

The skill of dribbling when playing with the ball and throwing it. The skill of dribbling is considered one of the most important skills that basketball players must possess, as this skill allows the player to move up and down on the field with ease, maneuver defenders and score goals. It is worth noting that correct dribbling requires handling the ball. With great skill, the player knows the correct way to spread his fingers to gain greater control of the ball (Zidan, 1997).

The skill of scoring goals. In order for the player to be able to score points in basketball, he needs to shoot the ball accurately and put it into the basket. Doing this requires the ability to catch the ball and throw it in the air correctly towards the basket while avoiding colliding with other players, so that the basketball player can To score goals with great skill, he must aim the ball accurately and extend his arms high while jumping on his legs to throw the ball (Ibrahim & Tariq, 2001).

The skill of running or fast running is considered one of the most important basketball skills, as running helps the player avoid defenders and reach the basket faster. In addition, the player is required to run very quickly back and forth between attack and defense (Ismail, 2006).

Passing skill: Basketball is a team game in which you must interact with other players to reach the basketball net. Therefore, passing skill is considered one of the most important basic skills that can provide assistance to the player and make him one of the strongest basketball players (Newland et al, 2013).

Jumping skill Jumping skill is another basic skill that determines the quality of a basketball player, because the player needs to jump in many stages of the game, such as jumping in the attack phase while throwing the ball at the beginning of the game, and also

while shooting the ball, and the player may sometimes need it while trying to Catch the ball while passing it between one player and another (Ribeiro et al, 2019).

-Previous studies:

In light of the desk survey of previous similar studies and research, the researcher found some studies that dealt with psychological skills and motivational characteristics, and they were identified as follows:

The study by Mutair (2012) aims to identify the distinctive sports motivational features of basketball players and the psychological skills that contribute to their development, and to identify the quality of the relationship between psychological skills and the distinctive motivational features of basketball players. A measure of sports attributes and psychological skills was applied. On basketball players in Maysan Governorate clubs (Al-Amara Club, Maysan Club, and Degla Club). The results of the study showed a positive relationship between some sports motivational features and the distinctive psychological skills of basketball players.

Study by Fadel (1999) "Differences in the mental skills of female handball players according to the results of the matches," and one of the most important results is to identify the quantitative level of mental skills at the three levels of female handball players, and the presence of statistically significant differences between the three levels of female players in mental skills in favor of the advanced level (first level).

Study by Fawzy (1986), some distinctive emotional features of the players in the different positions in basketball, and the study aimed to identify the relationship between some of the emotional characteristics characteristic of the players of the different playing centers in basketball. The basketball players were distinguished by the characteristics of self-confidence, eagerness, vitality, perseverance, emotional balance, and showing off, and that there were no differences between the playing positions in basketball except in self-confidence and vital confidence.

CHAPTER 3

Methodology

3-1 Research Method

This descriptive and correlative study was used to measure psychological skills and attributes of athletic motivation among basketball players in the young clubs in Duhok, and exploring the relationship among basketball players in the young clubs (Duhok, Zakho, and Sennacherib).

3-2 Population and Sample

Current research population consists of basketball players in the young clubs (Duhok, Zakho, and Sennacherib). The study sample consisted of (45).

Table 2. shows the number of members of the research sampled community

	Club name	The number of players
1	Duhok	15
2	Zakho	15
3	Sennacherib	15

3-3 Research tools

1- Psychological skills test:

It is called the Questionnaire Skills Mental designed by (Stefan Bull, John Albinson, and Christopher Shambrook) (1996) to measure some important mental (psychological) aspects of sports performance, and it includes the following dimensions:

1. The ability to visualize.
2. Self-confidence.
3. Sports achievement motivation.
4. The ability to relax.
5. Ability to deal with anxiety.
6. The ability to focus attention.

The test includes 24 phrases, and each of the previously explained six dimensions is represented by (4) phrases, the athlete answers the test statements on a six-point scale, it was prepared and Arabized by Muhammad Hassan Allawi. (Allawi 1998: 543-547). The most important psychological skills among basketball players were also identified, which received a percentage of more than (75%). Researchers also have the right to choose the percentage they deem appropriate when selecting indicators, as in Table 3.

