

DOI: <https://doi.org/10.54702/9rn15g67>**The effectiveness of a meaning guidance program on the self-efficacy of fencing players**

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**Received: 30/12/2023, Accepted: 24/01/2024, Published: 30/04/2024**This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)., © Modern Sport**Abstract**

The kinetic performance of a fencing player does not depend only on the physical, skill, and tactical aspects, but rather depends on his ability to use his mind or thinking by achieving a balance between those aspects and the psychological aspect, and then his ability to achieve harmony between the self-efficacy represented, which prompted the researcher to develop a guidance program in this sense and this type. Guidance seeks to make the mentor aware of his commitment and responsibilities while leaving him the freedom to make decisions regarding his perception of himself as a person capable of taking responsibility. Given the lack of studies and research examining the field of guidance in the sense, this called on the researcher to develop a guidance program for fencing players. Therefore, the research aimed to prepare (Guidance with meaning) program for fencing players, revealing differences in the self-efficacy of the experimental and control groups in the pre- and post-tests for the players in the research sample, revealing the difference in self-efficacy and ego identity for the two groups in the post-tests. The research sample represented a group of fencing players in the city of Erbil, and the research methodology was It is the experimental approach, which is represented by applying the guidance program in the sense of the experimental group and leaving the control group in its normal conditions. The study reached a set of conclusions, the most important of which is the effectiveness of the program (guidance in the meaning) on fencing players in the Kurdistan Region. The guidance program in the meaning prepared by the researcher has a clear impact on the level of self-efficacy of the experimental group players, the development of the experimental group players in the post-test in all dimensions, and the total score of the self-efficacy scale.

**Keywords****meaning guidance, self-efficacy****Introduction:**

Guidance is an art and science attributed to the educational and psychological sciences. It is also a technical service practiced by a specialized counselor in order to provide assistance “directly or indirectly” to a person who needs it to help him adapt personally, educationally, or professionally, or it is an art of social relations that is based on Scientific, practical and technical training in specialized centers and institutions. Guidance in the sense is one of the guidance schools. It is a humanistic orientation and follows the applications of existential guidance. It is considered a new method in psychological guidance and its field is considered broader than

existential therapy, because it has succeeded in developing its techniques in guidance practice within the system of interest in the humanistic orientation that is concerned with By studying the human being as a spiritual experience in addition to being a biological and mental structure capable of growth, change, and transcendence. (Frankl). (8) There is a group of techniques and activities used based on the foundations and principles presented by Frankl in his theory (guidance with meaning), which emphasizes the individuality of man, that he has freedom of will, and that quality has meaning and value. With the help of guidance, one can discover Aspects of strength and weakness and investing their inherent energy in

finding meaning and purpose in life. The concept of self-efficacy is one of the important psychological concepts, due to what it contributes to learners' motivation, stimulating their abilities and investing their inclinations effectively (Al-Sawat,) (3), and the term competence refers Subjectivity refers to the individual's beliefs about his ability to organize the required scientific plans and implement them in order to achieve the desired goals. This means that if the individual believes that he has the ability to achieve the required goals, then he tries to make these things actually happen. (Abu Tina) (1) Self-efficacy is considered a mediator of behavioral knowledge and contributes to determining the forms and degrees of effort that the individual will exert. It also contributes to determining the forms and degrees of effort that the individual will exert, as well as contributing to how he perceives the tasks that he can perform and thus in making the decision to proceed with performing it or refrain from doing so. Beliefs in self-efficacy also affect attention and thinking processes, facilitating self-help methods, or a specific method for oneself (Debilitating).

