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The Effect of a Psycho-Sport Counseling Curriculum on the Polar Thinking of Some Athletics Coaches

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ABSTRACT

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Keywords:

*Psycho-Sport Counseling Approach,
Polar Thinking, Coaches of Some
Athletics.*

The research aimed to build a specialized scale to measure polar thinking among coaches of some athletics, and to prepare a psychological counseling curriculum to reduce the level of polar thinking among coaches of some athletics by adopting the diagnostic measurement of this psychological phenomenon, and to identify the effect of a psycho-sports counseling approach on the polar thinking of coaches of some athletics, and the experimental approach was based on a sample of (9) coaches who were procedurally selected according to the height of the level of polar thinking, to represent the percentage of (6.294%) of their community represented by the coaches of game clubs who continue their training work for the sports season (2023/2024), which are (143) coaches distributed by nature to (19) clubs, and after building the scale and preparing and applying the guidance sessions to them for (4) consecutive weeks at the rate of two sessions per week and the completion of this experiment, the results were processed by the (SPSS) system. The preparation and application of the psychological sports counseling curriculum helps to reduce polar thinking that suits the coaches of some athletics, and it is necessary to pay attention to the psychological counseling curricula that take into account the specificity of the training and competitive environments. It is necessary for the psychological counselor to work on finding a friendly relationship with the counselors before applying the psychological counseling curricula that suit the sports environment and its specificity, and it is necessary to find a state of balance in the provision of counseling services without negligence or extravagance and to take into account the academic level of the counselors in the training and competitive environments, and it is necessary to pay attention to the periodic psychological and mental measurement of athletics coaches to realize psychological problems to which they are exposed before it worsens.

Research Introduction and Importance:

The factors of experience and self-confidence are a basic formation of the personality of each of the trainers, but on the other hand or from a psychological perspective, they may determine his thinking based on his beliefs from previous beliefs without opening up to the changes of reality in the new situation and the thinking that this situation needs, and perhaps he may also follow his thinking towards rigidity towards the rationale of the new situations, relying in this on the partial similarity with previous experiences or wisdom derived from his trained teachers in the long term, and this does not mean canceling Coaches must take into account changes in situations, so that their judgments are not extreme without considering moderation, and train the mind to understand the requirements of those situations to avoid thinking by adopting a single inflexible channel to make their thinking polar, and then be limited by the same decisions or responses that the players know in advance that apply to different situations.

Thinking is generally defined as "a conscious process that the individual performs consciously and consciously, and does not take place in isolation from the surrounding environment, i.e., the thought process is influenced by the social context and the cultural context." (Hisham, 2015, p. 36)

Also, "thinking is a daily process that accompanies human beings on a permanent basis, such as walking, and due to the need for it, the individual has been interested in it since ancient times, but the interest in it was simple, because societies were more stable, while today's societies are no longer stable, as a result of the changes that have occurred as a result of technological development and social aspirations." (Ghanem, 2009, p. 34)

"All the rapid change in the age prompts us to think seriously about developing our thinking abilities, to review ourselves, and to change our way of thinking." Al-Ghurairi, 2007, p. 1)

Also, "thinking is the most complex type of human behavior, as it is one of the highest levels of mental activity, and it is one of the most prominent characteristics that distinguish man from other creatures." (Saeed & Abdullah, 2008, p. 168)

It is also "no secret that each individual has his own way of thinking, and it is very difficult to predict the ways of thinking of others." Adnan, 2004, p. 79)

"The study of thinking and understanding its various structural methods and characteristics is the basis for consciousness to use the appropriate way of thinking for the situation that an individual faces in his life." (Al-Fahdawi and Al-Lihyani, 2016, p. 219)

"Thinking is the highest manifestation of mental activity, which characterizes man among all other

creatures, and the effects of this thinking have been clearly embodied in the development of civilization throughout the ages, and through thinking, the mind organizes experiences, which enables it to find a new solution to problems and understand relationships in a renewed way." (Al-Ghurairi and Al-Abadi, 2020, p. 9)

The researcher believes that the thinking of coaches must be characterized by flexibility in addressing the problems of events that confront them or when making decisions, especially those related to the players their professional future in athletics, and that the results of the coaches' thinking appear clearly in the training and competitive environments, which makes it imperative to address the problems that arise from their treatments in the event of their inflexible thinking in some situations in which they share with others in these training and competitive environments.