Table 3. shows the percentage of the most important psychological skills

Psychological skills	%
The ability to visualize.	%80,2
Self-confidence	%88,4
Sports achievement motivation.	%97,3
The ability to relax.	%92,0
Ability to deal with anxiety.	%88,7
The ability to focus attention.	%97,4

2- Attributes athletic motivation scale:

The scale designed by Tenko and Richard contains (55) statements that measure (9) characteristics, which are: (responsibility, training attitude, aggression, design, motivation, self-confidence, leadership, hardness, and emotional control). Prepared and Arabized by Muhammad Hassan Allawi. (Allawi 1998: 17-26). The most important characteristics of sports motivation among basketball players were also identified, which received a percentage of more than (75%), as researchers have the right to choose the percentage they deem appropriate when choosing indicators, as in Table 4.

Table 4. shows the percentage of the most important attributes athletic motivation

Attributes athletic motivation	%
Responsibility	%97,4
Training situation	%98
Aggression	%95,2
Design	%93,5
Self-confidence	%88,4
Leadership	%93
Emotional control	%96,7
Motivation	%92,3
Hardness	%88,7

3- Exploratory experience

Psychological skills and attributes of athletic motivation traits are determined by conducting an exploratory experiment on a sample of (5) basketball players in the young clubs in Duhok, for the purpose of ascertaining the following:

1. Knowing the difficulties and problems that the researcher may face
2. Know the time taken.
3. Ensure the efficiency of the resolution.

3-4 Reliability of the two scales

The reliability coefficient of the two scales was calculated by calculating the alpha coefficient and using the retest method for dimensions. A measure of psychological skills and sports motivational traits on a sample of (15) basketball players from the Zakho Club in Dohuk Governorate. The alpha value was (0.805), which is a non-significant value. This means that there is no relationship between the dimensions of the scale with each other, which confirms the independence of each. After measuring the dimensions of the psychological skills under study (Mansi, 1980), as for calculating reliability using the retest method, all correlation coefficients between the scores of the first test and the scores of the second test were significantly significant at the significance level (0.01), which confirms that the two scales have a high degree of reliability. Consistency.

3-5 Validity of the two scales

The researcher conducted the validity of the two tests using the validity associated with the criterion when applying it by adhering to some scales that measure some similar dimensions. To ensure the validity of the two scales once again, the researcher used the terminal comparison method between the highest and lowest quartiles of scores. The researcher used the terminal comparison method between the highest quartiles and the lowest quartiles of scores. The two tests were applied after applying them to (30) basketball players from the Sennacherib Youth Center and the Dohuk Youth Center, and the significance of the differences between them was calculated. The value of (t) calculated between the upper and lower quartiles of the basketball players' scores on the test was statistically significant at the level of 0.01. This means the ability of the two tests to distinguish and show differences between basketball players. This confirms the validity of the two tests under study. As for the validity associated with the test, the test was applied. The two scales correlate with both the list of motivational traits for athletes and the emotional response scale in sports. The results of the application resulted in acceptable correlations between the similar dimensions of these four scales.

3-6 Data collection

Data were collected in coordination with the Dohuk Basketball Club Center, and a folder consisting of research objectives, informed consent, and questionnaires was delivered to players in youth basketball clubs in Dohuk, The coaches of the basketball clubs in (Dohuk, Zakho, and Sennacherib) were also informed of the study objectives and ethical considerations, as well as filling out a questionnaire for each player during the competition period between the three teams by the coaches. The 45 players were instructed to complete the questionnaires in one week and return to the researcher. Finally, 45 questionnaires were collected, completed questionnaires were reviewed, scored for analysis according to assigned codes for anonymity

3-7 Data Analysis

After collecting the data from each of, the participants in the sample, frequency and descriptive statistic, ANOVA in SPSS statistical method, were used to find out the results, the present study and internal consistency, the psychological skills test, and attributes of athletic motivation scale, the coefficient of Pearson correlation between paired scores.