Individuals who have a strong sense of self-efficacy focus their attention on analyzing the problem and trying to find appropriate solutions. Conversely, individuals who doubt their self-efficacy turn their attention inward and become overwhelmed when faced with a difficult environment. They are concerned with their personal shortcomings and incompetence, and they imagine their failure, which in turn leads to negative results. This type of negative thinking leads to tension and pressure and limits the effective use of cognitive abilities by diverting attention from how to meet requirements in the best possible way to raising anxiety about personal inability. In addition, the possibility of failure. Here lies the importance of research in clarifying the player's self-efficacy, as well as developing a guidance program in its meaning and its role in creating a player who can adapt himself to the multiple situations he faces in training and competition, which will enable coaches to benefit from this approach in developing effectiveness. Subjectively, the problem of the research is that the kinetic performance of the fencing player does not depend only on the physical, skill and tactical

aspects, but rather it depends on his ability to use his mind or thinking by achieving a balance between those aspects and the psychological aspect, and then his ability to achieve harmony between self-efficacy represented by the five areas and exploiting the opportunities that are available. This type of guidance seeks to make the mentor aware of his commitment and responsibilities while leaving him the freedom to make the decision regarding his perception of himself as a person capable of bearing responsibility, given the lack of studies and research examining In the field of guidance in meaning, this called on the researcher to develop a guidance program for fencing players, and the aim of the research is to prepare a program (guidance in meaning) for fencing players, and to reveal the differences in the self-efficacy of the experimental and control groups in the pre- and post-tests for the players in the research sample, to reveal the difference in self-efficacy and identity. Ego for the two groups in the post-tests, and the research hypotheses were that there were significant differences between the experimental and control groups in self-efficacy between the pre- and post-tests and in favor of the post-test. There were significant differences in self-efficacy between the experimental and control groups in the post-tests and in favor of the experimental group. As for the areas of research the epee fencing players were in the Kurdistan Region. Temporal domain: from 4/1/2022 to September 1, 2022. Spatial domain: Fencing Hall - College of Physical Education and Sports Sciences - Saladin University - Erbil. Definition of terms (guidance by meaning). Define it. Frankl "is one of the types of guidance affiliated with the existential guidance school in the humanistic orientation. It means guidance directed through meaning, which includes a set of methods, techniques, foundations, and basic principles that help the individual discover the strengths and weaknesses of his personality, and enlighten him to the positive aspects and possibilities that... He possesses it instead of focusing on the negative aspects, and focusing his attention away from himself. The basic techniques in this method are the opposite intention, diverting thought and Socratic dialogue. (Frankl) (8:33) As for - self-efficacy is a set of judgments issued by the individual that express his beliefs about his ability

to perform certain behaviors, his flexibility in dealing with difficult and complex situations, defying difficulties, and the extent of his perseverance to accomplish the tasks assigned to him (Al-Zayat) (2).

### **Method and procedures:**

The researcher used the experimental method, which is the only research method that can test the hypotheses of one or more cause-related relationships. This method also represents the most honest approach to solving many scientific problems in a practical and theoretical way (Allawi) (5:237), and the researcher used an experimental design using two groups. Equivalent (experimental and control) with two pre- and post-tests for each group with the independent variable in the middle (the indicative approach for the experimental group and the traditional approach for the control group). The research community

included fencing players from the advanced category in the Kurdistan Region for the season (2021-2022), as it reached the research community for the purpose of applying the basic experiment. For the research, it consisted of (5) clubs with a total of (20) players, and (5) players from the Peshkotun and Hendren clubs, as a sample for stability and exploratory experiments. The research sample consisted of (20) players from the Erbil Governorate clubs, which are (Acad Club) with (5) players, the (Peshkawotun) club with (4) players, the (Hendrin) club with (4) players, the (Kallay Turkmen) club with (4), and the (Aala) club with (3) players. They were randomly divided by lottery into two groups, as the control group reached (10) players and the experimental group (10) players and (5) players from the Peshkotun and Hendren clubs, as a sample for stability and exploratory experiments, as shown in Table No. (1).

