



The effect of a counseling program on self-skill development and its relationship to the accuracy of the performance of some basic skills in volleyball for female students

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ABSTRACT

One of the objectives of physical education is to pay attention to the physical, motor and psychological aspect of the skills and various sports, and through the work of the researcher as a teacher of physical education in a middle school and during his training for students in the physical education lesson, he noticed that there is a weakness in the basic skills of volleyball among students, which leads to a low level of school championships in this game and then leads to their reluctance to play this game, The researcher believes that the causes of weakness are different, such as being physical or psychological, and that the psychological factor is one of the important factors and that the skill side rises if the psychological state of the students rises, which leads to an increase in their motivation and love for the game, so the researcher decided to study the psychological aspect through the study of self-skill and its relationship to some basic skills in volleyball among middle school students by building a counseling program for their skill self-development and identifying the relationship of the counseling program with those skills. The aim of the research is to:

- 1- Identifying the degree of self-skill among middle school students.
 - 2- The effect of the counseling program on the development of self-skill among middle school students in the post-test of the self-skill scale.
 - 3- The relationship between self-skill and some basic skills in volleyball.
- 1- The effectiveness of the counseling program prepared by the researcher for its clear impact on the high level of performance of the basic skills selected by the experimental research sample
 - 2- There is a significant correlation between learning some of the selected basic skills and the skill self.
 - 3- The counseling program has a positive impact on the development of self-skill areas.

1.1 Introduction and importance of the research

Psychological counseling is one of the branches of applied psychology, which is based on the philosophy that human behavior is flexible and modifiable and that the individual has the ability to adapt continuously, although this ability varies from one individual to another, and that the individual grows psychologically as he grows physically, and that he is able to learn and choose his actions and choose his profession and that he affects the society in which he lives and is affected by it and that he is able to act his affairs and bear the consequences of that if not the health or psychological problems he encounters or Social may hinder him from performing that, and it is a service directed to the normal in all areas of life, especially school and sports.

Sports counseling is one of the areas of counseling and its specificity is reflected through our knowledge of the competencies proposed for successful sports guidance, which is summarized in skills that include athlete development programs and facilitate performance enhancement and crisis intervention skills such as meditation, communication skills, time management, stress management, goal setting, and basic skills associated with sports and with these skills the mentor can help athletes face their problems.

The self-concept is the cornerstone of personality, as the human self always seeks to find a clear concept for many aspects of education, whether physical, skill or plan, and therefore the self-concept plays an important role in the sports field as it is one of the psychological concepts that affect the performance of the individual, and his view of himself and affect his relationship and responses with others, and this is clearly shown in self-confidence and self-conviction and the level of ambition and competitive spirit. Skill is among the dimensions that play an important role in self-concept and occupy a great place in the sports field, as it is the one in which the student provides a view of his skills, as it determines the level of his motor performance, ambition, achievements, and failure.

One of the important games that middle school students learn in the physical education lesson is the game of volleyball, which is one of the mass games and loved by many people.

The importance of the current research lies in the importance of the guidance program prepared in the development of self-skill and the importance of the variable self-skill because of its impact on the performance of skills in any sports game.

1.2 Research problem

The counseling and psychological programs that are prepared and organized according to scientific foundations are one of the important means used to identify the causes that lead to solving psychological problems in athletes, including the low

level of self-skill, as these counseling programs help individuals to take for themselves realistic goals consistent with their abilities and preparations.

Perhaps the variable of self-skill is one of the psychological variables that are associated with the skill performance of individuals in any sports game, as it appears linked to different stages of their lives, which begin in the stage of early learning and training to reach the upper levels in sports competition, as a state of imbalance appears between the basic requirements that individuals seek to achieve, and between what they actually possess of skills in that game.

One of the objectives of physical education is to pay attention to the physical, motor and psychological aspect of the skills and various sports, and through the work of the researcher as a teacher of physical education in a middle school and during his training for students in the physical education lesson, he noticed that there is a weakness in the basic skills of volleyball among students, which leads to a low level of school tournaments in this game and then leads to their reluctance to play this game, The researcher believes that the causes of weakness are different, such as being physical or psychological, and that the psychological factor is one of the important factors and that the skill side rises if the psychological state of the students rises, which leads to an increase in their motivation and love for the game, so the researcher decided to study the psychological aspect through the study of self-skill and its relationship to some basic skills in volleyball among middle school students by building a counseling program for their skill self-development and identifying the relationship of the counseling program with those skills.