3-8 Statistical Means

The researcher used the following statistical methods (SPSS):

1. Arithmetic mean, standard deviation
2. torsion modulus
3. Mediator and percentage
4. ANOVA, and coefficient of Pearson correlation between paired scores

Chapter 4

Presentation, Analysis and Discussion of the Results

4.1 Descriptive of the sample

Table 5. Descriptive sample according to age, educational attainment, economic situation

Economic situation			**Age**					**Total**
			14	**15**	**16**	**17**	**18**	
Low	**Educational attainment**	Secondary	2					2
		Diploma		3	1			4
		College						
	Total		**2**	**3**	**1**			**6**
Average	**Educational attainment**	Secondary	5	3	3			11
		Diploma	3	1	2	2	2	10
		College						
	Total		**8**	**4**	**5**	**2**	**2**	**21**
Good	**Educational attainment**	Secondary	2	2	2			6
		Diploma		1	1	2	3	7
		College						
	Total		**2**	**3**	**3**	**2**	**3**	**13**
V.good	**Educational attainment**	Secondary		2	2			4
		Diploma			1			1
		College						
	Total			**2**	**3**			**5**
Total			**12**	**12**	**12**	**4**	**5**	**45**

As shown in Table 5 of the current study model, the iterative statistical method was reported for the sample, where the number of participants according to educational attainment secondary was (23), and the number of diploma was (22). The college had (0) participants. A descriptive statistical approach was used to report the items related to economic situation. Thus, the number of participants according to the low economic situation is (6) participants, the number of participants in the Average economic situation is (21) participants, the number of

participants in the good economic situation is (13) participants, and the number of participants in the V.good is (5) participants. Finally, a descriptive statistical approach was used to show items related to age. Therefore, age was divided into five age groups (14-15-16-17 and 18), where 14 years were (12), 15 years were (12), 16 years were (12), 17 years were (4) years. And 18 years old were (5) participants.

4.2 Is there any find out significant differences in the level of psychological skills and motivational traits among basketball players, in terms of: age (14 to18), educational attainment, economic situation?

4.2.1 Is there a significant difference between, the average degrees psychological skills and motivational traits among basketball players according to their age?

In order to answer this research question, the age was divided into five categories (14-15-16-17-and 18) and was extracted the arithmetic mean, and standard deviation for each category as in the table 6a and then analysis of variance test (ANOVA) to find the level of psychological skills and motivational traits among ages as in the table 6b.

Table 6a. Descriptive statistics for age

Age	N	Mean	Std. Deviation
14	12	34.98	4.851
15	12	33.31	6.215
16	12	35.00	3.606
17	4	36.13	4.357
18	5	35.34	4.863
Total	45	34.06	5.669

Table 6b. Level of psychological skills and motivational traits according to age

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	195.837	4	65.299	2.088	٠.103
Within Groups	7692.967	40	31.292		
Total	7888.804	44			

Table 6b shows the results of the analysis of variance ($F(4,40)=2.088$, $p<0.05$), which means that there is no significant difference between the average scores of the research sample among the athletes in the youth basketball clubs (Dohuk, Zakho, and Sennacherib) according to their ages. This is because the players have the same psychological skills and motivational characteristics to play basketball during competition, so there is no specific age group.

4.2.2 Is there a significant difference between the average degrees psychological skills and motivational traits among basketball players according to their educational attainment?

In order to answer this research question, ANOVA was used to find out the level of psychological skills and motivational traits among basketball players according to their educational attainment.

Table 7a. Statistics for descriptive education attainment

Education	N	Mean	Std. Deviation
Secondary	23	35.87	4.129
Diploma	22	34.50	4.206
College	-	-	-
Total	45	34.88	4.155

Table 7b. Level of psychological skills and motivational traits according to educational attainment

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	395.656	2	98.913	3.235	.013
Within Groups	7493.146	42	30.583		
Total	7888.803	44			

Table 7b shows the results of ANOVA (F (2,42) =3.235, p>0.05), this means there is significant difference between, the averages of the research sample in psychological skills and motivational traits among the athletes in the youth basketball clubs (Dohuk, Zakho, and Sennacherib) according to their according to educational attainment. To see less different indicative, researcher used the test (Scheffe), and the results are listed in tables (7a, 7b).