**Table .1** shows the details of the final application sample

No.	Application clubs	Number of players	Control group	Experimental group	Reliability sample and exploratory experiments
1	Acad club	5	3	2	0
2	Peshkawotun club	6	2	2	2
3	Hendren club	7	2	2	3
4	Turkmen kallay club	4	2	2	0
5	Ala club	3	1	2	0
	Total	25	10	10	5

The researcher conducted homogeneity to avoid the influence of factors that affect the results of the experiment in terms of individual differences present in the sample in (mass, Length, academic

achievement, and training age), among the members of the research sample in the variables, as shown in Table. (2).

**Table .2** shows the homogeneity of the players in the research sample

Variables and units of measurement	Mass Kg	Age/ Year	Length/ Cm	Academic achievement	Training age/year
Mean	67.16	33.91	175.33	4.25	4.08
Std. Deviations	5.25	0.79	3.25	0.75	0.90
Skewness	0.31	0.16	0.57	0.47	0.18

It is clear from Table No. (2) That the value of the skewness coefficient for each of (mass, age, height, educational attainment, and training age) was (0.18, 0.47, 0.57, 0.16, 0.31), respectively, which is less than ( $\pm 1$ ). This indicates that

individuals the sample is homogeneous in these variables. In this variable (academic achievement), grades were given according to the educational stage: illiterate people one grade, those who completed the primary stage two

grades, the intermediate stage three grades, the preparatory stage four grades, and the bachelor's stage five grades, in order to find parity. Between

the two research groups, the researcher used the T-test between the two groups in the study variable (self-efficacy), as shown in Table No. (4).

**Table .3** shows the equivalence between the two research groups

Fields of self-efficacy	Control Group		Experimental group		T Calculated	Level sig	Type Sig
	Mean	Standard deviation	Mean	Standard deviation			
Sport self-efficacy	38.60	4.575	40.30	3.802	0.85	0.60	Non sig
Mental self-efficacy	38.40	4.452	41.20	5.996	1.12	0.91	Non sig
Emotional self-efficacy	34.70	1.767	36.00	4.784	0.76	0.71	Non sig
Cognitive self-efficacy	36.90	5.425	35.50	3.173	0.66	0.40	Non sig
Social self-efficacy	20.27	3.259	22.40	3.688	1.29	0.53	Non sig
Total marks	168.87	19.47	175.4	21.42	1.55	0.58	Non sig

The significance level is 0.05

It is clear from Table No. (3) that the differences were not significant among the members of the research group in the areas of self-efficacy, as the value of (t) in the areas of self-efficacy reached (1.29, 0.66, 0.76, 1.12, 0.85), the total score (1.55), and the probability value (0.53). (0.40, 0.71, 0.91, 0.60) and the total score (0.58), respectively, and since the probability value is all greater than (0.05), this indicates that there are no differences between the two groups, and this indicates that the control and experimental groups are equivalent in the areas of self-efficacy.

#### **Devices, means, and tools used in the research:**

The researcher used the necessary and essential devices and tools that help access the required data: an electronic height and weight measuring device (Detect), American origin. A laptop computer (TOSHIBA type) (Japanese origin).

#### **Methods and tools used in the research:**

##### **Research tools: Self-efficacy scale:**

The researcher used the self-efficacy scale that was built by (Yadkar Saeed 2022), which consists of (60) items distributed over (5) fields:

- First - The field of social self-efficacy, which consists of (9) items, which represent paragraphs (9-1).
- Second - The field of cognitive self-efficacy consists of (12) items, which represent paragraphs (10-21).
- Third - The field of mental self-efficacy consists of (13) items, which represent paragraphs (34-22).
- Fourth - The emotional self-efficacy domain consists of (13) items, which represent paragraphs (35-47).
- Fifth paragraph - The field of sports self-efficacy consists of (13) items, which represent (48-60) items. These areas are covered by (60) items. The scale consists of (55) positive items. Among them are (5) negative items, namely (21, 33, 34, 39, 44), and the alternatives to the positive answer are (5) for the answer completely agree, (4) for the answer agree, (3) for the answer somewhat agree, and (2) for the answer Disagree, and (1) for the answer: Totally disagree, and vice versa in the case of negative items, which are (1) for the answer: Completely agree, (2) for the answer: Agree, (3) for the answer: Somewhat agree, (4) for the answer: Disagree, and (5) does not agree at all, so the highest score the



respondent can get is (300), which represents the highest score, and the lowest score he gets is (60), which represents the lowest total score on the scale.