1.3 Research objectives

- 1- Identifying the degree of self-skill among middle school students.
- 2- The effect of the counseling program on the development of self-skill among middle school students in the post-test of the self-skill scale.
- 3- The relationship between self-skill and some basic skills in volleyball.

1.4 Research hypotheses

- 1- There are statistically significant differences between the grades of the experimental group before and after the program in the skill self-development of middle school students.
- 2- The absence of statistically significant differences between the ranks of the control group scores in the pre- and post-tests for self-development skills for middle school students.

1.5 Research areas

Human field: - Middle school students in middle and high schools for morning study in the city of Al-Dabla.

Time Domain: - For the period from 5/1/2022 to 15/4/2023

Spatial field: - Medium Anfal and medium Al-Raya Al-Adawiya.

3- Research Methodology and Field Procedures

3 - 1 Research Methodology:

The researcher adopted the experimental method and correlations for its suitability for research procedures.

3.3 Research community and sample:

The research includes all middle school students in schools (medium Anfal and medium Raya Adawiya) in the center of the city of Dabla, where the number of students (80) students, and a sample was selected in a simple random way with a number of (500) students divided into two groups equally.

3.3 Research equipment, tools and means of collecting information:

- 1- Arab and foreign sources.
- 2- Internet
- 3- Calculator
- 4- Data Show Projector
- 5- Electronic stopwatch (2).
- 6- Handballs number (10).
- 7- Tape measure and chalk.
- 8- Signs (2).
- 9- Goals and wall.
- 10- Questionnaire form (skill self-measurement).
- 11- Opinions of experts and specialists.
- 12- Personal interviews.
- 13- Auxiliary Team

3.4.1 Determining the validity of the skill self-scale:

The researcher adopted the scale of self-skill in volleyball for the researcher (Hussein Abdel Zahra 2011 ¹) and the scale consists of (22) paragraph, including (11) positive paragraph, (11) negative 0 answered by choosing one of the five alternatives in front of each paragraph, which is (always, often, sometimes, rarely, never) 0 and calculated the degree for each paragraph of the scale, so the highest degree can be obtained is (110) degree and the lowest degree is (22) degree 0 This and the hypothetical average of the scale (66) degree, width The researcher measured a group of experts, numbering (11) experts, and in light of the opinions of experts and discussions, the scale was accepted by (100%).

3.4.2 Determine the validity of some basic skills and tests volleyball:

The skills within the middle school curriculum for female students are adopted and the skills are:

1. Transmission skill.

Hussein Abdel Zahra: Emotional response and its relationship to the skill self of volleyball players , ¹ Master's Thesis, University of Babylon, Faculty of Physical Education, 2011, pp. 56-59

2- The skill of receiving transmissions.

In order to identify some tests for the skills that fall within the framework of the main experiment through the review of scientific sources, the researcher prepared a questionnaire form to poll the opinion of experts and specialists, numbering (11) experts on the nomination of some tests, the forms were distributed to a group of experts and specialists in the field of the game, and after collecting the forms, unloading the data and processing them statistically, the skills were adopted according to Table (1).

| Significance | Ka2 Calculated | Validity | | auditions | t |
|--------------|----------------|----------------|-----|---|---|
| | | It doesn't fit | Fit | | |
| Moral | 11 | 0 | 11 | Test for the skill of accuracy of performing from above (tennis) | 1 |
| Immoral | 0.09 | 5 | 6 | Test to measure the accuracy of the performance of the transmission skill according to the back area of the stadium | 2 |
| Moral | 11 | 0 | 11 | Test for the accuracy of receiving the transmission with the arms from below | 1 |
| Immoral | 0.81 | 4 | 7 | Test to measure the accuracy of the performance of the skill of receiving the transmission from Center No. (1) | 2 |

3-5 Exploratory Experiment:

Where the exploratory experiment was conducted on a sample outside the research sample, which numbered (10) students on 14/2/2023 AD at nine o'clock in the morning for the scale and tests, and after (15) days passed on (30/2/2023), the experiment was repeated.