Table 7c. Multiple Comparisons (Scheffe)

Education	Education	Mean Difference	Sig.
Secondary	Diploma	3.142	.143
	College	-	-
Diploma	Secondary	-3.142	.143
	College	-	-

Table 7c shows that there is a statistically significant difference between the two levels (Secondary, Diploma) and in favor of secondary school, and it is confirmed by the arithmetic mean of the two levels with a value of (p>0.05), and this means that the secondary stage has psychological skills and motivational features among the athletes in the youth basketball clubs (Dohuk, Zakho, and Sennacherib).

4.2.3 Is there a significant difference between the average degrees psychological skills and motivational traits among basketball players according to their economic situation?

In order to answer this research question, ANOVA was used to find out the level of psychological skills and motivational traits among basketball players according to their economic situations.

Table 8a. Statistics for descriptive economic situation

economic situation	N	Mean	Std. Deviation
Law	6	34.98	4.851
Average	21	33.31	4.851
good	13	35.00	3.606
V. good	5	36.13	4.357
Total	45	34.06	5.669

Table 8b. Level of psychological skills and motivational traits according to economic situation

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	141.490	3	47.163	1.497	.215
Within Groups	7747.314	41	31.494		
Total	7888.803	44			

Table 8b shows the results of the analysis of variance ($F(3,41) = 1.497$, $p < 0.05$), which means that there is no significant difference between the averages of the research sample's scores among the athletes in the youth basketball clubs (Dohuk, Zakho, and Sennacherib) according to situation. Economic. The researcher found that the reason for this is that all athletes in young basketball clubs are suffering from the economic and financial crisis. They

are currently suffering from a salary crisis, so they suffer from a lack of psychological skills and motivational characteristics to play basketball.

4.3 What is the level of Determine the distinctive psychological skills of basketball players?

In order to answer this research question, the psychological skills are known among the basketball players in the clubs of Duhok Governorate during the competition between the three teams (Dohuk, Zakho, and Sennacherib), and the arithmetic mean, standard deviation, and percentage of psychological skills characteristic of basketball players were extracted and arranged in descending order (n = 45).

Table 9. mean, standard deviation, and percentage of the distinctive psychological skills of basketball players and their descending order (n=45)

	Psychological skills	Mean Square	Std. Deviation	skill %	Arrange psychological skills in descending order
1	Sports achievement motivation.	18,69	3,50	77,9%	first
2	The ability to visualize.	17,04	3,80	71,00%	second
3	Self-confidence	15,89	3,89	66,2%	third
4	The ability to relax.	15,56	4,09	64,8%	fourth
5	The ability to focus attention.	15,44	4,46	64,3%	fifth
6	Ability to deal with anxiety	13,75	4,42	57,3%	sixth

The total score for the dimension on the scale (24)

Table 9 shows the results of the analysis after studying the values of arithmetic averages, as well as the percentage for each dimension separately, in the following order: sports achievement motivation, the ability to visualize, self-confidence, ability to relax, ability to focus attention, and ability to deal anxiety.

The researcher attributes the achievement motivation dimension to be ranked first in the dimensions of psychological skills to the fact that basketball players make a great effort during competitions in order to achieve best possible level of performance, that is, achieving

excellence in performance, which confirms that achievement motivation or excellence motivation is the strongest motivation that lies behind every success or achievement. Excel in athletic performance.

Then comes ability to visualize where each player recalls in his mind previous events, experiences, and situations that touched him, using all his different senses while sharing all his experiences, emotions, and feelings. Active mental visualization of performing certain skills results in muscular activity, which may be specific, but its benefit becomes clear in strengthening the neural pathways for the nerve signals sent from, nervous system to these working muscles. The basketball player is trying to master the skill, of shooting the basket needs to perform, this skill dozens of times. times, thus strengthening and supporting the neural pathways that control the direction, of the muscles responsible for performing the skill, visualization represents one of the methods, that works to strengthen these neural pathways. The player, by conjuring up the mental image of the skill in an organized manner, leads to the actual participation of the body's muscles in performing this skill.

