



## *The effect of using competitive learning strategies in some mental processes and learning futsal skills*

Noura Amer Aliwi Alanazi

[nouraamir@uomustansiriyah.edu.iq](mailto:nouraamir@uomustansiriyah.edu.iq)

Mustansiriyah University

Article history:

Published online: 20/6/ 2025

Keywords:

*competitive learning,  
futsal,  
Skills.*

### **ABSTRACT**

The aim of the research is to identify the effects of use, not competitive learning strategies, in some mental processes, learning futsal skills, identifying the best competitive learning strategies in the mental process and learning futsal skills. The researcher used the experimental method to suit the current research problem, and the researcher followed an experimental design with three equivalent groups with a pre-test. The researcher chose a community for her research consisting of the players of the Air Force Sports Club futsal for the season (2025), as the total research community reached (18) players. A representative sample of the original research community was selected and the number was (12) players and the method of selection was intentionally deliberately after the goalkeepers were excluded (3), and (3) players due to injury. The rolling test was used between the poles, the scoring test of stability towards the goal and the scale of mental processes and the researcher used the statistical bag (SPSS) to extract the numerical results of the tests. The researcher concluded from her study that the three competitive methods collective, double, and individual have a significant positive impact on the development of basic skills and mental processes in varying proportions, for the collective competitive method the highest percentage of the rest of the competitive methods, the third group that learned according to The individual style is the least developed group.

## **1- Definition of research: -**

### **1-1 Introduction and research importance: -**

Futsal is one of the highly competitive games and the achievement of its goals depends on the presence of competition in its performance, and it has recently received great attention to raise the level of technical performance of the game, Despite the difference in the performances of the educational and training units, but most of them are going in the traditional side to implement these trainings, and these units are almost devoid of giving the roles of the players other than the executive role to implement the requirements and orders of the coach, so I recently used multiple methods, including the competitive method to achieve success in the performance of educational and training units and included elements of individual competition, comparative doubles and collective competition. Also, importance must be given in the educational and training processes of mental processes for their importance in the learning processes and the application of duties and the role of the mind in developing the skill side and affecting the individual's physical and psychological energy because physical fitness is one of the most important parts of the individual's mental health, and that the individual's physical fatigue may reduce his determination to achieve gain. Therefore, the specificity and importance of research lies in identifying the level of competitive strategies And the extent of the relationship between them and between mental processes for their importance to develop the skill side in futsal.

### **1-2 Research problem: -**

Education and training systems have witnessed in terms of their objectives and the contents of many developments and in light of the preparation of a specialized academic in one of the branches of knowledge is the main dimension in the process of preparing the coach, despite the variables and developments in the training units and the successes achieved, and the effectiveness of futsal is one of the collective events that include a variety of skills required of the players to learn to master, The researcher has noted for being a teacher and trainer of the subject that most of the methods of education and training used in learning basic skills in futsal any traditional method of experiences and capabilities of coaches self to guide the work of the performance of the players, from here was highlighted the research problem in the study of an educational strategy and linked to the mental abilities of the players to be able to achieve the educational and training units and in a balanced manner and to raise the level of performance of the players do not master the basic skills of futsal in a high performance.

### **1-3 Research Objective: -**

- 1- Identify the impact of using competitive learning strategies in some mental processes and learn futsal skills .
- 2- Identify the best competitive learning strategies in some mental processes and learn futsal skills.

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

1- There are significant differences between pre- and post-research tests for competitive learning methods in some mental abilities and learning futsal skills and in favor of post-research tests.

2 - There are significant differences between the pre- and post-research tests for competitive learning methods (even, collective , individual) in some mental abilities and learning futsal skills .

### **1-5 Research Areas:**

1-5-1 Time Range: - (5/1/2025) up to (5/3/2025)

1-5-2 Spatial field: - The private stadium of the Air Sports Club futsal / Baghdad Governorate.