"The problems of abnormal and incorrect thinking are among the things that lead to the individual adopting some extreme attitudes, and these attitudes prevent him from reaching the truth, so that he is characterized by abstraction and reluctance to accept new ideas, and here is what is characterized by polar thinking." (Al-Saleh, 2024, p. 52)

Polar thinking is also defined as "a type of thinking in which the individual tends to interpret and judge events in a direction that does not recognize moderation, and is defined by two categories, whether black or white." (Al-Imam, 2023, p. 116)

It is also defined as "a type of bipolar thinking that leads to a perceptual distortion of knowledge of facts, prevents the individual from the world because he only acknowledges everything or nothing, and causes social problems with the difficulty of negotiating and deliberating with him." (Al-Shafi'i, 2022, p. 101)

"The importance of polar thinking is manifested in the fact that when an individual carries negative images, thoughts and beliefs, and his outlook on the future is determined by pessimism, he is more susceptible to psychological disorder if he is not guided and guided, and here it is necessary to be aware of this in order to overcome the extremes of thinking." (Al-Hassoun, 2019, p. 84)

Thus , "the importance of addressing thinking lies in finding appropriate solutions to the urgent theoretical and practical problems that the individual faces in nature and society, and this task is constantly renewed, which pushes this to continue the search for new methods and methods to overcome difficulties and obstacles, so thinking as a cognitive process is an essential element in the cognitive mental construction that the individual possesses and is characterized by his social character, and his systemic work that makes him exchange influence with the elements of the structure composed of it, i.e. it is influenced and influenced by the rest of the other cognitive processes such as perception

Perception and memory also affect and are affected by aspects of emotional, emotional and social personality." (Razouqi et al., 2019, p. 11)

Psychological counseling is defined as "an interview in a special place where the counselor listens and tries to understand the counselor, and to know what can be changed in his behavior in one way or another, chosen and approved by the counselor, and the counselor must have his problem, and the counselor has the skill and experience to work with the counselor in order to reach a solution to the problem." (Salman, 2016, p. 10)

Psychological counseling is also defined as "an interactive process between the counselor and the counselor that leads to the avoidance and reduction of undesirable psychological phenomena within the conditions and controls of the counseling environment." (Al-Saadawi, 2025, p. 11)

It also "helps the individual to regain his normal psychological state and corrects his thinking paths in line with his integration into his surroundings, and depends on the extent to which the counselor responds to the content of the psychological counseling sessions in that treatment." (Al-Sharif, 2023, p. 15)

Also, "the individual's self-esteem, perception of it, self-evaluation, behavior, and awareness of his potentials and abilities make him determine his future behavior, so he continues to develop and develop himself, his abilities and his potential when he is accepting himself, but if he is unaccepting of himself, we find him diverting his energy to destruction rather than construction, then self-esteem is a dynamic component capable of changing, regulating and controlling the individual's behavior." (Rabi, 2019, p. 19)

The importance of addressing the phenomenon of polar thinking for the coaches of some athletics is due to its many accumulations, as attention was not paid to its treatment by these coaches, considering that polar thinking causes aversion to others in the training and competitive environments and harms those around the coaches as a result of the decisions and judgments they issue in various situations, as these two environments require harmony and cooperation in the exchange of ideas, which requires awareness of the growing level of this type of thinking.

Research Problem:

By virtue of the academic researcher's work in sports and training psychology in athletics, she found that it is necessary to identify and measure the type of thinking prevailing among athletics coaches to maintain the healthy training and competitive environment related to athletes, and it is necessary to measure the polar thinking of athletics coaches to reduce its exacerbation and damage in the negative impact that leaves the players' aversion to the relationship with coaches. Preparing and

applying the counseling curriculum based on reducing the excessive polarization of these trainers to contribute to improving their psychological factor, thus addressing the research problem in an attempt by the researcher to answer the following questions:

- 1- What is the level of polar thinking of athletics coaches?
- 2- Can the psycho-sports counseling curriculum affect the reduction of the level of polar thinking in the coaches of some athletics?