**The guidance methods and techniques used in the guidance program using the meaning guidance method based on (the theory of guidance with meaning):**

Discussion, Socratic dialogue, adjusting directions, analysis by meaning, by the method of distracting thinking, reverse intention homework (Appendix 2)

**Exploratory experiment:**

The researcher conducted the exploratory experiment on (1/6/2022) on a sample of (5) players, who are part of the research community, in which a (self-efficacy) scale test was conducted, and a guidance session was given that was not part of the program.

**Main experience:**

The pre-test: After determining the basic research sample represented by the experimental and control groups, the researcher conducted the pre-test on (10/6/2022) on the experimental and control groups, through a scale (self-efficacy, ego identity, speed and accuracy of the attack) on the sample in the fencing hall in the College of Physical Education and Mathematical Sciences at Saladin University/Erbil.

**Application of the guidance program:**

The researcher prepared the conditions for implementing the meaning guidance program, and

began implementing it in cooperation with the lecturer (Dr. Saeed Nizar) on the experimental group in the fencing hall in the College of Physical Education and Sports Sciences. The program took (42) days, starting from (13/6/2022). Until 25/7/2022. During this period, the guidance program was implemented based on the group method and discussion method. The duration of the application of the guidance program took (6) weeks, with two guidance sessions per week, and the duration of the guidance session was (45) minutes, and the number of guidance sessions was (12) sessions, and the sessions were held two days at 10:45 am. The control group was not subjected to the guidance program and remained in its normal conditions.

**Post-test:**

The researcher conducted the post-test on July 28, 2022, on the experimental group and the control group, under the same conditions in which the pre-test was conducted, in giving the self-efficacy form to both groups.

**Statistical methods used:**

The researcher used the statistical package (Spss) to extract the values of the variables for the study, relying on the following statistical methods:

- 1- arithmetic mean
- 2- standard deviation
- 3- skewness coefficient
- 4- T-test for two independent samples

**Results:**

**Table .4** shows the arithmetic means, standard deviations, t values, and probability value (sig) for the self-efficacy domains of the experimental group in the pre- and post-tests.

Fields of self-efficacy	Pre-test		Post-test		T value calculated	Level Sig	Type Sig
	Mean	Standard deviation	Mean	Standard deviation			
Sport self-efficacy	40.30	3.80	54.30	3.199	16.15	0.00	Sig
Mental self-efficacy	41.20	5.99	54.00	5.011	11.29	0.00	Sig
Emotional self-efficacy	36.00	4.78	55.50	4.601	12.44	0.00	Sig
Cognitive self-efficacy	35.50	3.17	50.50	2.369	9.18	0.00	Sig
Social self-efficacy	22.40	3.68	39.10	2.767	11.10	0.00	Sig
Total marks	175.4	21.42	254.00	8.76	14.88	0.00	Sig

Significant when the probability value is less than or equal to (0.05)

**Table .5** shows the arithmetic means, standard deviations, t values, and probability value (sig) for the self-efficacy domains of the control group in the pre- and post-tests.

Fields of self-efficacy	Pre-test		Post-test		T value calculated	Level Sig	Type Sig
	Mean	Standard deviation	Mean	Standard deviation			
Sport self-efficacy	38.60	4.57	42.70	4.39	7.10	0.00	Sig
Mental self-efficacy	38.40	4.45	41.60	5.75	4.06	0.00	Sig
Emotional self-efficacy	34.70	1.76	41.10	4.17	7.96	0.00	Sig
Cognitive self-efficacy	36.90	5.42	37.30	3.46	0.61	0.87	Non sig
Social self-efficacy	20.27	3.25	30.30	4.24	9.39	0.00	Sig
Total marks	168.8	19.41	190.40	10.69	4.65	0.004	Sig

Significant when the probability value is less than or equal to (0.05)

**Presenting, analyzing and discussing the results of the two post-tests for the two groups (experimental and control) in the areas of self-efficacy and the total score.**

**Table .6** shows the arithmetic means, standard deviations, t values, and probability values for the self-efficacy domains and the total score for the control and experimental groups in the two post-tests.