As for the self-confidence dimension, it comes in the third place, as self-confidence is one of the important skills in, the sports field due to its impact on the performance of the players, and that athlete's confidence in his abilities represents, an important positive source, for achieving positive psychological energy.

Then comes the skill of relaxation, where it is explained that relaxation leads to reducing, the effect of response to nervous stress, helping to reach the optimal level, of tension and preventing the accumulation of nervous pressure by working to reach a low level of basal tension and reaching a degree of deep relaxation in which the level, of tension is less than The basic level, this is what basketball players need, as this helps them to raise their morale and improve the level of performance and thus achieve victory. Basketball players are characterized by the ability to focus attention, as attention is a vital dimension in the fields of training and competition at all levels, and the athlete's ability to employ both attention and focus is one of the decisive factors that directly influence the performance of various sports skills. To improve the players' shooting percentage, correct shooting tendencies must be developed. By focusing attention during each shot and teaching players how to ignore things that distract attention and to see only the ball and the ring in their minds while shooting, in addition to building self-confidence and trying to correct mistakes by focusing and strengthening successful shots, while failed shots are analyzed and the analysis of their mistakes is benefited from.

The last place comes the ability to face anxiety, as the basketball player faces a lot of situations that are related to anxiety during training or sports competitions, as it is a warning or

a signal to mobilize all the individual's psychological and physical strength to try to defend and preserve oneself, as it may lead to a loss of balance psycho. This is because when anxiety reaches a certain level, disturbance and physiological and psychological collapse of the player begins, leading to a decrease in the efficiency of the level of skill performance. Therefore, we see that it came in last place in the ranking of the psychological skills of basketball players, as they always work to confront it and get rid of it so that the level of performance does not decrease and the desired achievement is achieved. The practice of basketball regularly and for many years leads to the development and development of factors psychological (achievement ambition- psychological endurance- purposeful response- and social acceptance). Through the previous discussion, it becomes clear to us the interpretation of the first hypothesis of the study, which is related to identifying the distinctive psychological skills of the basketball players under study and arranging them.

4.4 What is the level of Determine the distinctive motivational features of basketball players?

In order to answer this research question, the motivational features are known among the basketball players in the clubs of Duhok Governorate during the competition between the three teams (Dohuk, Zakho, and Sennacherib), and the arithmetic mean, standard deviation, and percentage of motivational features characteristic of basketball players were extracted and arranged in descending order.

Table 10. mean, standard deviation, and percentage of the distinctive motivational features of basketball players and their descending order (n=45)

	Attributes athletic motivation	Mean Square	Std. Deviation	skill %	Arrange psychological skills in descending order
1	Training situation	3,96	0,85	79,25%	first
2	responsibility	3,88	0,49	77,6%	second
3	motivation	3,80	0,69	76%	third
4	Aggression	3,49	0,79	69,8%	fourth
5	design	3,46	0,66	69,2%	fifth
6	Hardness	3,42	0,69	68,4%	sixth
7	Self-confidence	3,40	0,75	68%	seventh
8	Leadership	3,37	0,81	67,4%	eighth
9	Emotional control	3,22	0,64	64,4%	ninth

Table 10 shows the results of the analysis after studying the instructions for the scale for estimating sports motivational traits under study indicate that increasing the athlete's score in the trait means the duration of the strength of that trait that the athlete possesses, as the scale specifies the maximum score for the trait = 5. After studying the arithmetic average values of the athletic motivational traits of basketball players, compared to the maximum (5) for each trait separately, the distinctive athletic motivational traits of the basketball players under study were identified and arranged as follows: training status, responsibility, motivation, aggression, determination, and toughness. Self-confidence, leadership, and emotional control.