1. Practical practice for distributing the anxiety trait scale form .
- 2- Knowing the time taken to answer the scale and the time of the two skill tests.
- 3- Knowing the difficulties faced by the researcher during the main experiment.
- 4- Knowing the number of assistant staff.
- 5- Finding scientific foundations (stability and objectivity).

3.6 Scientific foundations of scale and tests:

3.6.1 Honesty

Honesty is one of the important coefficients of a good test, and it measures the test accurately the thing for which it was developed, and honesty is defined as "the degree to which the test measures the thing to be measured." ⁽¹⁾ Honesty is one

.1- Laila El-Sayed Farhat: Methods of Codifying Tests and Measurement in Physical Education , 1st Edition, Cairo, Dar Al-Fikr Al-Arabi, Al-Kitab Center for Publishing, 2001 , p. 111 .

of the basic transactions for good testing, as the researcher used the sincerity of the content by presenting the scale and tests on a group of experts and specialists.

3.6.2 Stability

Stability of the test "a test that gives similar results or the same results if it is repeated more than once and under the same conditions"². To calculate the stability coefficient of the scale, the test was applied and re-applied after (15) days on the students themselves and under the same conditions, and the simple correlation coefficient was calculated (Pearson). (between the two applications to obtain the test stability coefficient as in Table (2).

3.6.3 Objectivity:

Despite the clarity of the scale and the presence of scores that do not differ on the correctors, as for the tests, the scores of the evaluators were adopted, and then the simple correlation coefficient (Pearson) was calculated between the two applications to obtain the objectivity coefficient as in Table (2).

Table 2 shows the statistical parameters of the scientific foundations of the tests

| Sig | Objectivity | Sig | constancy | Variables | t |
|-------|-------------|-------|-----------|--|---|
| | Debug key | 0.000 | 0.90 | Self-Skill Scale | 1 |
| 0.000 | 0.90 | 0.000 | 0.88 | Test for the skill of accuracy of performing from above (tennis) | 2 |
| 0.000 | 0.87 | 0.000 | 0.85 | Test for the accuracy of receiving the transmission with the arms from below | 3 |

3-7 Pre-test: The tests and scale were conducted on the two research groups, which numbered (50) students, at nine o'clock in the morning on 2/3/2023, with all variables adjusted.

3.7.1 Research procedures on the two research groups:

3.7.1.1 Homogeneity of the sample: In order to adjust the variables that affect the accuracy of the research results, the researcher resorted to verifying the homogeneity of the research sample in the variables that relate to morphological measurements, namely (height, weight and age) as shown in Table (3).

Table (3) shows the homogeneity of the research sample in morphological measurements

| Torsion coefficient | Lines | Standard deviation | Arithmetic mean | Unit of measurement | Statistical milestones Variables |
|---------------------|-------|--------------------|-----------------|---------------------|-------------------------------------|
| 0.82 | 165 | 3.50 | 166,10 | poison | Length |

| | | | | | |
|------|----|------|-------|------|----------|
| 0,42 | 58 | 3,89 | 59,18 | kg | Weight |
| 0,51 | 14 | 0,79 | 14,03 | year | lifetime |

Table (3) shows that the values of the torsion coefficient are limited between (± 1), which indicates homogeneity

Members of the research sample in these variables, i.e. the moderation of their normal distribution.

3.7.1.2 Equivalence of research groups: Before starting the implementation of the educational curriculum, the researcher resorted to verifying the equivalence of the two research groups for the scale and skill tests, as shown in Table (4).

Table 4 shows the equivalence of the two research groups

| Significance | Sig | Calculated t | Experimental Group | | Control group | | auditions | t |
|--------------|-------|--------------|--------------------|-----------|---------------|-----------|--|---|
| | | | on | Going to- | on | Going to- | | |
| Willy-nilly | 0.396 | 1.59 | 5.38 | 70.11 | 5.92 | 72.61 | Self-Skill Scale | 1 |
| Willy-nilly | 0.275 | 1.20 | 1.68 | 7.94 | 1.89 | 8.27 | Test for the skill of accuracy of performing from above (tennis) | 2 |
| Willy-nilly | 0.186 | 1.66 | 2.30 | 8.78 | 2.26 | 9.16 | Test for the accuracy of receiving the transmission with the arms from below | 3 |

Table (4) indicates the equivalence of the two research groups in these tests because the values of (sig) are greater than the level of significance (0.05).