Fields of self-efficacy	Control		Experimental groups		T value Calculated	Level sig	Type sig
	Mean	Standard deviation	Mean	Standard deviation			
Sport self-efficacy	42.70	4.39	54.30	3.19	6.75	0.00	Sig
Mental self-efficacy	41.60	5.75	54.00	5.01	5.14	0.00	Sig
Emotional self-efficacy	41.10	4.17	55.50	4.60	6.99	0.00	Sig
Cognitive self-efficacy	37.30	3.46	50.50	2.37	9.94	0.00	Sig
Social self-efficacy	30.30	4.24	39.10	2.77	5.49	0.00	Sig
Total marks	190.40	10.69	254.00	8.75	14.55	0.00	Sig

Significant at significance level < (0.05)

### **Discussion:**

There were significant differences between the post-tests of the control and experimental group in the field of (sports self-efficacy) and in favor of the experimental group. The researcher attributes this difference to the role of the guidance program in the sense that it helped the players increase their sports proficiency. "Good psychological preparation is one of the basic phenomena in the sports field and plays a major role." It is important in sports fields, and it also has an effective impact on the player's reaching the level that qualifies him to participate in sports competitions and in a way that achieves victory and achieves a high level" (Attiya, Muhammad Abdel Raouf,) (4) Therefore, the difference appeared clear between the players of the experimental and control groups. In this field, and this is what (Alawi)

emphasized (5) is that "the players' arrival at advanced levels is based on the athlete's motivation to achieve, which means the players' readiness to confront competitive situations and try to excel by showing the greatest amount of activity and perseverance as an expression of desire." "In the struggle and struggle for excellence in sports competition situations" (Muhammad Hassan Allawi) (6), the (total score) obtained significant differences between the two post-tests and in favor of the experimental group. The researcher attributes the reason for this result to the effectiveness of the guidance method used in the study of individuals. The experimental group, to whom the heuristic approach was applied in the sense, and the researcher interprets these results as a natural result, given what the researcher observed during the application of the

heuristic approach that the players had now had clearer thinking and vision regarding self-efficacy in general, and the discussions, dialogues, modeling and interaction that took place therein. In addition, following the techniques of guidance with meaning and some of the basic concepts in the theory of guidance with meaning, such as the techniques of Socratic dialogue, analysis by meaning, modifying directions, the method of diverting thinking, and the technique of reverse intent, had a major role in developing their self-efficacy. All of this was the reason that the curriculum based on meaning guidance in this study was effective. As Muhammad Hassan points out, "The fencing player forms a self-belief about his abilities and his assessment of the competitive situations he is experiencing. If the fencing player believes in his ability to perform a certain performance, then he accepts to carry out the performance required of him with enthusiasm and self-confidence. However, if he realizes and believes that his own abilities do not allow him to perform the required performance." This means a decrease in his self-effectiveness" (Allawi) (7). Based on their responses on the self-attendance fear scale, we discovered that table tennis players and players of the sport for people with disabilities have a moderate degree of self-attendance fear. (9). We found that the handicapped tennis and table tennis players have a moderate degree according to their responses on the assertive behavior scale. (10). One of the most important results reached by the researcher is that: The students of the Faculty of Physical Education (males) have a higher degree of cultural intelligence than the students of the Faculty of Fine Arts, and there are statistically significant differences among the sample members according to the specialization variable. (11). The researchers concluded: The use of sponge cylinder as part of the warm-up and final part of the lecture process has effectively contributed to the increase of elastic muscles operating short period of time

corresponds to the time of the semester. Sponge cylinder exercises have a positive effect in the development of the technical performance of the skill of the human wheel on the treadmill device due to the evolution of rubber working muscles. (12). Through the results, conclusions were reached, the most important of which is the preference for the experimental group in the applied exercises for metacognitive education used in the educational curriculum for performance, which had an effective role among the members of the experimental group. (13).