The researcher attributes the fact that the training situation attribute ranked first among the motivational attributes under study to the fact that basketball players eagerly await strong competition, set themselves high goals, aspire to always be better, and accept risks and difficulties in the hope that this will help them successfully complete the work entrusted to them, and then Their behavior is characterized by positivity towards competition and striving to raise their sporting level. Therefore, they engage in training with passion and give it all of their attention, convinced that playing the game of basketball satisfies their needs. Each player seeks to train while respecting its rules of his own free will, implementing the coach's

instructions and instructions, respecting and accepting his advice, and because the motivation (motivation) here is represented by the personal motivation to play the game and struggle to succeed, as well as, excellence and excellence, it is considered a measure of the seriousness of the player's attempt and to perform to the best of his ability. As for the trait of aggression, it came in sixth place, as this trait imposes on the player's performance a certain roughness in the game without fearing the possibility of injury. The player with the aggressive trait is very concerned with not surrendering to defeat or retreating, and thus it is easy for him to engage in offensive behavior and to engage in confrontation and enjoy it. He believes that achieving gain requires him to be violent in his performance. As for the determination trait, it came in seventh place, as it, the player who is characterized by determination does not give up easily and accepts serious training for long periods, which enables him to achieve his goals. That is, he puts in more effort, whether in training or competition, and continues to give very diligently, regardless of the length of the training period or the circumstances surrounding the competition. Heterogeneous. The characteristics of the training situation, conscientiousness, responsibility, trust in others, and motivation are among the most distinctive motivational characteristics of basketball players in light of the study of their arithmetic average values. The researcher attributes the distinction of basketball players with these characteristics more than the rest of the other characteristics to the nature of the game.

4.5 Is there a Correlation between psychological skills and motivational attributes of basketball players?

In order to answer this research question, the correlation coefficient was used to find out the relationship between psychological skills and motivational attributes of basketball players, as shown in Table 11.

Table. 11 Correlation coefficient between psychological skills and dimensions of the motivational traits scale

	Psychological skills / Attributes athletic motivation	achievement motivation	Ability to visualize.	Self confidence	Ability to relax	Ability to Focus attention	Ability deal with anxiety
1	Training situation	0.559**	0,148	0,501**	0,359**	0,178	0,063
2	responsibility	0,325*	0,518**	0,474**	0,407**	0,253	0,293
3	motivation	0,428**	0,041	0,077	0,240	0,263*	0,412**
4	Aggression	0,056	-0,053	0,114	0,020	-0,131	0,081
5	design	0,430**	0,235	0,380**	0,380**	0,346*	0,120
6	Hardness	0,469**	0,192	0,349*	0,421**	0,231	0,273*
7	Self-confidence	0,131	0,416**	0,456**	0,354*	0,258*	0,281*
8	Leadership	0,259*	0,157	0,267*	0,244	0,151	0,090
9	Emotional control	0,236	0,052	0,259*	0,301	0,297*	0,223

Table 11 shows the results of the analysis, that there are positive correlations between psychological skills and some dimensions of the motivational traits scale for the study sample. These correlations ranged between (0,501), and (0,259), with a significant significance ranging between (0, 01), and (0, 05), and these positive correlations appeared as follows:

First: The relationship between the ability to visualize and some motivational traits:

Table 11 shows the results showed that there is a positive, significant relationship at the level of 0, 01 between the ability to visualize and self-confidence. This means that the higher the competitive level, the greater opportunity to use the ability to visualize in training, and that experienced players benefit from mental visualization to a greater extent than new players.

Second: The relationship between the ability to relax and some motivational characteristics

Table 11 shows the results showed that there was a positive, significant relationship, at the level of 0, 01 between the ability to relax and the traits (determination, responsibility, toughness, and training), while a positive, significant relationship appeared at the level of 0, 05

between the ability to relax and the two traits (self-confidence and emotional control). This positive relationship confirms what was indicated. The mechanism of many scientists is that through relaxation, can direct his attention to the work, is going to do that is, he is in a relaxed attention. That is, an anxious mind cannot exist in a relaxed body, as it is difficult for an individual to be nervous and tense in a state of relaxation. That is nervousness, tension in muscles and involuntary organs, can be reduced if the skeletal muscles become, in a state of relaxation.