3.8 Application of the Mentorship Programme:

After selecting the research sample, determining the experimental design, preparing its tools and the approved techniques with the following procedures:

- 1- The number of counseling sessions for the experimental group was determined:
 - (14) sessions by two sessions per week, and the researcher asked the members of the experimental group to maintain the confidentiality of what is going on during the counseling sessions.
- 3- Determine the place of counseling sessions in the school yard, sports room and computer lab between (9.30-10.30) on Sundays and Wednesdays of each week.
- 4- Set (17/3/2023) as the date for the first session.
- 5- Setting the date of the last session on 27/4/2023.

3.9 Post-test:

The post-test was conducted on 28/4/2023 for the skill self-scale and volleyball tests under the same conditions in which the pre-test was carried out.

3.8 Statistical means :

The researcher used the following statistical means:

- 1- Arithmetic mean.
 - 2 - Standard deviation.
 - 3- Loom.
 - 4- Torsion coefficient.
 - 5- Pearson's correlation coefficient.
 - 6- Test (Ka2).Test (C) for independent samples.
 - 7- Test (T) for symmetrical samples.
- 4- Presentation, analysis and discussion of results:**

4-1 Presentation and analysis of the results of the pre- and post-tests of the control group:

Table (5) shows the values of the arithmetic means, standard deviations, calculated value (T) and the type of significance between the pre- and post-tests of the control group

| Indication Type | Sig | Calculated value (T) | Post | | Tribal | | Statistical milestones auditions | t |
|-----------------|-------|----------------------|------|----------|--------|----------|----------------------------------|---|
| | | | ± on | Going to | ± on | Going to | | |
| Moral | 0.000 | 6.61 | 4.82 | 77.27 | 5.92 | 72.61 | Self-Skill Scale | 1 |

Table (5) shows the results of the pre- and post-tests of the variables of the control group on the existence of a significant difference as the different values of the arithmetic means appeared in the pre- and post-test and by extracting the values of (T) calculated for the above research variables, which appeared (6.61.) Less than the level of significance (0.05), which indicates a significant difference between the pre- and post-tests in favor of the post-test.

4-2 Presentation and analysis of the results of the pre- and post-tests of the experimental group:

Table (6) shows the values of the arithmetic means, standard deviations, calculated value of (T) and type of significance between the pre- and post-tests of the tests for the experimental group

| Indication Type | Sig | Calculated value (T) | Post | | Tribal | | Statistical milestones auditions | t |
|-----------------|-----|----------------------|------|----------|--------|----------|----------------------------------|---|
| | | | ± on | Going to | ± on | Going to | | |

| | | | | | | | | |
|-------|-------|-------|------|-------|------|-------|------------------|---|
| | | | | | | | | |
| Moral | 0.000 | 11.67 | 4.64 | 85.11 | 5.38 | 70.11 | Self-Skill Scale | 1 |

Table (6) shows the results of the pre- and post-tests of the variables of the experimental group on the existence of a significant difference as the different values of the arithmetic media appeared in the pre- and post-test and by extracting the values of (T) calculated for the above research variables, which appeared (11.67) less than the level of significance (0.05), which indicates a significant difference between the pre- and post-tests in favor of the post-test.

4-3 Presentation and analysis of the results of the post-tests of the control and experimental groups:

Table (7) shows the values of the arithmetic means, standard deviations, calculated value of (T) and type of significance between the post-tests of the control and experimental groups

| Indication Type | Sig | Calculated value (T) | Experimental Group | | Control group | | Statistical milestones | t |
|-----------------|-------|----------------------|--------------------|----------|---------------|----------|------------------------|---|
| | | | ± on | Going to | ± on | Going to | | |
| Moral | 0.000 | 9.25 | 4.64 | 85.11 | 4.82 | 77.27 | Self-Skill Scale | 1 |

Table (7) shows the results of the two post-tests for the variables and for the control and experimental groups on the existence of a significant difference as the different values of the arithmetic media appeared in the pre- and post-test and by extracting the values of (T) calculated for the independent samples of the above research variables, which appeared (9.25) less than the level of significance (0.05), which indicates a significant difference between the pre- and post-tests in favor of the experimental group.