### **Conclusions:**

According to the results that emerged from the current research, the researcher reached the following conclusions:

- The effectiveness of the (Guidance in Meaning) program on fencing players in the Kurdistan Region.
- The guidance program prepared by the researcher has a clear impact on the level of self-efficacy of the players in the experimental group.
- The development of the control group players in the post-test in all dimensions and the total score of the self-efficacy scale, with the exception of the self-efficacy dimension.
- The players of the experimental group outperformed the players of the control group in all dimensions and the overall score of the self-efficacy scale in the post-test.

### **Recommendations:**

According to the conclusions reached, the researcher recommends the following:

- The possibility of benefiting from the guidance program in the sense prepared by the researcher in helping athletes, especially fencing players, to overcome obstacles and psychological problems and training them to deal with them efficiently and effectively in order to stabilize their positive behavior.
- Paying attention to psychological guidance for fencing players according to the requirements of this game, along with physical, skill and tactical preparation. To achieve this, we must

work to open courses for coaches on how to deal with psychological influence to enable them to deal with the players' self-efficacy and direct it to suit the situations and circumstances they face in training units and competitions.

- Using the self-efficacy scale, as well as for other games in the future, especially to detect players who suffer from low self-efficacy that affects their sporting achievement.
- necessity of having a sports psychological mentor within sports teams, and paying attention to qualifying players and training them on psychological guidance, dealing with anxiety, and self-confidence, which have a major role in raising the level of players' performance.

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**Appendix (1)**  
**Shows the scale is finalized with instructions**

No.	Paragraphs	Totally agree	agree	Fairly agree	not agree	Not agree at all
1	If obstacles arise during training or sports competition, I can find appropriate means to overcome them.					
2	I can express my opinion when there is a difference between me and my colleagues or the coach during training or sports competition.					
3	I can deal effectively with events during sports competition.					
4	I can work harmoniously with my colleagues during sports training.					
5	I commit to accomplishing the athletic tasks assigned to me, even if they are difficult.					
6	I think I have social abilities in my relationship with my teammates.					
7	I believe that the sporting successes I achieved developed my social personality.					
8	I have the ability to make my voice heard in sports meetings.					
9	Engage in most social activities with athletes.					
10	I feel that I am performing my duties as required during training or sports competitions.					
11	I appreciate that I have a degree of intelligence similar to others in fencing.					
12	I have extensive general sports knowledge.					
13	I am able to estimate the magnitude of sporting situations.					
14	I like to look at difficult sports situations from multiple angles.					
15	Look for additional mathematical information that is not available before attributing the behavior to its causes.					
16	I have difficulty making decisions when faced with difficult sporting situations.					
17	Lose the ability to control when facing difficult sporting situations					
18	Consider multiple options before making sports decisions.					
19	I am able to overcome the difficulties I face in sports competitions.					
20	Consider multiple options before making sports decisions.					
21	I find it difficult to understand what I read about fencing.					
22	The assignments I complete increase my knowledge of training matters.					