Research Objectives:

1. Building a specialized scale to measure polar thinking in coaches of some athletics.
2. Preparing a psychological counseling curriculum to reduce the level of polar thinking among coaches of some athletics based on the diagnostic measurement of this psychological phenomenon.
3. Identifying the effect of a psycho-sports counseling approach on the polar thinking of some athletics coaches.

Research Hypothesis:

- 1- There are statistically significant differences between the results of the pre- and post-tests of the experimental group in measuring polar thinking.

Method and Procedures:

The experimental method was adopted according to the determinants of the current research problem by designing the experimental group with tight control with pre- and post-tests, and the limits of the research community were represented by the coaches of the sports clubs who continue their training work for the sports season (2023/2024), which are (143) coaches distributed by nature to (19) clubs between the ages of (24-64) years, and with training experience from (6-7) years and at varying levels of study between (preparatory - doctorate), who continue their training for the sports tag (2024/2025), and the specificity of the research for this type of study requires the selection of the main research sample to which the psychological guidance method based on limiting polar thinking will be applied, with the selection and distribution of the procedural method for each of the research requirements according to the procedures that will be mentioned below, in order to select trainers whose arithmetic average exceeds the hypothetical mean of the polar thinking scale to be carried out. The main research sample was selected deliberately according to the procedural method by the field survey by the scale under study, and the number of (9) trainers in the activities (200 meters, javelin throwing, weight pushing, and high jump) representing (6.294%) of the research population, and (15) trainers representing (10.49%) were randomly selected for the survey sample. From this community,

the remaining (120) trainers were selected for the statistical analysis sample of the scale based on the fact that each paragraph has (5) trainers, and they represent (83.916%) of this population.

The process of building the research scale began with field procedures and several statistical treatments, as (24) paragraph phrases were prepared according to the conditions of building the phrases of the paragraphs, their alternatives, and the key to correcting them in psychological measurement based on the theoretical framework of polar thinking for the coaches of some athletics, as at the beginning, the researcher deliberated with (5) of specialists by adopting the direct individual interview with them about the content of the phrases and their alternatives, then the phrases of this scale were closed with triple alternatives by adopting the correction key (3, 2, 1), and preparing a paper opinion poll questionnaire and attaching the scale to its initial form and presenting it with all the phrases and substitutions of the paragraphs and the instructions of the scale on (23) An expert in sports psychology, testing, measurement, and athletics, and they agreed to adopt it by (100%) without changing, modifying, or deleting all paragraphs.

The researcher experimented the scale on Thursday, 22/1/2025, on the survey sample of (15) trainers to identify the obstacles that may be faced in its application to be taken into account later, as the response time in this survey experiment, which amounted to (8) minutes, was calculated and the researcher did not face any significant observations.

The researcher also verified the discriminating ability of the paragraphs of the scale after applying its image to the construction sample of (120) trainers by adopting the method of the two identical peripheral groups by (27%), which reached (32.4) for each group, which was close to (32), and then compared the scores of the two groups Statistically according to the law of (v) for unrelated samples, as shown by the results of Table (1):

Table (1) shows the results of the discriminating ability of the paragraphs of the polar thinking scale of some athletics coaches

Truth of the distinction	Significance of the difference	(Sig)	(t)	Standard deviation	Arithmetic mean	Terminal Groups and Number	t
Featured	D	0.000	13.528	0.508	2.5	Upper (32)	1
				0.296	1.09	Dunya (32)	
Featured	D	0.000	15.145	0.507	2.47	Upper (32)	2
				0.177	1.03	Dunya (32)	
Featured	D	0.000	10.299	0.499	2.41	Upper (32)	3
				0.42	1.22	Dunya (32)	
Featured	D	0.000	11.604	0.504	2.44	Upper (32)	4
				0.369	1.16	Dunya (32)	