Third: The relationship between the ability to focus attention and some features of sports motivation:

Table 11 shows there was a positive, significant relationship, the level of 0.01 between the ability to focus attention and the trait of hardiness, while a positive, significant relationship appeared at the level of 0.05 between the ability to focus attention and the traits of (motivation, determination, self-confidence, and emotional control). This confirms that attention represents a vital dimension in the fields of training, competition at all levels, and the athlete's ability to employ both Attention and Concentration is one of the decisive factors, that directly influence the performance of various sports skills. Sports achievements are linked to the athlete's presence in the optimal psychological energy, and it has been found that the most important thing is what distinguishes it is that the attention is directed entirely to the performance.

Fourth: The relationship between the ability to cope with anxiety and sports motivational characteristics:

Table 11 shows there is a significant positive relationship at the level 0.01 between the ability to cope with anxiety and the motivation trait, and a significant positive relationship at the level 0.05 between the ability to face anxiety and the attributes (responsibility, self-confidence, and toughness), that Anxiety It is considered one of the most important psychological phenomena associated, with the organization of sports competitions, as it plays an important role in influencing the performance of players, especially young players, as a result of their aspirations to win, the match and not lose it. This is done through mental training programs, and the personal motivational motivation, to play the game and the struggle for success for excellence and excellence is a measure of the seriousness, of the player's attempt to reach the best level.

Fifth: The relationship between the skill of self-confidence and sports motivational characteristics:

Table 11 shows there is a positive, significant, relationship at the level of 0.01 between the skill of self-confidence and the attributes of (determination, responsibility, self-confidence, and training), while a positive, significant, relationship appeared at the level of 0.05 between the skill of self-confidence and the attributes of (leadership). - Emotional control - and toughness) This means that the skill of self-confidence is a personal characteristic necessary to achieve success, as it helps the player develop his athletic performance, and the link of this psychological skill to some motivational characteristics that are represented by the characteristics (responsibility, determination, and training) is necessary, as confidence Self-confidence is the degree of belief, that an athlete has about his ability to achieve success. There is no doubt that the athlete's expectation of the results of his performance is an important factor in terms of influencing. the performance results. Also, confidence in anticipating the results makes the athlete more, willing to make and give, and the higher the degree of expectation, the better the athlete becomes. He is more confident. This doubles his ability to endure, persevere, and resolve in the face of the obstacles he faces or the problems that confront him. It becomes not easy for him to surrender to defeat or lose hope. It also helps him focus attention in the match and stimulates his latent abilities. His performance is characterized by fluidity and more strength and speed, and it helps him to maintain calm, relaxation and composure, especially in stressful competition situations.

Sixth: The relationship between the skill of achievement motivation and athletic traits:

Table 11 shows there is a positive, significant relationship at the level of 0.01 between the skill of sports achievement motivation and the attributes of (motivation, determination, toughness, and training), while a positive, significant relationship, appeared at the level of 0.05 between the skill of sports achievement motivation and the two attributes of (responsibility). This means that the skill of motivation for athletic achievement, as a distinctive psychological skill for basketball players, is affected and linked to some motivational traits such as motivation, determination, toughness, and training, as well as the motivation for athletic achievement, responsibility, and leadership. Basketball is a competition in order to achieve, the best possible level of performance, and its members must be distinguished. There are general characteristics. that distinguish people who are characterized by a high degree of achievement in various life activities, including sports activity, and this confirms to us the extent to which the skill of sports achievement motivation as a psychological skill is linked to some of the sports motivational features that are distinctive for basketball players and contribute to sports

achievement. This conclusion is consistent with what Ogilvie confirmed that through objective observation, personal interviews, and research conducted with elite athletes and by studying the psychological profile of athletes at high levels, it became clear that they are distinguished by the following psychological characteristics and characteristics: motivation, self-confidence, emotional control, leadership, determination, and solid opinion. Aggression and training ability.