1-5-3 human field: - A sample of the players of the Air Force Sports Club futsal soccer.

### **2- Research Methodology and Field Procedures: -**

#### **2-1 Research Methodology:**

The selection mechanism for the method is one of the important steps in scientific research and the successes of the procedures depend on it, so we used the experimental research method to suit the current research problem. The researcher followed experimental designs with three equivalent groups by conducting a pre- and post-test and table (1) shows the mechanism.

Table (1) shows the experimental designs of the research

Step Five	Fourth step	Step Three	Second step	First step	Groups
<b>The difference between the three research methods in the post-test</b>	Differences between before and after	Post-test	Group Competitive	Pre-test	Mug Pilot 1
	Differences between before and after	Post-test	Competitive style doubles	Pre-test	Mug Pilot 2
	Differences between before and after	Post-test	Individual competitive style	Pre-test	Mug Pilot 3

#### **2-2 Community and research sample: -**

The concept of the research sample means a fully representative part of the original research community , " as they are the study of a specific part of a whole community through which we can obtain results representative of the total community, so the researcher chose a community for his research consisting of female futsal players for the Air Force Club for the season (2025), as the total research community reached (18) players . A sample representing the original research community was selected and the number was (12) players and the method of selection was intentionally deliberately after the goalkeepers were excluded (3), and (3) players due to injury.

#### **2-3 Devices and tools: -**

Arabic sources, foreign sources, Internet, data form, various skills test, futsal fields, measuring tapes, futsal balls (10), whistle (4), calculator, stopwatch, digital camera, Camera (Canon), plastic signs (12), human signs with a height of 160 cm, small targets made of wood.

## 2-4 Field Procedures:

### 2.4.1 Determining the validity of the scale of mental processes: -

After the researcher reviewed the measures of mental processes in the sports psychological specialization, the researcher adopted a scale (Bahi and Jad: , 2004 , 73), which describes mental processes as "mental strength and belief in the individual himself and his ability to focus in the most critical moments " (Bahi and Jad: 2004, 59) and these skills are the ability of the individual to imagine performance and prepare the mind and self-confidence and the ability to deal with others and focus and relax and that to questionnaire mental processes The ability to identify strengths and weaknesses and to follow the progress of the athlete's level .

The scale measures seven aspects of the athlete's mental performance as they are in Appendix 1 .

((Paragraphs 1,2,3,4 represent the player's ability to imagine), (paragraphs 5, 6, 7, 8 represent the player's mental preparation), (Al-Furat 9, 10, 11, 12 represent the player's self-confidence ), ( paragraphs 13,14,15,16 represent the player's ability to deal with anxiety), ( paragraphs 17, 18, 19, represent the player's ability to focus), ( paragraphs 20, 21, 22, The player's ability to relax (paragraphs 23, 24, 25 represent the motivation abilities of the player). The sum of scores for each dimension = 24 degrees where the percentage scores are calculated .If the player achieves 14 degrees out of a total score and is calculated according to the following equation:

$$= \frac{14}{24} \times 100 = 58,0\%$$

### 2.4.2 Skill tests futsal -

After we have seen the mother of futsal skills and the experience of the researcher in this field, but it is a specialized academic and a former futsal player, where all skills were identified and presented to experts and specialists (\*)After collecting their opinions and conducting the discharge of data, the nomination was made for a test of high moral significance through the value (Ka2) moral and table (2) shows that.

**Table (2) shows the validity of tests for futsal players**

Indication	Ka value 2 Calculated	Validity		auditions	t
		Invalid	advantage		
Immoral	0,4	4	1	Twenty seconds wall handling	1

\* - Dr. Muhammad Ghani Al-Jubouri, Dr. Muhammad Ali Jalal, Dr. Saif Karim Nehme, Adel Hamed Obaid, Dr. Ali Hamad Al-Hamidi.