Feat ured	D	0.000	12.497	0.507	2.47	Upper (32)	5
				0.336	1.13	Dunya (32)	
Feat ured	D	0.000	11.706	0.483	2.66	Upper (32)	6
				0.457	1.28	Dunya (32)	
Feat ured	D	0.000	10.112	0.492	2.38	Upper (32)	7
				0.42	1.22	Dunya (32)	
Feat ured	D	0.000	11.098	0.504	2.56	Upper (32)	8
				0.44	1.25	Dunya (32)	
Feat ured	D	0.000	10.563	0.471	2.69	Upper (32)	9
				0.499	1.41	Dunya (32)	
Feat ured	D	0.000	12.393	0.471	2.31	Upper (32)	10
				0.296	1.09	Dunya (32)	
Feat ured	D	0.000	11.274	0.471	2.69	Upper (32)	11
				0.483	1.34	Dunya (32)	
Feat ured	D	0.000	12.587	0.457	2.72	Upper (32)	12
				0.457	1.28	Dunya (32)	
Feat ured	D	0.000	12.182	0.44	2.75	Upper (32)	13
				0.483	1.34	Dunya (32)	
Feat ured	D	0.000	9.591	0.44	2.25	Upper (32)	14
				0.42	1.22	Dunya (32)	
Feat ured	D	0.000	17.302	0.471	2.69	Upper (32)	15
				0.246	1.06	Dunya (32)	
Feat ured	D	0.000	11.427	0.44	2.75	Upper (32)	16
				0.499	1.41	Dunya (32)	
Feat ured	D	0.000	7.072	0.507	2.53	Upper (32)	17
				0.483	1.66	Dunya (32)	
Feat ured	D	0.000	8.16	0.507	2.47	Upper (32)	18
				0.504	1.44	Dunya (32)	
Feat ured	D	0.000	10.299	0.499	2.41	Upper (32)	19
				0.42	1.22	Dunya (32)	
Feat ured	D	0.000	11.604	0.504	2.44	Upper (32)	20
				0.369	1.16	Dunya (32)	
Feat ured	D	0.000	12.108	0.508	2.5	Upper (32)	21
				0.369	1.16	Dunya (32)	
Feat ured	D	0.000	13.247	0.507	2.47	Upper (32)	22
				0.296	1.09	Dunya (32)	
Feat ured	D	0.000	9.407	0.499	2.41	Upper (32)	23
				0.457	1.28	Dunya (32)	
Feat ured	D	0.000	10.508	0.504	2.44	Upper (32)	24
				0.42	1.22	Dunya (32)	

D with a score of (Sig) > (0.05) and significance level (0.05) degree of freedom (sum of two terminal samples-2) = 60

The researcher also verified the validity of the internal consistency of the same degrees of application of the scale to the 120 trainers of the construction sample by finding the simple correlation coefficients (Pearson) between the paragraph score and the total score of the scale, as shown by the results of Table (2):

Table (2) shows the internal consistency of the correlation of the paragraphs of the polar thinking scale of some athletics coaches

(Sig)	Values of the correlation coefficients of the paragraph score with the total score of the scale	t	(Sig)	Values of the correlation coefficients of the paragraph score with the total score of the scale	t
0.000	0.536*	13	0.000	0.553*	1
0.000	0.506*	14	0.000	0.657*	2
0.000	0.455*	15	0.000	0.552*	3
0.000	0.607*	16	0.000	0.757*	4
0.000	0.651*	17	0.000	0.561*	5
0.000	0.551*	18	0.000	0.655*	6
0.000	0.565*	19	0.000	0.557*	7
0.000	0.753*	20	0.000	0.658*	8
0.000	0.553*	21	0.000	0.566*	9
0.000	0.639*	22	0.000	0.551*	10
0.000	0.804*	23	0.000	0.624*	11
0.000	0.652*	24	0.000	0.591*	12

*Significant with a score of (Sig) > (0.05) and a level of significance (0.05) Degree of freedom (total construction sample -2) = 118

The stability of this scale was also statistically verified by treating the same application scores on the construction sample with (alpha-Cronbach) coefficient, which reached (0.857) at the degree of freedom (118) and the significance level (0.05), as well as to prove the suitability of this scale for the coaches of some athletics, the normal and moderate distribution was statistically verified by relying on the treatment of its application scores on the construction sample of (120) also coaching itself, as shown by the results of Table (3):

Table (3) shows the final statistical parameters and the values of the normal distribution of the scale