It is also Table 11 shows, from there is a negative relationship between some psychological skills, such as the skill of visualization and the ability to focus attention, and some athletic motivational traits, such as the trait of aggression. Moreover, the high degree of emotional arousal and state of tension among some players during competition expects them to be more prepared to perform. Aggressive behavior, and that in the sports field, competition between some sports teams may take a negative direction for one reason or another, and then aggression occurs between the two competing teams. Through the previous discussion, the interpretation of the third hypothesis becomes clear to us, which proved the positive between psychological skills and sports motivational characteristics of basketball players. Except for skills visualization of ability, ability to focus attention, and aggression trait, where a negative relationship appeared between them.

Chapter 5

5. Conclusions and Recommendations

5.1 Conclusions

From the results, the following conclusions can be reached:-

1- The results showed a similarity in (age, economic status) in psychological skills and motivational characteristics, which means that there are no statistically significant differences between the average scores of the research sample among athletes in youth basketball clubs (Dohuk, Dohuk, Iraq). Zakho and Sennacherib) according to their ages and economic status. There are also differences in educational attainment between the stages (secondary, diploma) and in favor of the secondary stage. This means that the secondary stage has the psychological skills and motivational characteristics among the students. Athletes in youth basketball clubs (Dohuk, Zakho, and Sennacherib).

2- Basketball players are distinguished by the following psychological skills: Motive achievement imagines skills psychological among youth basketball players, followed by (ability to visualize), then (self-confidence), then (relaxation skill), then (focusing attention), and finally confronting anxiety.

3- The athletic motivational characteristics of youth basketball players were characterized by the following: (The situation training, responsibility, motivation, aggression, determination, toughness, self-confidence, leadership, and emotional control).

4- The results showed positive relationships at the level of (0.01) and (0.05) between psychological skills and the dimensions of the mathematical motivational features, except for the skill of ability to visualize, ability to focus attention, the results showed that there is a negative relationship between these two skills and trait of aggression, as the greater ability of the player to use the skill of visualization and the skill of focusing attention during his performance, this led to his ability to confront and control his emotions and estimate His physical and skillful ability, which reduces the manifestation of aggression, which is a reaction to frustration and unsuccessful performance.

5-2 Recommendations

There are a set of recommendations as follows:

1- Be guided by the importance of psychological skills, which is considered one of the success factors for achieving better sports results.

2- Coordination between the sports psychologist and the coach to make the training process successful.

3- Developing the psychological skills and motivational traits of basketball players by the psychologist, identifying strengths and weaknesses, developing them, continuing to evaluate them, and recording rates for each player.

4- It is best to train the player at an early age on psychological skills and sports motivational features by a sports psychologist.

5- Training of players by a sports psychologist on psychological skills and motivational characteristics appropriate to their age level.

6- The player and sports psychologist emphasize that psychological skills and motivational qualities need continuous training in order to reach the level at which they can be employed in competitive situations.

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APPENDEXCES

(Appendix 1)

Dear Participant

Please take a few minutes to read the following information on this research carefully before you agree to participate. If at any time you have a question concerning the study, please feel free to ask the researcher who will provide more information.

The study is being conducted by: Baeez Maraan Ibrahim under the supervision of Prof. Dr. Mehmet Kargün. It aims to investigate Psychological Skills and its Relationship with Attributes of Athletic Motivation among Basketball Players in the Young Clubs in Duhok.

The data and the information of the participants will be kept confidential and will mealy be used for academic purpose.

(General information about the participants)

1. Age …….

2. Educational attainment a) Secondary b) Diploma c) College

3. Economic situation a) Low b) Average c) Good d) very good

Thank you for your valuable contribution to the study. Your participation is greatly appreciated.

(Appendix 2)

1- **Psychological skills**

n	Psychological skills	Degree
1	The ability to visualize.	
2	Self-confidence	
3	Sports achievement motivation.	
4	The ability to relax.	
5	Ability to deal with anxiety.	
6	The ability to focus attention.	

2- **Attributes athletic motivation**

n	Attributes athletic motivation	Degree
1	Responsibility	
2	Training situation	
3	Aggression	
4	Design	
5	Self-confidence	
6	Leadership	
7	Emotional control	
8	Motivation	
9	Hardness	

CURRICULUM VITAE (CV)