Moral	5	0	5	The performance of rolling with the ball is between five round-trip signs	2
Moral	5	0	5	Scoring from a fixed position on the divided goal	3

The value of  $Ka_2$  at the degree of freedom (1) and the level D (0.05) was (2.84)

First: **the performance of rolling the ball between five signs back and forth** : -

**Purpose of the test:** dialogue, measurements of speed and performance .

**Test tools:** ( five signs, four futsal footballs, stopwatches.

**Test conditions** : We give each player two attempts and take the best, we calculate the running time back and forth and record the highest time, the player uses any foot he likes .

**Score Score** : We calculate the time credited to the nearest 1/100 second . (Ali Hamad Hamidi: 2024, p. 40)

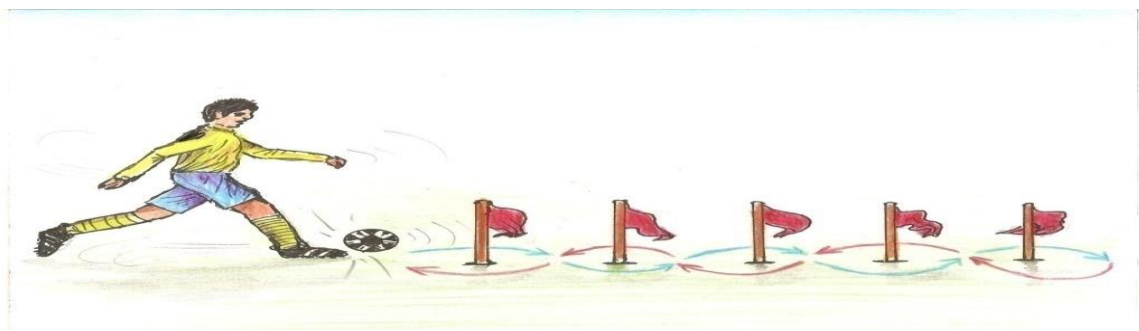


Figure (1) shows the ro-ro test

**Second: scoring from the position of stability on the divided goal:**

**Test purpose** : Measurement for accuracy in shooting at the divided goal .

**Test tools** : five futsal balls, zoning ropes, measuring tapes, futsal goals .

**Test procedure:** The balls are placed on the lines of the penalty area and from multiple places as in Figure (2) and the goal is divided into nine different sections.

**Test performance specifications** : The players shoot five different balls on the divided goal by moving from one ball to another and give each player five attempts.

**Scoring grades** : five degrees at the fourth square, four degrees at the fifth square, three degrees at the square two, two degrees at the square three, one degree at one square and zero degrees if the ball goes out of the goal, and when the ball hits the tape, the largest degree is calculated for the player . (Imad Kazem Al-Atwani: 1999, 39)

4	2	1	2	4
5	3		3	5

Figure (2) Scoring test from the position of stability on the divided target  
2-5 Scientific foundations of tests: -

**2.5.1 Honesty of the tests:** - For the purpose of verifying the truthfulness of the tests, the researcher presented the tests to specialists in the test and psychology to obtain the sincerity of the content.

**2.5.2 Stability of tests:** - The coefficient of stability was used by the method of testing and re-testing and the interval of time of (7) days, has been obtained a coefficient of stability in the simple correlation method of Pearson between the first and second was extracted moral correlation in a way statistical means (TR) for significant significance correlation and as shown in Table (3).

**2.5.3 Objectivity of the tests:** - It means the extent to which arbitrators or examiners are free from biased subjective factors (Farhat: 2001, 169) so the researcher used a simple link (Pearson) for objectivity for research tests and between the degrees (degrees of the first arbitrator and the second arbitrator) as shown in Table (3).