Torsion coefficient	Standard deviation	Arithmetic mean	Total Grade	Number of paragraphs	Number of Construction Sample Trainers
-0.476	2.956	40	72	24	120

The normal distribution is moderate if the value of the torsion coefficient is specified between (+1)

After completing the steps of building the scale in its final forms (Appendix 1), its total score ranged from (24-72) degrees, and with a hypothetical average of (48), and the higher the score of the responding coach, it means the higher his level of polar thinking, as the use of this scale in this research represented each of the following:

- ✧ Preparing a psychological counseling program based on reducing polar thinking for coaches of some athletics.
- ✧ Identify the trainers included in the research.
- ✧ A dependent variable in the research to verify the effectiveness of the psycho-sports counseling method.

The steps to prepare a psychological counseling program based on reducing polar thinking for coaches of some athletics also included the following:

- ✧ The research population was surveyed by the Polar Thinking Scale at the Sports Talent Care Center for Athletics, by comparing their scores on this scale with the hypothetical mean of the scale of (48), where the coaches of the experimental group representing the counseling group whose arithmetic mean reached (51.231) were identified with a standard deviation of (+1).(227), as the application of the scale was diagnostic in this procedure and not to measure a dependent variable in this research, but rather because of its mentioned necessity in the preparation of the psychological sports counseling program based on reducing polar thinking for coaches of some athletics and preparing its counseling sessions in determining what led to the higher level of polar thinking than the hypothetical medium.
- ✧ Identify the needs of coaches in certain athletics to reduce the high level of polar thinking and identify them accurately.
- ✧ Identify priorities to reduce the level of polar thinking in coaches of some athletics and determine them accurately.
- ✧ Determining the objectives of the psycho-sports counseling program based on reducing polar thinking for some athletics coaches.
- ✧ Identify the strategies and techniques necessary to achieve the planned goals of the Psycho-Sport Counseling Program based on reducing polar thinking for some athletics coaches.
- ✧ Identify the applications of the psychological counseling program based on reducing polar thinking for some athletics coaches.
- ✧ Setting determinants to evaluate the results of the application of the psychological sports counseling program based on reducing polar thinking for some athletics coaches.

As for the applications of the sessions of the psychological sports counseling program based on reducing polar thinking for the coaches of some athletics, they were as follows:

- ✧ According to the plan of the session, the duration of each counseling session reached (25) minutes.

- ⚙ The number of counseling sessions reached (8) sessions, which are applied at the rate of two counseling sessions per week, which are applied in coordination with the clubs at the Sports Talent Center for Athletics in Baghdad.
- ⚙ The implementation of the psychological sports counseling program based on reducing polar thinking for the coaches of some athletics continued for (4) consecutive weeks, which included the following steps:
- ⚙ First Step: Building a professional relationship between the researcher and the coaches of some of the athletics in the experimental group.
- ⚙ Second Step: The researcher identifies the weaknesses according to the results of the Polar Thinking Scale of some athletics coaches, by adopting the collection of the content of each (5) paragraphs that determine what led to their high level.
- ⚙ Third Step: The researcher explains to the coaches of some athletics that the continuation of this polar thinking is due to the rigidity in thinking and the adoption of dualism that accepts moderation and the adoption of previous experience only without exploration, and not for the events of the past.
- ⚙ Fourth Step: Helping the coaches of some athletics to reduce the level of polar thinking with guiding strategies that touch reality with counter-propaganda and continuous opposition to false beliefs and ideas that are not important, through persuasion and encouragement.
- ⚙ Step 5: Help coaches of some athletics adopt a more rational philosophy to lower the level of polar thinking.

The research experiment started when applying the Polar Thinking Sentiment Scale for the coaches of some athletics in the pre-tests on Thursday (30/1/2025), which was done according to the following measurement steps:

First Step: The weight score of each paragraph for the selected variant was calculated by means of the triple correction switch of the scale paragraphs.

Second Step: The scores of the paragraphs weights were collected to know the total score obtained by the responding trainer.

Third Step: Classifying the data in special paper forms in preparation for their statistical processing.

Then, the application of the psychological sports counseling program based on reducing polar thinking for the coaches of some athletics on the coaches of the experimental group of (9) coaches, and this application continued for the period extending from (31/1/2025) to (22/2/2025), for two days

(Friday and Saturday) of each week, and the research experiment ended with the application of the Polar Thinking Scale in the post-tests on Sunday (23/2/2025).