23	When I visualize my mistakes in the previous competition, my performance in the next competition improves.					
24	I have a high sense of performing the plan that the coach assigns to me during sports training.					
25	I can remember the stages of a successful performance during a fencing attack.					
26	I organize my thoughts before I compete with any other fencing player.					
27	The club members believe that I am a player distinguished by field intelligence during sports competitions.					
28	I think that the more I remember my loss in the previous competition, the more my ambition to win this competition increases.					
29	I am convinced that focusing on the coach's words during competition will reduce making mistakes during fencing.					
30	Focusing on the location of my mistakes increases my mastery of fencing skills.					
31	I think my poor attention in competition is a result of physical fatigue.					
32	My ability to remember plans is weak as a result of my lack of experience during sports tournaments.					
33	My awareness of the magnitude of my competitors weakens my ability to defend in sports competitions.					
34	The more I visualize our previous loss, the less motivated I will be in the next competition					
35	I can control my emotions when faced with an opponent who is behaving in unsportsmanlike behavior.					
36	At the start of the fight, I try to keep anxiety out of my mind.					
37	I feel in control when there is a large difference in points between me and the opposing player during the duel.					
38	I try to implement everything required of me by the trainer in the training unit					
39	I have difficulty getting rid of negative thoughts before competing					
40	I can overcome my anxiety towards a strong competitor					
41	I deal with psychological flexibility towards different life pressures					
42	Stay away from the fun atmosphere during the training unit					
43	It is difficult for me to sit quietly while watching a strong duel with one of my fellow players					

44	It is difficult to hide some feelings of hatred towards professional competitors					
45	I provide myself with words of encouragement before competing					
46	I avoid thoughts that would diminish my level					
47	I control my emotions well in difficult circumstances related to defeats in competitions					
48	I try to recover my effort after failure during sports competition.					
49	I have great determination in facing obstacles during sports competition.					
50	Important competitions increased my courage and physical strength even more.					
51	I feel that I am able to identify the most important basic components in the training modules.					
52	I have the ability to move quickly before the end of the competition.					
53	I see that I am able to achieve victory while participating in sports competitions.					
54	I do not feel tired when the fencing training unit is long.					
55	I can perform the sporting tasks required of me quite well, even if the circumstances are difficult.					
56	I believe that I will be able to successfully overcome many of the challenges that will face me during sports competitions.					
57	Make sure to know a lot of scientific facts during the training units.					
58	I believe that poor skill performance is the result of poor physical fitness.					
59	When I score points in fencing, it's because I put in a lot of effort.					
60	I feel that my physical abilities are suitable for fencing.					

### Appendix (2)

(A sample session from the guidance program sessions)

Session title: Acceptance and self-evaluation

Session objectives:

- Know the positive and negative aspects of the self.
- Defining the guidance group as what it is, self-evaluation, constructive criticism, and its importance in evaluating behavior.
- Self-evaluation and awareness of the strengths and weaknesses of the participating group.

- Increasing the guidance group's understanding of itself and its various social, emotional, and cognitive aspects.
- Increase the player's ability to develop aspects of his self-efficacy.
- It enables a group of players to evaluate themselves, accept criticism from others, and acknowledge mistakes when they make them.

**Techniques used:** Socratic dialogue and adjusting attitudes.

### Procedures and course of the session:

The guide welcomes the guidance group and quickly repeats the topic of the previous session and discusses the homework, without blaming the players or the guidance group who did not do the homework.

The guide talks with players about the concept of acceptance and self-evaluation. The guide asks the members the following question:

who are you ? What do you know about yourselves? The guide listens to the players' answers, uses opposite emotions and content in the answers they give, and provides them with explanation and reinforcement.

Then the guide asks: What do you know about self-evaluation? And constructive criticism? What is its importance in behavioral evaluation?

Then the guide leaves room for the participating players to speak frankly about their opinion, and the guide listens to the players' answers, clarifies, and expresses the answers they provide. Then the guide explains and clarifies the content of the answers. Then he explains self-evaluation and criticism of the structure to the players and its importance.

The guide provides a definition of the concept of self-acceptance by saying: Self-acceptance is the ability to accept oneself completely. In other words, to embrace yourself as you are without any conditions or exceptions. For a more precise academic definition, we can define

“Self-acceptance is the individual's acceptance of all his personal traits and characteristics, whether positive or negative.”