Table (3) shows the coefficient of stability and objectivity of the tests and the scale

Indication Objectivity	T.R. Calculated	coefficient Objectivity	Statistical significance	T.R. Calculated	Coefficient of stability	auditions
Moral	8,44	0,94	Moral	6,44	0,88	<b>Ball rolling test between (5) signs</b>
Moral	6,55	0,90	Moral	5,99	0,86	<b>Scoring test from the stability position on the split target</b>
Moral	7,68	0,92	Moral	7,88	0,92	<b>Scale of mental processes</b>

\* The tabular correlation value at the D level (0.05) and the degree of freedom (4) was (2.78)

**2-6 Tribal search tests:** - The procedures for the tribal search tests for the 12 players were carried out on Sunday, 5/1/2025, at exactly three o'clock in the afternoon and in the sports hall of the five-ball International People's Stadium, before starting the main procedures to ensure that all variables and requirements are controlled.

## **2-7 Homogeneity and equivalence procedures:**

**2-7-1 homogeneity of the sample:** - In order to avoid factors that may affect the results of the research experiment and return those differences to three independent factors have conducted the researcher homogeneity of his sample in variables (length, age, weight) and then conducted statistical treatments of the variables used (analysis and variance) has shown the results of the three research groups that they are homogeneous for those variables, which indicated the good distribution of the sample and the way of moderate spread within each of the three research groups and table (4) shows that.

**Table (4) shows the homogeneity of the sample members**



Indication Statistics	P value Tabular	P value Calculated	medium squares	degree Freedom	Total For squares	source For contrast	unit scaling	Variables
non Moral	3,22	0,000	0,000	2	0,000	Between Mug	month	lifetime
			0,700	9	28,000	Inside a mug		
		2,994	0,020	2	0,040	Between Mug	poison	Length
			0,004	9	0,054	Inside a mug		
		1,224	37,755	2	74,500	Between Mug	kg	Weight
			30,033	9	1352,750	Inside a mug		

Table (4) showed that the value (q) calculated for the variables (age, height, weight) was respectively (1,224 / 2,994 / 0,000), which is thus all less than the value (q) tabular, which has reached (3.22) and this indicates the absence of significant differences between the research groups, which is an indication that the research groups are homogeneous.

### 2.7.2 Equivalence of research groups: -

Table (5) shows the equivalence of the research sample in the selected variables

Significance Statistics	P value Tabular	P value Calculated	medium squares	degree Freedom	sum squares	source For contrast	unit measurement	Variables
non Moral	3,22	1,33	2,44	2	4,77	Between groups	time	Rolling
			1,50	9	66,82	Inside groups		
		2,30	3,54	2	7,04	Between groups	degree	Scoring
			1,54	9	68,88	Inside groups		
		1,07	1,26	2	3,55	Between groups	degree	Mental process
			1,12	9	53,440	Inside groups		

Table (5) showed that the value of (q) favoritism for the research variables was less than the value of (q) tabular, which amounted to (3.22) and under the level of (0.05) and the degree of freedom (9) and this indicates that there are no significant differences between the research variables and that the three research groups are equal.

2-8 Educational curriculum: - After reviewing the researcher on the most available sources for the fields of methods of teaching and training football halls, the researcher developed an educational curriculum and competitive methods tripartite (collective, even, comparator, individual) in which the researcher took into account some matters related to the growth and development of movement for this stage as well as the extent of providing some research devices and tools, after which the

researcher implemented her educational curriculum on Wednesday (15/1/2025) until Thursday (20/2/2025), where the work took (6) weeks and (3) units in One week and the total number of units was (16) educational units with a time of (90) d per unit.

**2-9 post-tests:** - After the completion of the implementation of the units within its educational curriculum, post-tests were conducted for the sample to identify the level reached by futsal players in the studied variables, and these tests were conducted on Friday, 28/2/2025.

2-9 **Means of statistics:** - The statistical bag (SPSS) was used.