As for the processing of the research results, the results were automated by the (SPSS) system to calculate the values of percentage, arithmetic mean, standard deviation, torsion coefficient, simple correlation coefficient (Person), (Cronbach's alpha coefficient), t-test for unrelated samples, and t-test for correlated samples.

Total score of the scale = the number of paragraphs in the scale \times the highest weight in the substitutions of the paragraphs

Total Weights of Substitutes

Hypothetical middle = $\frac{\text{Total Weights of Substitutes}}{\text{Number of Alternatives}} \times \text{number of paragraphs}$

Results:

Table (4) shows the results of the pre-tests of the experimental research group

troupe s	Homogeneity of Variance in Pre-Tests				Group and number of trainers		The phenomeno n
	(Sig)	(Liveen)	$\pm P$	Going to			
Non-D	0.397	0.049	6.126	52.44	9	Experim ental	Polar Thinking

Variance homogeneity of the experimental research group by the Levin test when the SIG score $>(0.05)$ is a degree of freedom (8)

Table (5) shows the results of the pre- and post-tests of the experimental research group

troupe s	Comparison of Prior and Post-Differences between Statistical Parameters							Group and number of trainers	The phenome non
	(Sig)	(t)	P.H.	P	$\pm P$	Goi ng to	scal in g		
D	0.000	12.322	4.978	20.444	6.126	52.44	sout hern	Demo (9)	Polar Thinking
					1.581	32	Go awa y		

The statistical difference was D , where the score of (Sig) was $>(0.05)$ with a degree of freedom (8)

Discussion:

The results of Table (5) showed that the level of polar thinking in the experimental group in the post-tests was lower than what these results were in the pre-tests, and the researcher attributes these results to the application of the counseling coaches of the vocabulary of the psychological counseling

method based on limiting the growth of polar thinking and the suitability, number and content of its counseling sessions for them, as it helped to make their attraction in the post-tests towards abandoning the idea of their leadership and domination over decisions and dialogues in various discussions in the two environments. Their thinking is flexible and accepting of moderation without rigidity in their opinions, and their belief in the importance of other people's opinions in discussions without adhering to personal opinions, and their sense of acceptance of the other opinion, which further expanded the base of their integration with those discussions and dialogues without feeling alienated, and they stop arrogance and self-esteem, and increased their belief that the world does not depend on their opinion, and thus they became non-exclusionary to the opinions of others, which increased their interaction with their trained peers, and changed their beliefs towards positivity and their interest in evaluating their decisions, and they found that They were accepting in their training and competitive environment, while maintaining the level of self-confidence, and their investment in previous experiences with flexibility that accepts the collective discussion about the situations they face in these two environments, and their belief that success in implementing decisions depends on experience and following the trajectories of events rather than fanatical speculation, which increased their level of harmony with the studied ideas of others, and reduced the chance of ignoring them by establishing a solid relationship with their peers based on listening, understanding and mature dialogue aimed at abandoning selfishness in Qat thinking, which was the reason for these factors. His community played a role in the low level of polar thinking in the results of the post-tests and the feasibility of this psycho-sports counseling approach based on measurement and practical experimentation.

"The counseling process plays an important role in raising the awareness of the individual, as it is a learning process in terms of its interest in modifying the thoughts, feelings, and behavior of individuals towards themselves, others, and towards the world in which they live. (Kafafi, 2011, p. 258)

He also "practices psychological counseling in the form of counseling programs that aim to help the individual understand his personality and develop his potential so that he can solve his problems in the light of his knowledge, desire, education and training, in order to achieve his goals that he seeks in his life and thus maintain his mental health." (David, 2008: 41)

It also "requires devoting time to acquire mental skills in light of daily training and specific periods of the week, in order to save the necessary time and work in a serious way if the individual decides to develop and control the mental aspect, as happens in the physical aspect." (Shimoun, 2017, p. 57)

"It is necessary to link the results of brain and mind research to other fields of knowledge, so that individuals can diversify and strengthen their applications, because when these researches are combined with other sciences, the brain is what we have and use in all sciences through the decisions that come from the mind." (Al-Slaiti, 2008, p. 21)