The guide provides some practical advice on self-acceptance:

Below are 8 practical tips that will help you accept all the positive and negative aspects of yourself with open arms, and thus move towards the stage of repairing weaknesses and strengthening strengths. Be kind to yourself.

Be kind to yourself, face your fears, be positive, accept imperfection, don't take things

personally, forgive, believe in yourself, and don't give up at all costs.

Self-acceptance skills?

Self-acceptance skills, or Acceptance Skills in English, are exactly as the name expresses: the ability to accept oneself completely. In other words, to embrace yourself as you are, without any conditions or exceptions. With a more precise academic definition, we can define the term as follows: Self-acceptance is the individual's acceptance of all his personal traits, positive or negative. This definition emphasizes the necessity of complete acceptance of all aspects of the personality. It is not enough to love what is good about you or what is positive about your personality. Rather, you must also love all the less wonderful qualities and characteristics, and accept the ugly and dark sides of yourself. There is no doubt that you are now thinking that accepting the negative aspects is not an easy thing. This is absolutely true, but what you do not know is The first step to changing these aspects is to accept them. Perhaps this is the reason that prevents you from getting rid of the negative traits in your personality.... You simply do not accept them.

The guide asks the following question: How many times have others criticized you? So, what was your reaction? Then he discusses each answer separately with two players to raise whatever he deems appropriate in the discussion situation.

The guide explains the difference between constructive criticism and destructive criticism, then asks the group members to cite examples of this and then discusses them with them.

Homework: The mentor recommends that the group members write down positions that express criticism of each one of them by others (friends - trainers - family) and the reaction they took in order to discuss that in the next session.



## فاعلية برنامج للإرشاد بالمعنى في الكفاءة الذاتية للاعبين المبارزة

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ملخص البحث

لا يعتمد الاداء الحركي للاعب المبارزة على الجوانب البدنية والمهارية والخططية فحسب بل يعتمد على قدرته في استخدام عقله او تفكيره عن طريق تحقيق عملية التوازن بين تلك الجوانب والجانب النفسي ومن ثم مقدرته لتحقيق التوافق بين الكفاءة الذاتية المتمثلة ،مما دعى الباحثة الى وضع برنامج ارشاد بالمعنى وهذا النوع من الارشاد يسعى الى جعل المسترشد واعيا بالتزامه ومسؤولياته مع ترك الحرية له في اتخاذ القرار بشأن ادراكه لنفسه كشخص قادر على تحمل المسؤولية ونظرا لقلّة الدراسات والبحوث التي تبحث في مجال الارشاد بالمعنى فان ذلك دعى الباحثة الى وضع برنامج ارشادي للاعبين المبارزة لذا فقد هدف البحث الى إعداد برنامج (الارشاد بالمعنى) للاعبين المبارزة، الكشف عن الفروق في الكفاءة الذاتية للمجموعتين التجريبية والضابطة في الإختبارين القبلي والبعدي للاعبين عينة البحث، الكشف عن الفرق في الكفاءة الذاتية وهوية الانا للمجموعتين في الاختبارات البعدية وتمثلت عينة البحث بمجموعة من لاعبي المبارزة في مدينة اربيل وكان منهج البحث هو المنهج التجريبي الذي تمثل بتطبيق برنامج الارشاد بالمعنى على المجموعة التجريبية وترك المجموعة الضابطة في ظروفها الاعتيادية وتوصلت الدراسة الى مجموعة من الاستنتاجات ومن اهمها فاعلية برنامج (الارشاد بالمعنى) على لاعبي المبارزة في إقليم كردستان، برنامج الإرشاد بالمعنى المُعد من قبل الباحثة له تأثير واضح في مستوى الكفاءة الذاتية للاعبين المجموعة التجريبية، تطور لاعبي المجموعة التجريبية في الاختبار البعدي في كل الابعاد والدرجة الكلية لمقياس الكفاءة الذاتية.

الارشاد بالمعنى ، الكفاءة الذاتية

الكلمات المفتاحية