**3- Presentation of the results of research, analysis and discussions :** -

**3-1 Presentation of the results of skill tests and mental processes in a collective competitive manner in the pre- and post-tests :** -

Table (6) shows the value of (T) the results of skill tests and mental processes in the style of collective competition in pre- and post-tests

T value	Dimensional measurements		Pre-measurements		Statistical Features Variables
	$\pm$ on	Q <sup>-</sup>	$\pm$ on	Q <sup>-</sup>	
6,33	2,4	7,99	2,6	5,6	Rolling
1,88	2,22	10,34	3,44	9,66	Scoring
8,33	4,44	18,44	4,22	13,90	Mental processes

**Tabular value at degrees of freedom (9) and level D (0.05) has reached (2.13)**

By looking at Table (6), we found that there is a statistically significant difference between the averages and scores of the pre- and post-tests and in all the tests studied in football halls and for the first experimental group used (collective competition method) where the value of (T) favoritism was obtained, which is limited between (4.44 and 2.22), which is greater than the tabular value of (2.13) and the degree of Freedom (9) and below the significance level (0.05) and this indicates the existence of significant differences between the two tests and in favor of a post-test.

**3-2 Presentation of the results of skill tests mental processes in the style of marital competition in the pre- and post-tests:** -

Table (7) shows the values of (T) for the results of skill tests and mental processes in the style of marital competition in the pre- and post-tests

T value	Telemetry		Pre-measurement		Statistical Features Variables
	$\pm$ on	Q <sup>-</sup>	$\pm$ on	Q <sup>-</sup>	
4,33	1,08	7,12	0,96	6,56	Rolling
2,77	1,26	20,50	2,72	18,12	Scoring
10,4	0,96	11,56	0,87	9,66	Mental processes

**A tabular value for the degree of freedom (9) and the significance level (0.05) has reached (2.13)**



By reviewing Table (7), we found the existence of significant differences between the averages and scores of the tests before and after and in all the tests studied in futsal in the third experimental group, which uses marital competition, where it achieved a calculated value of (T) and was limited between (10.4 and 4.33), which is thus greater than the tabular score (2.13) and a degree of freedom (9) and under The significance level (0,05) indicates the existence of the significant differences between the tests and in favor of the post-test.

### 3-3 Presentation of the results of skill tests mental processes in the manner of competition of the two individuals in the pre- and post-tests: -

Table (8) shows the values of (T) the results of skill tests and mental processes in an individual style in pre- and post-tests

T value	Telemetry		Pre-measurement		Statistical Features Variables	t
	$\pm$ on	Q	$\pm$ on	Q		
9,33	2,4	7,2	1,33	5,88	Rolling	1
6,22	4,3	15,66	3,99	11,77	Scoring	2
5,11	1,44	10,33	2,5	8,33	Mental processes	3

Tabular value at the degree of freedom (9) and the level of significance (0.05) has reached (2.13)

It is clear to us by reviewing Table (8) show us the existence of significant differences between the averages and scores of tests before and after and in all the tests studied in a third experimental group, which used an individual competitive method where the value of (T) favoritism and confined between (9.33 and 5.11), which is thus greater than the degree of tabular (2.13) and the degree of freedom extreme (9) and under the level of significance (0.05) and you have an indication of the existence of significant differences between the tests and the benefit of the post-test.

### 3-4 Results analysis of variance between the three groups in tests studied futsal

-

Table (9) shows the results of the analysis variation between the three research groups in the studied tests

Indication Statistics	Value P Tabular	Value P Calculated	Average For squares	degree Freedom	Total For squares	source For contrast	unit measurement	Variable
Moral	3.23	1,33	2,44	2	4,77	Between Mug	time	Rolling
			1,50	9	66,82	Inside a mug		
Moral		2,30	3,54	2	7,04	Between Mug	degree	Scoring
			1,54	9	68,88	Inside a mug		
Moral		1,07	1,26	2	3,55	Between Mug	degree	Mental process
			1,12	9	53,440	Inside a mug		

Table (10) shows the comparison of the differences and arithmetic means of the value of teyuki (L. S . D) For research groups