4.4 Discussion of the results:

Through the previous tables, we note the development of (self-skill scale) and the researcher attributes the availability of moral differences in the level of self-skill to the counseling program, which contributed to increasing the level of self-skill through the techniques that were presented in the sessions of the counseling program in its sessions for the development of self-skill components and various paragraphs, however, we find that these sessions have dealt with an important and vital topic and mainly for middle school students, which is the skill self in volleyball, as the counseling sessions contributed clearly to Modifying and developing this variable in addition to the familiarity and social interaction brought

about by the counseling program in the experimental group, as the sessions of the counseling program were presented in the light of the students' preparations and abilities, as it seeks to make the mentor able to direct himself and his life by himself, determine his goals in life and achieve his demands in the light of community standards³.

As well as the counseling program, which contributed to increasing the suspense and excitement through the sessions that were presented to the experimental research sample, as the psychological counseling has a major role in helping the guide to take for himself realistic goals consistent with his abilities and preparations, as well as the positive interaction between members of the experimental group and those in charge of the program, which is an important and essential element in the educational process and one of the necessary means in creating a group dominated by an atmosphere of intimacy, love and respect.

4-5 Presentation of the results of the relationship between self-skill and basic skills volleyball for the control group:

Table (8) Values of the correlation coefficient (Pearson) and hid (TR) for significant correlation significance
Self-skill and basic skills in volleyball for the control group

| Significance | Sig | T value of correlation significance Calculated | Correlation coefficient (Pearson) | Variables |
|--------------|-------|--|-----------------------------------|-----------------------------------|
| Immoral | 0.271 | 1.20 | 0.32 | Self Skill x Transmitter |
| Immoral | 0.349 | 1.12 | 0.27 | Self-skill x transmitter receiver |

Through Table (8), we note that there is a relationship between (self-skillx transmitter) and (self-skill x receiving transmitter) and the calculated values were (1.20, 1.12) at a level of significance greater than (0.05), which indicates that there is no significant relationship between the variables.

4-6 Presentation of the results of the relationship between self-skill and basic skills volleyball for the experimental group:

Table (9) Values of the correlation coefficient (Pearson) and hid (TR) for the significance of the correlation
Self-skill and basic skills in volleyball for the experimental group

| Significance | Sig | T value of correlation significance Calculated | Correlation coefficient (Pearson) | Variables |
|--------------|-------|--|-----------------------------------|-----------------------------------|
| Moral | 0.000 | 11.42 | 0.87 | Self Skill x Transmitter |
| Moral | 0.000 | 9.70 | 0.79 | Self-skill x transmitter receiver |

Through Table (9), we note that there is a relationship between (self-skillx transmitter) and (self-skill x receiving transmitter) and the calculated values were (11.42, 9.70) at a level of significance less than (0.05), which indicates a significant relationship between the variables.

The researcher attributes a reason to the guidance program prepared by the researcher according to the scientific foundations and the various sessions it contained, and the importance of the guidance programs that developed the level of skill performance by emphasizing the impact of guidance and counseling for students in particular and maintaining the learning and mastery of basic skills, in order to reach the best performance, as the increase in total integration with performance shows a development in the performance of skills, as well as the diversity of the exercises prepared and their proximity to the requirements of play, meaning that the exercises simulate the requirements of the game, as Repetition of skill performance in situations similar to match situations plays an important role in the development of the physical qualities of this skill, and thus the development of basic skills.

5. Conclusions and recommendations:

5.1 Conclusions:

- 1- The effectiveness of the counseling program prepared by the researcher for its clear impact on the high level of performance of the selected basic skills of the experimental research sample.
- 2- There is a significant correlation between the learning of selected basic skills and the skill self.
- 3- The mentoring program has a positive impact on the development of self-skill areas.
- 4- There is an impact of the control group on the level of performance of basic skills in volleyball.
- 5- The program prepared by the trainer has an impact on the development of self-skill areas.

5.2 Recommendations:

- 1- Urging physical education teachers to take care of the psychological preparation of students, especially when training them in sports in the physical education lesson.
- 2- The possibility of benefiting physical education teachers from the guidance program prepared in this study in various sports events in order to solve psychological problems, including the skill self of students.
- 3- The need to take care of the availability of a psychologist to work next to the physical education teacher to guide students and help them form a positive and realistic image of themselves.
- 4- Conducting similar studies for various sports events such as (basketball).

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