Muthanna points out that "James believes that the mind is capable and competent only by choosing what it pays attention to, what it pays attention to and thinks about, and by leaving it alone, that is, by concentrating its thinking for the purpose of overcoming problems." (Hammoud, 2008, p. 7)

"The great function of ideas is to enable the individual to predict events and to develop ways to help him control what happens in his life." (Al-Saadawi, 2021, p. 166)

It also "grows internal conflicts, desires, and tendencies to the extent that a person is concerned with the reality around him, especially the social and cultural aspect that is related to one-way thinking that influences the polarity of thinking." Al-Afun, 2021, p. 477)

"In contrast to shortcomings, there are capabilities and potentials, and in the face of failures, there are possible opportunities, all of these positives must be built on to overcome the pitfalls and failures." (Hijazi, 2012, p. 38)

Also, "the environment around the individual has a clear influence or may even mortgage and determine most of his thinking, and the more psychologically healthy the environment, the more sound thinking will be supportive of it, and on the other hand, an environment that is weak or full of non-monkey events may lead to disturbances in one's thinking about that environment." (Michael, 2022, p. 42)

"Counseling programs help to change people's beliefs about the suitability of their thinking to new events that they are going through in their ordinary lives, thus providing openness to the variables of the environment, and avoiding intellectual closure and attachment to tendencies." (Al-Asal, 2021, p. 11)

Conclusions and Applications:

1. The Polar Thinking Scale is suitable for what has been prepared to measure this phenomenon in some athletics coaches and has the scientific foundations and parameters of psychometric measurement tools in sports psychology.
2. The preparation and implementation of the Polar Thinking Reduction Counseling Program is suitable for some athletics coaches.

3. The application of the psycho-sports counseling curriculum helps reduce polar thinking that is suitable for some athletics coaches.
4. It is necessary to pay attention to the psychological sports counseling curricula that take into account the specificity of the training and competitive environments, which are concerned with reducing polar thinking in academic research in sports psychology because of its positive returns for the coaches of some athletics.
5. It is essential for the psychological counselor to work on creating a friendly relationship with the counselors before applying psychological counseling approaches that are appropriate to the sports environment and its specificity.
6. It is necessary to find a balance in the provision of counseling services without negligence or extravagance and to take into account the academic level of the counselors in the training and competitive environments.
7. It is important to pay attention to the periodic psychological and mental measurement of athletics coaches to be aware of the psychological problems they are exposed to before they worsen.

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Appendix (1) shows the polar thinking scale of some athletics coaches

Alternatives to Answer Paragraphs			Phrases of the Scale Paragraphs	t
Never apply to me	Applies to Once in a while	Applies to All the time		
			I tend to be a leader of dialogues in training and competitions.	1

			I find in myself what qualifies me to be the most correct opinion in discussing various events.	2
			I believe that my opinion is the right one from the opinions of others.	3
			I focus on my decisions being irreversible in training and competition.	4
			I tend to stick to my opinion in all discussions.	5
			I see other people's opinions as immature.	6
			I find psychological comfort in getting away from what others think.	7
			I find it hard to understand what those who disagree with my opinion think.	8
			I feel uncomfortable mingling with those who interrupt me.	9
			I see myself as better than others.	10
			I want to interact with my peers coaches.	11
			I feel like my trained peers are trying to exclude me from important conversations and discussions.	12
			I feel the importance of my role when making collective decisions in training and competition.	13
			I am happy that my opinion is the dominant one over the opinions of others.	14
			I see my absence from discussions as a comfort for my fellow coaches.	15
			I feel confident that I can interpret what my trained peers think.	16
			I feel like I need to blend in more with my trained peers.	17
			I think the club will be lost if they ignore my ideas.	18
			I expect the results of my decisions to be successful better than the results of others' decisions.	19
			I find that my coaching peers ignore me when they make collective decisions in training and competition.	20
			I fail to be in harmony with my trained peers in training and competition.	21
			I find it difficult to form strong social relationships with my peers coaches.	22
			I trust that my decisions are not evaluated.	23
			I find that my opinions and ideas are not heard by my trained peers .	24