L . S . D	Ms 3	M2	Ms 1	In the middle of my account	Totals	Statistical Features Variables
-----------	------	----	------	-----------------------------	--------	--------------------------------

2,86	13.733*	6.811*	-	8,66	Ms 1	Rolling
	6.922*		-	7,9	M2	
	-		-	7,28	Ms 3	
	11.911*	8.788*	-	12,70	Ms 1	Scoring
	3.533*		-	10,50	M2	
			-	9,80	Ms 3	
	8.676*	6.220*	-	14,30	Ms 1	Mental processes
	2.7		-	13,66	M2	
			-	13,90	Ms 3	

### 3-5 Discussion of the results of the test (t) between the pre- and post-tests and for the three research groups: -

It is clear to us through the results in tables (6, 7, 8) the three experimental research groups achieved their goals in learning with a significant impact with significant differences between all groups, and the researcher attributes the reason for these results to the effectiveness of the methods used by the researcher in her research and because of their great and clear impact on the acquisition of skills and the mental process and ways to develop them, as the presence of players in a state of competition and suspense is something that leads to an increase in their movement and activity To develop most of the elements, including physical fitness as well as the research skills used. The researcher also attributes the development and the three research groups to the regularity and continuation of the players in the educational research units and for two consecutive months, in which they have practiced new methods that were not familiar to the previous units, which increases their time invested in the performance of the skill and this is what has been referred to by (student: 200, 41) to the methods of education and methods of great importance in educational processes and that these methods have an impact on the speed of learning. As well as the appropriateness of the learning style for their ages, which increases the fun and suspense of the learner where he eliminated the monotony of the educational share and this is confirmed by (Word : 1984, 92) so the educational methods to be appropriate for the ages of the trainees and mental abilities, skills and physical have. Therefore, we emphasize that the development taking place and the three groups to the numbers in important repetitions, which were given in the educational training, as well as accurate choices of exercises, taking into account the appropriate research sample and their abilities and capabilities, taking into account the repetition of exercises and continuously and gradation in the difficulty of the level of performance of the players and the need to benefit from the devices and means working to increase the speed in the development of learning and that the choice of the coach for the quality of the exercises in terms of difficulties that may increase From the experiences of some players.

### 3-6 Discussion of the results of the test of variance (F) for the methods of developing the basic skills of mental skills: -

The results of Table (9) for the analysis test of variance for the three research groups show the existence of significant differences and the reason for this is due to the introduction of competitive methods (collective, even, comparator, individual) in

the process of educational development of the variables under study and that the reason for these differences is due to the difference in the mechanisms of work for proposed methods during the practices, where these practices helped to create good conditions for education methods of collective competition, which made learners work within groups of players and builds constructive cooperation where the benefit of The capabilities of the players within the same research group, where the players' abilities were integrated into one outcome to unite, thus achieving the final goals. The methods of competition marital comparison where the work of the players against each other in order to reach the goals of education for the players and this is what required each player to work hard and vitality and activity and to be faster than her colleague in practice for the activities entrusted to her by learning each player according to her own available abilities and her tendency and desire to be educated are the focus of educational processes. Where the organized exercises in terms of number in the repetitions and times of rest and sequence in the exercises used in the main sections of the educational units where they made the education highly effective in developing the skills of the players, has been indicated by (Mahjoub: 2001, 167) The exercises are of great importance in achieving physical, general and special preparation and the preparation of skill aspects if it is for beginners or applicants, as well as competitive methods work to provide great information well for the performance applied by coaches In the performance of skills that raise the spirit of competition between research groups and through repetitions and practices in the improvement of the level of performance and that the basis in the educational processes is to acquire the player skill abilities, and that each educational or training curriculum must measure its success by the extent of progress achieved by the individual in sports in the types of activities practiced through levels of physical skill and physiological and this is based on the player's adaptation with the educational units applied (cat: 199, 96).

#### **4- Conclusions and recommendations: -**

##### **1-4 Conclusions:**

- 1- The three competitive methods collective, double, and individual have a significant positive impact on the development of basic skills and mental processes in varying proportions.
- 2- The collective competitive method has the highest percentage of the rest of the competitive methods.
- 3- A third group has been taught according to the style of individual least developed groups.

##### **2.4 Recommendations:**

- 1- The use of competitive methods in games have positive effects in the suspense, excitement and motivation of learners.
- 2 - The need to study other mental processes lamha have a significant impact on the development of the players' skill and physical abilities.

3- Studying the variables of the current research and on different games and samples.

### Sources:-

- 1- Thamer et al., Football Test and Analysis : Mosul Press, 1991.
- 2- Student, Nizar Al-Majeed, Principles in Psychology , Baghdad, Al-Shaab Press, 2000.
- 3- Ali Hamad Hamidi, Master's Thesis, Al-Mustansiriya, 2015.
- 4- Imad Al-Atwani, the impact of the proposed teaching program for the development of scoring skills : (Baghdad , 1999).
- 5- Qat, Mohammed, Jobs and Members for Sports Training Applications, Dar Fikr Arabi, Cairo, 1998.
- 6- Encyclopedia of Kinesiology, learning and scheduling sports training, Amman, Dar Waeli Publishing, 2001
- 7- Mustafa , Gad , Introduction to Modern Trends, Sports Psychology , International House for Publishing and Distribution , 2004 .
- 8- Word , ian , physicall Educationm in Elementariy schooll in Englande – culturall company , 1984 .

### Appendix (1) Scale of mental processes

#### Ability to imagine:

- 1- One of my skills is to train my sport with my mind.  
1,2,3,4,5,6
- 2- I always practice the skill with my mind.  
1,2,3,4,5,6
- 3- I find it very difficult to form a mental image.  
6,5,4,3,2,1
- 4- It is very easy for him to imagine the feeling of movement.  
1,2,3,4,5,6

#### Mental preparation:

- 5- I determine my training goals myself. 1,2,3,4,5,6
- 6- I clearly define my goals. 1,2,3,4,5,6
- 7- I always analyze my performance myself after the end of the competitions.  
1, 2, 3, 4, 5, 6
- 8- I set goals that have been achieved. 1,2,3,4,5,6

#### Self-confidence:

- 9- I have confidence in my performance level. 6, 5,  
4, 3, 2, 1
- 10- I always enter the matches with high confidence thinking.  
1,2,3,4,5,6
- 11- I lack high confidence whenever the competitions approach.  
6,5,4,3,2,1

12- The positive attitude is always kept throughout the competitions

1, 2, 3, 4, 5, 6

**Coping with anxiety:**

13- I have a fear of losing during competitions

6, 5, 4, 3, 2, 1

14- Due to excessive anxiety, I may suffer losses during the competitions

6, 5, 4, 3, 2, 1

15- Leaving me free of my mistakes and worrying me when I perform a certain performance.

6,5,4,3,2,1

16- Overly worry about competing

6, 5, 4, 3, 2, 1

**Ability to concentrate:**

17- I have control over ideas during competitions

6, 5, 4, 3,

2, 1

18- He displaces and abandons my focus during competitions

6, 5, 4, 3, 2, 1

19- Too much unexpected noise negatively affects my performance.

6,5,4,3,2,1

**Ability to relax:**

20- Practice high relaxation myself before the start of the match.

1,2,3,4,5,6

21- I always get nervous before the match.

6,5,4,3,2,1

22- I have the ability to calm down and it is considered one of my points of strength.

1,2,3,4,5,6

**Motivation:**

23- I prepare myself enough to compete during competitions.

1,2,3,4,5,6

24- The difficult game I always enjoy.

1, 2, 3,4,5, 6

25- My high ability to motivate myself.

1 , 2, 3 , 4, 5, 6